UNIVERSITY OF LJUBLJANA

SCHOOL OF ECONOMICS AND BUSINESS

MASTER'S THESIS

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THE IMPACT OF CULTURALLY DIVERSE STUDENT GROUPS ON STUDENTS' CROSS-CULTURAL COMPETENCE

Ljubljana, August 2020   SHEN ZHANG

AUTHORSHIP STATEMENT

The undersigned Shen Zhang, a student at the University of Ljubljana, School of Economics and Business, (hereafter: SEB LU), author of this written final work of studies with the title THE IMPACT OF CULTURALLY DIVERSE STUDENT GROUPS ON STUDENTS' CROSS-CULTURAL COMPETENCE, prepared under supervision of Dr. Tamara Pavasović Trošt, Ph.D.

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LIST OF ABBREVIATIONS

CCC – Cross-cultural Competence

CEECs – Central and Eastern European Countries

CJDM – Cultural Judgment and Decision-making

CQ – Cultural Intelligence

EU – European Union

GC – Global Competence

GNP – Gross National Product

IB – International Business

ICC – Intercultural Competence

IIE – Institute of International Education

IJV – International Joint Venture

ISS – Intercultural Sensitivity Scale

MNCs – Multinational Corporations

MPQ – Multicultural Personality Questionnaire

M&A – Merger and Acquisition

NAFTA – North American Free Trade Area

vs. – versus

WTO – World Trade Organization

WWII – World War II

INTRODUCTION

As the world economy is becoming ever integrated, there is almost no executive that can afford the cost of ignoring opportunities in the global market. Since the Age of Discovery, vast markets for products and origins of raw materials are becoming increasingly available to multinational corporations (hereinafter MNCs), with the help of the development of international transportation and the improvement of modern technologies. Besides, the flourishing international transactions of commodity, service and technology, and the vibrant invisible flow of capital and information across the borders have witnessed and promoted the development of the world economy. In addition, international transactions and investment have not only ensured people's basic living needs in developing countries, but also helped to promote the national prosperity of developed countries.

Under the situation of cross-cultural interaction in international business (hereinafter IB), in which two persons from different cultures face each other under a business-related circumstance that constructs part of a relationship-building process, Cross-Cultural Competence (hereinafter CCC) comes to the stage to affect the outcome of interaction and eventually decides the success of IB activities. The concept of CCC has attracted huge research interests of scholars with several different concepts defined (Gertsen, 1990; Bartel-Radic & Giannelloni, 2017) and several models developed to explain how CCC works (e.g. Fantini, 1995; Johnson, Lenartowicz & Apud, 2006; Deardorff, 2006). Broadly defined, CCC represents "an individual's effectiveness in drawing upon a set of knowledge, skills and personal attributes in order to work successfully with people from different national cultural backgrounds at home or abroad" (Johnson, Lenartowicz & Apud, 2006).

Another important concept that is closely related to CCC is Cultural Intelligence (hereinafter CQ). In response to the need for solving the question of the reason why some people are more effective in working under cross-cultural situations while others are working less effectively, Earley and Ang (2003) first developed a basic construct of CQ based on the traditional theories of intelligence. Later, Ang et al. (2007) clearly defined the concept of CQ as "a specific form of intelligence, focused on capabilities to grasp, reason and behave effectively in situations characterized by cultural diversity". CQ typically includes the following components: meta-cognitive CQ, cognitive CQ, behavioral CQ (Thomas et al., 2008), and motivational CQ (Ang et al., 2007). In later research, scholars challenged the relationship between the concepts of CCC and CQ: some scholars argue that CCC and CQ are totally different constructs (e.g. Ang et al., 2007), while others take these two concepts as synonyms (e.g. Bartel-Radic & Giannelloni, 2017) since CCC and CQ both point out the specificity of cross-cultural interaction and try to define and measure one's capacity to adapt the counterparties' behaviors under this situation. The most widely-used tool for measuring CQ is the Cultural Intelligence Scale (hereinafter CQS), a self-assessing tool developed by Ang et al. (2007), measuring the four dimensions of CQ. CQS measures each of these

dimensions with four to six items each, and has a good statistical reliability (Bartel-Radic & Giannelloni, 2017).

With the process of globalization, the internationalization of higher education is also increasing. The population of higher education students around the world has never been so culturally diverse. This phenomenon is more obvious especially in major destinations for international students, such as the U.S., Australia, and the EU (Sit, Mak, & Neill, 2017). Now universities are more aware that they need to develop skills, knowledge, attitudes, and values of faculty and students, so that they can become interculturally competent to efficiently live and work in an international context (De Wit, 1995). To achieve these goals, many universities try to involve students in culturally diverse groups during their education. The expectation of working in such groups is that students will somehow benefit and learn from their participation and collaboration with colleagues from different cultures.

However, there is limited evidence that simply being placed (or forced to participate) in culturally diverse groups for group assignments actually leads to beneficial outcomes. In other words, although many universities hope to increase the CCC level of their students by involving them in culturally diverse groups, simply being in a culturally diverse group is not a sufficient precondition for developing CCC. In some cases, being "forced" to work in culturally diverse student groups without adequate preparation or clearly defined goals might be counter-productive for good intercultural relations (Leask & Carroll, 2011).

The School of Economics and Business (hereinafter SEB), University of Ljubljana provides an excellent case to examine this phenomenon, as the programs are composed of very culturally diverse student bodies, and almost all of the courses require group work. By the end of their education, most students have already worked in a culturally diverse group, and this is also typically mentioned as one of the highlights of SEB. In my thesis, I would examine under which conditions those group works have positive outcomes, and how universities could better use the opportunity of cross-cultural group works to improve their students' CCC.

The purpose of this research is thus to help universities to evaluate the function of internationalization, for instance, having a culturally diverse student body. Particularly, I would like to try to understand the relationship between working in culturally diverse student groups during education and the level of CCC of business students and their attitudes towards cross-cultural collaboration.

The goals of the thesis include:

- To identify the factors that influence the attitudes and behaviors of business students when it comes to group work in a culturally diverse student group
- To analyze the reasons behind business students' preference towards working with students from the same cultural background

- To identify the effects of having an internationalized/culturally diverse educational environment and working in culturally diverse student groups on the CCC of business students
- To identify the effects of having an internationalized/culturally diverse educational environment and working in culturally diverse student groups on attitudes and values about cross-cultural collaboration

The research questions are thus the following:

- Why do students choose monocultural groups or culturally diverse student groups for group assignments, if they are given the choice?
- What are the main effects of working in culturally diverse student groups on study outcomes?
- What are the main reasons for students' preferences towards cooperating with colleagues from the same culture?
- What are the obstacles to obtaining better outcomes from working in culturally diverse student groups?
- What can business schools do to better facilitate culturally-diverse group work so that it reaches its effectiveness?

The theoretical part of the master's thesis will rely on descriptive and qualitative research. The initial theoretical research will be based on secondary data gathered from reports, journal articles, books, etc. The empirical part of the research will be undertaken at the School of Economics and Business (SEB), University of Ljubljana, relying on primary data collected through an online questionnaire in 1ka (shown in Appendix 2), which was distributed to students at SEB via email and other possible electronic approaches. 102 valid responses were collected from May 20th to June 24th, 2020. Data were later analyzed using SPSS.

Right after the Introduction, a relevant literature review is presented in Chapter One and Chapter Two. In Chapter One, the literature review starts with the general culture-related research in the field of IB and then narrows down to the two main concepts of the thesis, CCC and CQ. In Chapter Two, literature in the field of higher education is reviewed, with a focus on research examining the relationship between internationalization of higher education and the CCC level of students. The empirical part of my thesis, Chapters Three to Five, includes the presentation of the research methodology, the main findings of the research, and further discussions. The methodology chapter introduces the methods of data collection and data analysis, as well as sample description. Research findings are presented in Chapter Four, based on data collected from the questionnaire. Further discussions, implications, and limitations of the research are presented in Chapter Five. Following the main body of the thesis, there is a conclusion summarizing the main findings.

1   CULTURE AND INTERNATIONAL BUSINESS

Although with the process of globalization, the world seems to become smaller and flatter in many perspectives (Friedman, 2005), there are also other factors making the world not that flat by creating challenges for individuals and companies who are operating their business all over the world (Ang et al., 2007). Because of these trends, research in the field of IB has expanded, helping not only researchers but also headquarters and managers of MNCs to understand how to better operate their business in both global and local environments and to overcome the challenges they might meet in this process.

Nowadays, corporate activities have been globally oriented as never before, which has led firms around the world, usually in the way of collaboration with partners, to seek new markets for their products, new sources of raw materials, parts and components, and new, more cost-effective locations for manufacturing and assembly operations (Johnson, Lenartowicz & Apud, 2006). This has led to a flourishing research interest on the effect of culture in IB, which is reviewed in the following sections.

1.1   The role of globalization and its impact on IB research on culture

The process of globalization starts nearly a century ago, helping the world economy gradually recover from WWII. According to Govindarajan and Gupta (2001), the process of globalization includes the interdependence of national economies, manifested as a growing cross-border flow of goods and services, capital and know-how.

With the help of international governmental organizations such as WTO, NAFTA, the EU, etc., basic rules of globalization are made and brought into effect. Besides, the development of MNCs operating their business across national borders promotes the active flows of capital, information, commodity or even human-beings across national borders with the international alliance in the forms of international trade, international joint venture (IJV), merger and acquisition (M&A), etc.

However, globalization is not coming alone with just benefits and advantages. At first, oppositions to globalization were often heard from developing countries since their national economies were becoming unstable due to the entrance of foreign capital. In addition, their national industries and local brands were defeated by foreign competitors who have more advanced technologies and managerial experiences. Other challenges to globalization originated in western developed countries in recent times. As seen in protests by blue-collar workers and middle classes in developed countries, globalization has affected populations in developed countries as well. During the process of globalization, rational and cost-driven corporate executives tend to re-allocated different processes of production in different geographical locations for cost reduction. After the great wave of outsourcing in the global market, a number of industries, for instance, the manufacturing industry, were partially or entirely re-allocated to developing countries, where costs can be reduced due to a

comparatively lower level of worker wages and favorable policies offered by the local governments, e.g. tax reduction (Leung, Bhagat, Buchan, Erez & Gibson, 2005).

1.2   National culture and its impact on IB

However, unlike the time recorded in the *Genesis*, when all of the people living in the world are from the same ethnic group and speak the one kind of language, we now live in the world of thousands of kinds of languages (Spitzberg & Changnon, 2009). The trend of increased globalization has broadened the mindsets of executives, extended the geographical reach of firms, and nudged IB research into new trajectories (Leung, Bhagat, Buchan, Erez & Gibson, 2005). One of the comparatively new trajectories is the examination of national culture, which is becoming more important as the process of globalization continues, as companies are increasingly faced with operating in different countries (Brooks, Weatherston & Wilkinson, 2011, p. 158). The concept of national culture was originally regarded as a sociological issue instead of a business one, although with the process of globalization, the issue of national culture has become a particularly big deal for people who operate their business outside of their motherland, interacting with counterparties from different cultures.

The most widely recognized definition of national culture is the one developed by Geert Hofstede (2011). He defined culture as "the collective programming of the mind that distinguishes the members of one group or category of people from others". As highlighted in this definition, the value shared among a large number of people living in the same country shows high significance in forming the national culture and assumptions of a very country. In return, those values held by national people also affect the way they behave. In other words, it is the differences in the values shared among people that eventually result in the discrepancy in their perceptions and the way they behave (Brooks, Weatherston & Wilkinson, 2011, p. 194).

According to Brooks, Weatherston and Wilkinson (2011), one of the main factors that affect national cultural values is language, which convincingly explains why people from countries that speak the same kind of language tend to be more closely related than where there are huge linguistic gaps. On the other hand, language, as an influencing factor, can also explain why sub-cultures can be formed within one single country where citizens speak various kinds of languages. Based on this theory, I added language issues into sub-questions in my questionnaire (shown in Appendix 2) as an influencing factor, while exploring the reason why students tend to form groups with colleagues from the same culture or at least, with those colleagues who speak the same kind of language as they do. This would be discussed in the following chapters.

Besides, no one can discount the influence of religion on national cultural values. Under the condition where other influencing factors are highly intertwined, the importance of analyzing the factor of religion to distinguish the differences in national culture values is apparent. For example, as Brooks, Weatherston and Wilkinson (2011) stated in their book,

the reason why there is a significant difference between the Western culture and the Eastern one is that Confucianism has a great impact on eastern countries, which ultimately influences the formation of regional cultural value shared among countries in the East (Hofstede & Bond, 1988).

1.3   Hofstede's cultural dimensions model

One can never turn a blind eye to the series of landmark studies by Hofstede on culture in the field of IB. In the 1970s, Hofstede got the opportunity to analyze the database of a well-known MNC: International Business Machines (IBM). At that time, employees from branches of IBM located around the world had already been investigated for two times in a four-year interval, making the database contain over a hundred thousand different finished questionnaires. Hofstede found that if the analysis is conducted at the individual level, the outcomes tend to be kind of confusing (Hofstede, 2011). However, great differences in patterns of correlation appear while he analyzed data at the national level instead of the individual one. This inspired Hofstede that employees from MNCs may help with revealing the differences in the national value systems and further led to the development of Hofstede's cultural dimensions model and his great research interest in the field of national culture.

Four factors were extracted from a matrix of 32 items, which were later developed into the initial four-dimension model of national culture (Hofstede, 1980). Besides, as shown in Table 1, the initial four dimensions of national culture had all been proven by corresponding external validation approvals, done by scholars using data other than the IBM database.

Table 1: Four initial cultural dimensions and corresponding external approvals

Cultural Dimensions	Corresponding External Approval
Power Distance	Analysis of political systems (Gregg & Bank, 1965)
	Study of economic development (Adelman & Morris, 1967)
Uncertainty Avoidance	Study of mental health (Lynn & Hampson, 1975)
Individualism	Correlated strongly with national wealth (GNP per capita)
Femininity	The percentage of national income spent on development aid

Source: Hofstede (2011, p.7).

In the 1980s, based on research done by Michael Harris Bond in the Far East (Hofstede & Bond, 1988), impacts of Confucianism on the national cultures of countries located in the Eastern world were identified. Thus, the fifth dimension of Hofstede's cultural dimensions model, long-term vs. short-term orientation (also known as Confucianism), was developed (Hofstede, 1991). Later in the 2000s, with the help of Minkov's research, the fifth dimension of Hofstede's national cultural dimensions model was proven with calculation and the sixth dimension, indulgence vs. restraint, was eventually added (Hofstede, Hofstede & Minkov, 2010). By then, all six dimensions of Hofstede's national cultural dimensions model were clearly defined and approved (as shown in Table 2).

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Table 2: Six dimensions of Hofstede's national cultural dimensions model

Cultural Dimensions	Short Explanation
Power Distance	Related to the different solutions to the basic problem of human inequality
Uncertainty Avoidance	Related to the level of stress in a society in the face of an unknown future
Individualism vs. Collectivism	Related to the integration of individuals into primary groups
Masculinity vs. Femininity	Related to the division of emotional roles between men and women
Long-Term vs. Short-Term Orientation	Related to the choice of focus for people's efforts: the future or the present and past
Indulgence vs. Restraint	Related to the gratification versus control of basic human desires related to enjoying life

Source: Hofstede (2011, p. 8).

Continuous research on the validations of Hofstede's cultural dimensions model turns out to be valid, showing that the description of dimensions of national culture tends to be enduring and precise (Hofstede, 2011).

After we analyzed national cultural values, it is easy to tell that different cultural backgrounds have formed extremely different ways of people's daily behaviors including business activities. As a result, the ability of an employee to properly interact with the counterparty, who may behave differently due to cultural differences, is becoming an important competence during the process of recruitment (Lustig, 2005), which would eventually bring up the concept of Cross-cultural Competence (CCC) of the employees.

1.4   Cross-cultural competence (CCC)

The rapid growth of international transaction of goods and services, and the active international flow of capital, do provide a significant explanation as to why, in such an ever globalized and complex world, there is a high necessity of having a higher level of cross-cultural competence for both the employees and their employers. Over the last few years, CCC does have attracted huge research interests of scholars. Early studies dating back to the 1980s (e.g. Tung, 1982) have already noticed that there is a high proportion of U.S. managers returning home early from overseas assignments comparing to European and Japanese managers. Scholars then tried to figure out whether the failure of overseas assignments is a result of a lack of CCC. Although Harzing (1995) pointed out that earlier studies were methodologically flawed and expatriate failure among U.S. managers had been greatly exaggerated, research interests in expatriate failure and its relationship with CCC has already been stimulated.

Gertsen (1990) first defined CCC as "the ability of individuals to function effectively in another culture". Later work on compositional conceptualization occupies a large proportion of IB research on CCC, among which the work of Johnson, Lenartowicz & Apud (2006) seems to be most constructive and reflected. For the first time, CCC was clearly defined in the field of IB as "an individual's effectiveness in drawing upon a set of knowledge, skills and personal attributes in order to work successfully with people from different national cultural backgrounds at home or abroad" (Johnson, Lenartowicz & Apud, 2006, p. 530). Besides, they defined a new model to analyze CCC in the field of IB which includes five major dimensions as shown in Figure 1, which would be discussed in detail in the following parts of the thesis.

Another factor that arouses the research interests and corporate attention of CCC is the high cost of expatriate or overseas assignment failure, which can reach 250,000 to 1,000,000 USD depending on the managerial level of expatriate and the urgency of replacement (Hill, 2001). Even those business practitioners who were previously quite successful in their domestic market may suffer failure in the IB environment where cultural differences are at stake due to their poor understanding of cultural differences and low level of CCC (Trompenaars & Hampden-Turner, 2012). Although the definitions largely converge, different terms are used by scholars to conceptualize CCC which makes it even harder to integrate contributions of different scholars to the one core terminology (Bartel-Radic & Giannelloni, 2017). One opinion that is commonly shared by the scholars is that poor understanding of the concept of CCC due to mess in the conceptualization of CCC is a vital cause of the low level of CCC in spite of different types of training and orientation workshops before expatriation.

In opposition to the great abundance in the literature on CCC in the field of IB, divarication on construct and understanding of the concept of CCC can never be ignored (Ang et al., 2007). Even in the use of the term, CCC, there is still a huge divergence. Spitzberg and Changnon (2009) used the term of Intercultural Competence (ICC), so does Deardorff (2006), while Matsumoto and Hwang (2013) and Bartel-Radic and Giannelloni (2017) used the term Cross-cultural Competence (CCC). Johnson, Lenartowicz and Apud (2006) did use the term of Cross-cultural Competence (CCC), but they also quoted the term of Intercultural Competence (ICC) from Hofstede (2001). Besides, they displayed different terms used by scholars in an overview table (Johnson, Lenartowicz & Apud, 2006, p. 528) in their article.

Great interests and attention on CCC do not eventually lead to a clear conceptualization and commonly recognized understanding of CCC (Van de Vijver & Leung, 2009). Instead, skeptical opinions towards the usefulness of conceptualization of CCC was somehow raised from the scholars (Bartel-Radic & Giannelloni, 2017).

1.5　　Representative models of CCC

Paralleled with the high level of divergence in the conceptualization of CCC, models used to assess and analyze CCC also greatly distinguish from each other. Scholars have already

concluded several different measurement models of CCC. As argued by Spitzberg and Changnon (2009), the standard to evaluate a CCC measurement model is the extent to which the model absorbs different dimensions or components of the CCC of the interactants (e.g. motivation, knowledge, skills, contexts, and outcome). In other words, the more a model incorporates those dimensions, the more advanced it will be. Great diversity among the disciplines and terminologies of different models and their academic and practical objectives results in a classification of different models into three major categories (Bartel-Radic & Giannelloni, 2017).

In Spitzberg and Changnon's (2009) work, they listed in total twenty-two different models of CCC, which implies the mess in the conceptualization of CCC, a major cause of the persistent low level of CCC even if there were plenty of training done in compliance with the whole process of the expatriation work. These twenty-two models are divided into three main categories, which are compositional models, co-orientational and adaptational models, and developmental models, as shown in Table 3.

Table 3: Categorization of CCC models

Category of CCC Models	Representative Research	Short Description
Compositional models	Bartel-Radic & Giannelloni, 2017 Deardorff, 2004 Johnson, Lenartowicz & Apud, 2006	Models that are listing out all the elements or components of CCC such as knowledge, behavior, personal traits, attitudes and skills
Co-orientational and adaptational models	Fantini, 1995	Models that focus on the communication and interaction between people from different cultural backgrounds
Developmental models	Hammer, Bennett & Wiseman, 2003 Bennett, 1986	Models that are presented as successive competence levels which can be reached through learning processes

Source: Spitzberg & Changnon (2009, p. 10-34).

Although an ambiguous conceptualization of CCC has been accompanied by long-lasting debate, the perspective of compositional conceptualization ultimately prevailed (Bartel-Radic & Giannelloni, 2017). In my thesis, I mainly focus on the literature of compositional models measuring CCC. Appendix 6 displays the current literature on the compositional models of CCC, some of which will be discussed in detail in the latter parts of this chapter.

1.5.1   Johnson, Lenartowicz and Apud's model of CCC

Among all the models, the one developed by Johnson, Lenartowicz and Apud (2006) might be the one of greatest reputation and the highest level of reflection. Their study was initially

based on the studies in the 1980s to 1990s and was regarded as the landmarking study of CCC in the field of IB. Before their study, related studies of CCC tended to overemphasize the theoretical aspect of CCC, i.e. defining and describing CCC in detail, rather than developing a more practical method to measure or possibly quantify CCC in the field of IB. In other words, although CCC was described in detail with different dimensions or elements identified by scholars, people know little about how CCC actually works in practice and what measures one can take in order to achieve a higher level of CCC to perform better in IB activities. In their opinion, this phenomenon is a result of the inaccurate definition of CCC caused by the massive conceptualization of CCC in the field of IB.

In advance to precisely defining CCC or developing a model of CCC, the authors first devoted themselves to the research of cultural competence in a national context. As the most diverse and liberal economy in the world, the U.S. society and scholars contributed a lot in the process of defining cultural competence. One of the most reflected definitions of cultural competence is the one developed by Cross, Bazron, Dennis and Isaacs (1989). They identified three factors that may eventually contribute to the increasing of one's cultural competence level in the field of IB, which are personal attributes, knowledge, and skills. Interestingly, these three factors corresponded with the three elements of CCC identified by Gertsen (1990), as shown in Table 4.

Table 4: Comparison between elements of cultural competence and CCC

Elements of cultural competence identified by Cross, Bazron, Dennis & Isaacs (1989)	Elements of cross-cultural competence identified by Gertsen (1990)
Personal Attributes	Affective Dimension: personality traits and attitudes
Knowledge	Cognitive Dimension: processes in which individuals acquire and categorize cultural knowledge
Skills	Communicative Dimension: being an effective communicator

Source: Cross, Bazron, Dennis & Isaacs (1989) and Gertsen (1990).

The question of how to properly apply the dimensions of cultural competence under a cross-cultural situation was raised, which required an operationalizable method to guide the application to a more complex situation of cross-cultural interactions. As mentioned before, the gap between theoretical models of CCC and practical operationalization of improving the level of CCC was the most urgent question before Johnson, Lenartowicz and Apud's (2006) study. As argued by scholars, although cultural knowledge is essential, they are still not sufficient for an effective performance under cross-cultural situations (Earley, 2002).

In addition, while developing their own model of CCC, Johnson, Lenartowicz and Apud (2006) incorporate the elements named inventory of CCC, identified by Tan and Chua

(2003). Inventory of CCC refers to three factors: attributes, skills, and knowledge. The way people view CCC is in the form of evaluating one's performance under a cross-cultural situation, which refers to the ability of individuals to utilize their inventory of attributes, skills, and knowledge, and based on which, behave properly.

In order to consummate the model developed by Gertsen (1990), Johnson, Lenartowicz and Apud (2006) introduced two external dimensions, institutional ethnocentrism and cultural distance, which ultimately complete their model with five dimensions in total, as shown in Figure 1.

Figure 1: Johnson, Lenartowicz & Apud's model of CCC
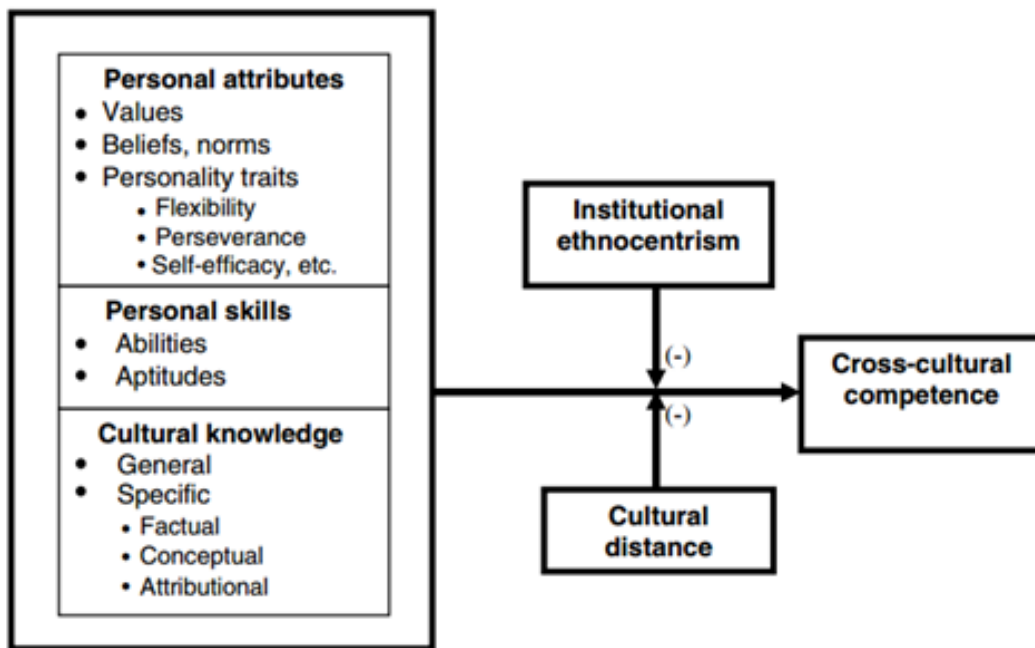
Source: Johnson, Lenartowicz & Apud (2006, p. 533).

The personal attributes dimension includes personality traits accompanied by beliefs, norms, and values of national culture. As one of the most quoted antecedents of CCC in the field of IB, personal attributes are recognized with the function of either helping to promote or impeding the development of CCC. Furthermore, this dimension reveals that people distinguish from each other in terms of personal traits or attributes, meaning that employees are uniquely gifted and thereby, not equally trainable (Johnson, Lenartowicz & Apud, 2006). In IB practice, due to the differences in the dimension of personal attributes, some of the employees might be costly to be trained with certain kind of ability, which requires the human resource department to investigate each employee in depth, in order to identify their strengths and weaknesses and conduct with tailored training plans.

As the behavioral dimension of the model, the personal skills dimension consists of two highly intertwined concepts, abilities and aptitudes. Abilities, in the aspect of IB practice,

may refer to the effectiveness of adapting to complex cross-cultural situations, efficiency in foreign language learning, incident handling competence or the level of tolerance to working-stress, etc. Abilities can be achieved or gained through a certain method, e.g. training for a certain kind of skill, foreign language education program. However, as the ability to gain new abilities, aptitude refers to the capacity of obtaining new abilities under certain skill-sets.

Cultural knowledge determines the extent to which misunderstandings due to cultural differences could be caused when individuals were exposed to a culture other than their own. As a positive antecedent of CCC, business executives, researchers, educators have devoted a great deal of effort in researching and concluding the method of how culture influences the outcome and well-being of business activities. They have been seeking a way to improve the level of cultural knowledge of their students, employees, or even themselves for a long period.

According to Hofstede (2001), cultural knowledge can be classified into two different types, culture-general knowledge and culture-specific knowledge. Culture-general knowledge refers to one's ability to be aware and properly reflect cultural differences. It emphasizes the ability of effective working under cross-cultural situations, regardless of which certain foreign culture it is. Contents of culture-general knowledge includes but not limited to basic knowledge of IB environment analysis, components of culture, how different economic or democratic system works in different countries, how to compare and understand the differences between two cultures, etc. Furthermore, culture-general knowledge serves as the basis of culture-specific knowledge. Bird, Heinbuch, Dunbar and McNulty (1993) identified and allocated three types of culture-specific knowledge in a hierarchical structure. Factual knowledge is located in the base of the hierarchy, including the knowledge of customs, history, art, and institutions of the host country. Conceptual knowledge in the middle refers to the understanding of the national value system of the host country and the sense of how those values reflect into the behaviors of local people. Empathy is required in this step of learning. One should stay in the perspectives of local people in the host country, stepping out of its native culture. However, opposed to the basic two kinds of knowledge, attributional knowledge has a distinct method of learning. The previously mentioned kinds of culture-specific knowledge are ostensive, which implies that they could be recorded in forms of books, magazines, or documentaries and later duplicated and transferred across borders. Individuals can receive these two kinds of culture-specific knowledge via lectures, school classes, and training programs. Whereas, attributional knowledge can only be obtained through practical experience, meaning it is hard to be recorded and conveyed through normal methods. Attributional knowledge can be acquired through regular exposure to foreign culture and frequent interaction with foreign people. In a word, based on factual knowledge and conceptual knowledge, attributional knowledge refers to the awareness of the value system of the host culture and the attribution of behaviors to the host culture.

Former IB research on culture dominantly focuses on the ability of the individual, ignoring the external effects of the environment. Thus, as IB activities are ordinarily operated under cross-cultural situations, failures of IB activities may still occur even if the individual carrying out the mission is qualified. Thus, Johnson, Lenartowicz and Apud (2006) also introduced two external factors, institutional ethnocentrism and cultural distance into their model.

Institutional ethnocentrism can be regarded as the ethnocentrism actions at the institutional level. Although we usually discuss the issue of ethnocentrism at the individual level, it can cause massive problems if conducted at the institutional level especially for those MNCs operating their business in both home countries and host countries. As defined by Hofstede (2001), institutional ethnocentrism refers to the imposition of administrative rules and working methods of the headquarters located in the home countries to their branches in host countries, regardless of differences in national unique conditions. Designing tailored organizational rules and administrative mentality in different host countries tend to make the operation of the business more effective and efficient, which, in the aspect of CCC development, fostered an inclusive corporate atmosphere for adaptation in the host countries and development of employees' CCC. In other words, the power of corporate administration can either promote the development of employees' CCC or somehow hinder it. The development of employees' CCC requires supports from the institutional level, which is in a more efficient manner compared to personal effort at the individual level.

Another external factor of the model is cultural distance, which refers to the overall differences between the culture of the home country and the one of the host country. As a popular research topic in the field of IB, sociology, and psychology, cultural distance has attracted vast research interests of scholars, which ultimately results in fruitful research outcomes. The negative relationship between cultural distance and various dependent variables has been identified in different regression analyses, suggesting that with the increment of culture distance, the dependent variables are declining. More precisely, in the field of IB, the larger the cultural distance is, the harder operation of IB activities in host countries will be. A large culture distance not only just refers to the huge gap between national value systems of the home country and the host country, but also implies visible differences in IB environment, e.g. legal system, political environment, financial system and even patterns of international trade (Johnson, Lenartowicz & Apud, 2006).

To conclude, Johnson, Lenartowicz and Apud's model of CCC made the following signs of progress, compared to the former studies in the same field. Firstly, their model incorporated the achievements of former studies (e.g. Gertsen, 1990; Hofstede, 2001) and eventually consummated their definitions of CCC dimensions. Secondly, based on previous studies, their model tried to close the gap between theoretical research and practical execution. They not only described different dimensions of CCC, i.e. personal traits, knowledges, skills, etc., but also emphasized the implication of the dimensions. In other words, for the first time, a practical "doing" method was developed and examined. Most notably, in addition to those

dimensions at the individual level, they also identified two external dimensions of CCC, which revealed the reason why failure in CCC development still occurs even if a high level of CCC inventory is endowed to the individuals. For the first time, it is asserted that efforts at both the individual level and the institutional level should be made in order to develop CCC.

1.5.2   Deardorff's models of intercultural competence

Unlike Johnson, Lenartowicz and Apud (2006), Deardorff (2004) used the term Intercultural Competence (ICC), which is regarded as a synonym of CCC according to Bartel-Radic and Giannelloni (2017). In her doctoral dissertation, Deardorff (2004) conducted a three-round Delphi study on the definition and basic elements of ICC. Twenty-three experts in the field of culture study took part in her research, trying to come to a consensus of the precise definition of ICC and later to identify the key elements of ICC. Based on the results of her research, Deardorff (2004) developed two different models to analyze ICC, which include the same elements but are organized in different manners.

The first model is a pyramid model (as shown in Figure 2), in which elements in the basis tend to enhance those on the upper layer. The enhancing relationship between dimensions in the lower levels and higher levels does not require entry at the bottom level at first before gradually upgrade to higher levels. Instead, as explained by Deardorff (2006), this pyramid model can be entered at any level directly, while having those elements in lower levels is just regarded as a plus. Just like most compositional models, the pyramid model also incorporates the three types of basic dimensions, which are motivational dimension (i.e. requisite attitudes), cognitive dimension (i.e. knowledge and comprehension) and skills dimension.

Figure 2: Deardorff's pyramid model of ICC

DESIRED EXTERNAL OUTCOME:
Behaving and communicating effectively and appropriately (based on one's intercultural knowledge, skills, and attitudes) to achieve one's goals to some degree

DESIRED INTERNAL OUTCOME:
Informed frame of reference/filter shift:
Adaptability (to different communication styles & behaviors; adjustment to new cultural environments);
Flexibility (selecting and using appropriate communication styles and behaviors; cognitive flexibility);
Ethnorelative view;
Empathy

Knowledge & Comprehension:
Cultural self-awareness;
Deep understanding and knowledge of culture (including contexts, role and impact of culture & others' world views);
Culture-specific information;
Sociolinguistic awareness

Skills:
To listen, observe, and interpret
To analyze, evaluate, and relate

Requisite Attitudes:
Respect (valuing other cultures, cultural diversity)
Openness (to intercultural learning and to people from other cultures, withholding judgment)
Curiosity and discovery (tolerating ambiguity and uncertainty)

Source: Deardorff (2004, p. 196).

At the individual level, requisite attitude lies on the basis of the pyramid model, which refers to mainly three kinds of personal attitudes when the individual is exposed to a cross-cultural situation. Respecting value systems of other cultures, awareness of cultural similarities and differences, and a sense of cultural diversity are included in the first sub-dimension of respect. Mental openness to people from other cultures and their behaviors, and the willingness of cross-cultural learning make up the second sub-dimension of openness. Besides, elements such as tolerating obscurities and uncertainties that might occur in the process of cross-cultural interactions, keeping curious and brave to discover, synthesize the third sub-dimension of curiosity and discovery.

In the dimension of knowledge and comprehension, in line with Hofstede's (2001) theory of culture-general knowledge, Deardorff (2004) came up with cultural self-awareness, which means the ability to identify the uniqueness of one's native culture and its cultural similarities and differences compared to other cultures. Furthermore, the sub-dimension of culture-specific information was identified in Deardorff's model, which has a similar definition to Hofstede's (2001) definition of culture-specific knowledge. Meanwhile, sociolinguistic awareness refers to the deep understanding of the implicit relationship

between spoken languages and potential meanings under a certain social context, i.e. the ability to read between the lines and identify something that is not openly communicated by the counterparties in the context of cross-cultural communication. Deardorff (2004) also introduced skills as a dimension in her model of ICC. The skills of listening, observing, interpreting, refers to the ability to acquire information about foreign cultures and one's native culture at the same time. Besides, in the dimension of skills, abilities to analyze and evaluate information acquired are also incorporated.

Furthermore, Deardorff (2004) also introduced two different kinds of outcomes as dimensions into her model of ICC. On the one hand, the individual's ICC level could be improved if a higher level of the basic three dimensions is presented. The so-called desired internal outcomes refer to the positive outcomes at the individual level, including improvements in adaptability (i.e. personal adjustment in daily lifestyles and the ways they behave when exposed to new cultures), flexibility (i.e. the flexibility of selecting a proper style of interaction with people from other cultures in practice and mental flexibility in those situations), ethno-relative view and empathy. The dimension of desired internal outcomes includes the shift of filter or corresponding reference frame in the condition of cross-culture communications (Spitzberg & Changnon, 2009). It also obeys the rules of enhancement between different dimensions within the pyramid model, promoting the desired external outcome, which is in the possible form of appropriate interaction and effective performance of individuals under cross-cultural situations (Deardorff, 2006).

As for the desired external outcome, it refers to the appropriate behaviors and effective interaction in cross-cultural situations, based on the fundamental dimensions (i.e. skills, knowledge and comprehension, and requisite attitudes) of the pyramid model.

Clues of Deardorff's research inspiration can be found if we compare her ICC models, especially the pyramid model with the developmental stages of the American Council on International Intercultural Education. Stanley Foundation, Muscatine and Des Plaines (1996) developed a four-stage model of global competence (hereinafter GC) development, the contents of which can be found in Table 5.

Table 5: Comparison of dimensions in Deardorff's model and the stages of GC

Dimensions in Deardorff's pyramid model	Developmental stages of GC
Requisite attitudes	Recognition of global systems and their interconnectedness (including openness to other cultures, values, and attitudes)
Skills	Intercultural skills and experiences
Knowledge and comprehension	General knowledge of history and world events
	Detailed areas studies specialization

Source: Stanley Foundation, Muscatine & Des Plaines (1996, p. 3) and Deardorff (2004, p. 196).

Similarities in elements/dimensions between their models can be observed in Table 5. Authors of the developmental stages of GC do have been aware of the significance of openness in developing GC, which is in line with Deardorff's (2004) idea of the fundamental function of requisite attitudes of individuals, as displayed in her two models. Furthermore, elements of skills and knowledge are also included in the developmental stages of GC, which are also incorporated in Deardorff's visual models of ICC as two basic dimensions.

Deardorff's (2004) pyramid model is not limited to those components and sub-dimensions listed in the model. Instead, it also facilitates the development of other specific indicators or criteria in the corresponding dimensions (Spitzberg & Changnon, 2009). In addition to the pyramid model, Deardorff (2004) also developed a process model (shown in Figure 3), which consists of the same dimensions as the pyramid model, but functions in a different pattern.

Figure 3: Deardorff's process model of ICC
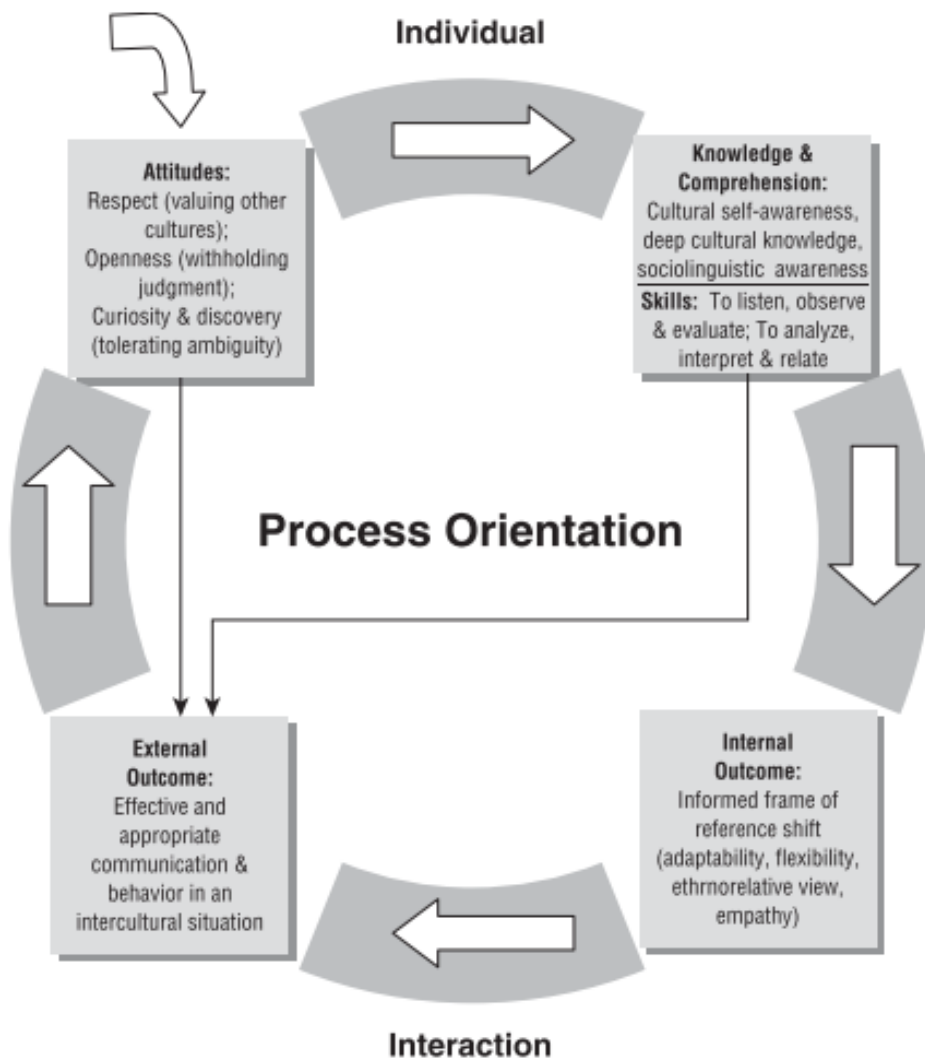
Source: Deardorff (2006, p. 256).

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Unlike the pyramid model, which could be entered directly from any of the basic dimensions, there is an explicit rule of using the process model. The process model has to be entered from the dimension of attitudes as the first step, before moving alongside the arrows in the direction from individual level dimensions to interpersonal level dimensions (Spitzberg & Changnon, 2009). In this developmental process, the level of ICC (i.e. the outcome of the model) achieved is affected by the degree of attitudes, knowledge, or comprehension and skills achieved in the former dimensions in the certain required order (Deardorff, 2006). For instance, the final outcome differs if the whole cycle of the model is completed and restarted loop-wise. Similar to the relationships between basic dimensions (i.e. requisite attitudes, knowledge and comprehension, and skills), external outcomes (i.e. appropriate reaction and effective performance under cross-cultural situations) can be achieved even if internal outcomes are partially skipped. However, as a consequence of partially skipping the internal outcome (i.e. a proper shift of reference frames), the level of external outcomes will be limited, compared with the situation where all the dimension of internal outcomes is completed thoroughly (Deardorff, 2006).

The detailed definition and content of different dimensions in the process model would not be discussed again since they are the same as those dimensions in the pyramid model, which have been explained in detail in the previous paragraphs.

As asserted by Deardorff (2006), the process model has also helped to prove that the process of developing ICC tends to be endless. More precisely, as the process model can be completed and then restarted again, the model would eventually turn into an infinite loop, which results in that one might never come to the ultimate stage of ICC.

1.5.3   Bennett's stage model of intercultural sensitivity

In addition to Deardorff's process model of ICC, Bennett's (1986) stage model of intercultural sensitivity is another representative model of developmental models. As commonly recognized by authors of developmental models, the level of CCC will develop or upgrade, as time goes by (Spitzberg & Changnon, 2009). Those authors also came to a consensus that with the process of continuous interaction, cross-cultural competence and relationships would be enhanced, with more co-orientation, cooperation, and mutual learning observed during the process.

As observed by those authors, there is an explicit progress of interactants from ethnocentrism to ethnorelativism during the process of cross-cultural interaction. The perspectives of interactants have changed, resulting in appropriate comprehension of foreign cultures and effective interactions with individuals from other cultures under cross-cultural situations (King & Baxter Magolda, 2005). Bennett's developmental model shown in Figure 4 serves as strong evidence of the theory mentioned above.

Figure 4: Bennett's developmental model of intercultural sensitivity
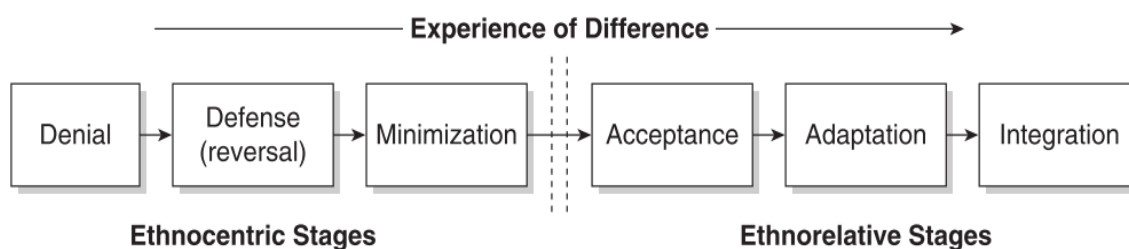
Source: Bennett (1986, p. 182).

Bennett's model is divided into six stages, each of which implies a certain kind of emotion. The level of CCC increases as the process of moving towards the right. The underlying logic and sequential relations between stages of the model are based on the experience of training and teaching in the field of cross-cultural communication with a variety of students and trainees, which makes the model even more applicable in practice (Bennett, 1986).

At the beginning stage of denial, the interactant takes only its own culture as real, viewing other cultures as irrelevant ones. The stage of defense reflects that the interactants have already been aware of other cultures but in a manner of contradistinction. On the stage of minimization, interactants start to view cultural differences as the extension of their own culture. In other words, cultural differences are regarded as foreign versions of one's native culture. After crossing the boundary between ethnocentrism and ethnorelativism, the interactants tend to be more aware of other cultures and have a higher possibility of cultural empathy. When the interactants recognized that their native culture is just one single blossom of the garden of various cultures, they entered the stage of acceptance. Later, on the stage of adaptation, interactants tend to apply those values from other cultures in their daily activities and behaviors, making them more appropriate and effective in interactions. If the interactants plan to develop further in the direction of ethnorelativism, they would eventually come to the final stage of integration, where their worldview will finally integrate with others'. However, the integration stage is never necessary after the stage of acceptance and adaptation. Meanwhile, integration is not a higher rank of acceptance and adaptation (Spitzberg & Changnon, 2009).

Developmental models like Bennett's model attracted a great amount of research interest in the field of CCC since it is organized in the order of evolution, making those models more visible and vivid.

1.6   Measures of CCC

Different measuring tools and instruments have been developed by scholars. As argued by Bartel-Radic and Giannelloni (2017), few of the measurements ultimately reached the level of CCC, while the majority of research keep focusing on dimensions or components of CCC

(e.g. cross-cultural skills, culture knowledge and personal attributes). Besides, most of the measuring tools are based on ideal assumptions, which is in lack of practical pertinence. Meanwhile, since most of the measuring scales are self-assessed, biases are highly possible to occur during the process of research (Ang et al., 2007).

In this part of the thesis, the Intercultural Sensitivity Scale (hereinafter ISS) and the Multicultural Personality Questionnaire (hereinafter MPQ) would be introduced, as they both have been developed for nearly twenty years, with their validation statistically tested by a large number of scholars in their research.

1.6.1   The Intercultural Sensitivity Scale (ISS)

The ISS is designed to measure personal attitudes towards complex cross-cultural conditions, e.g. the attitudes of respondents towards cross-culture interaction. Five elements are included in the ISS model, which are interaction engagement, respect for cultural differences, interaction confidence, interaction enjoyment, and interaction attentiveness. For each of the five elements, several items are included.

Chen and Starosta's study (2000) can be mainly divided into three different stages. For the first stage, 44 items with corresponding loading larger than 0.5 are extracted from the initial 73 items to form a questionnaire to measure the intercultural sensitivity. A factor analysis was performed later on 414 college students, who have an average age of 20.65. In this stage, the five factors mentioned above were extracted.

On stage two, in addition to the ISS questionnaire, the other five measuring scales (as shown in Table 6) are also completed by the participants. The purpose of including these five measuring scales is to test the concurrent validity of ISS.

Table 6: Measuring scales included in the concurrent validity test of ISS

Name of the measuring scales	Author and year	Reliability coefficient in Chen & Starosta's study	Correlation values
Interaction Attentiveness Scale	Cegala, 1981	0.72	0.20*
Self-Esteem Scale	Rosenberg, 1965	0.85	0.17*
Impression Rewarding Scale	Wheeless & Duran, 1982	0.90	0.41*
Self-Monitoring Scale	Lennox & Wolfe, 1984	0.79	0.29*
Perspective Taking Scale	Davis, 1996	0.81	0.52*

* p<0.05

Source: Chen & Starosta (2000).

The research method of this stage is to compute the Pearson product-moment correlations between ISS and the other five measuring scales mentioned above. Statistical result shows that at the significance level of $p< 0.05$, all other five measuring scales are significantly correlated to the ISS with correlation values shown in Table 6.

As for the final stage of Chen and Starosta's (2000) study, the predictive validity of the ISS is tested. In addition to the 24-item scale of ISS developed by Chen & Starosta (2000), Intercultural Effectiveness Scale (IES) developed by Hammer, Gudykunst and Wiseman (1978) and Intercultural Communication Attitude Scale developed by Chen (1993) were also completed by the participants. The Intercultural Effectiveness Scale was designed to measure the ability of individuals to react and perform effectively under cross-cultural situations, while the Intercultural Communication Attitude Scale tests the individuals' attitudes towards different aspects of intercultural communication. As predicted, those participants with a high score in ISS also received high scores in the other two measuring scales, which also means that individuals with a higher level of intercultural sensitivity would also be equipped with a relatively high level of effectiveness under cross-cultural situations and be more positive while communicating across different cultural backgrounds (Chen & Starosta, 2000). The result of the Pearson product-moment correlations test shows the coefficient between IES and ISS is 0.57, with a significance level of $p< 0.001$, while the coefficients between the Intercultural Communication Attitudes and ISS is 0.74, with a significance level of $p< 0.001$.

To conclude, the ISS is statistically valid to test the level of intercultural sensitivity of individuals.

1.6.2   The Multicultural Personality Questionnaire (MPQ)

Similar to the ISS, the Multiculturally Personality Questionnaire (MPQ) developed by Van der Zee and Van Oudenhoven (2001) is designed to measure the effectiveness of individuals' interaction under cross-cultural situations and to further predict the possible success or failure based on the evaluation of multicultural personality. Van der Zee and Van Oudenhoven's (2001) study was based on exploratory and confirmatory factor analysis methods. The questionnaire questions are mixed from self-assessing and other-rating forms. Five factors underlying the questionnaire were extracted from the initial 138 items, which are cultural empathy, open-mindedness, emotional stability, social initiative, and flexibility.

Cultural empathy, as defined by Ruben (1976), refers to the ability of clearly identifying the interests and accurately reflecting feelings or thoughts of individuals from other cultures, as to someone from the native culture. The dimension of open-mindedness refers to one's non-discriminatory attitudes towards the values systems and norms of other cultures. Emotional stability refers to the ability of individuals to stay calm and work effectively under the psychological pressure brought by cross-cultural situations. Several scholars emphasized that emotional stability might be the key dimension of the MPQ and, of course, one of the

most significant abilities of individuals under cross-cultural situations (e.g. Tung, 1982; Hammer, Gudykunst & Wiseman, 1978). Social initiative refers to the attitude of individuals to regard the unknown factors of cross-cultural situations as potential challenges and be brave and curious about those challenges. The final dimension of flexibility includes the ability of individuals to be flexible in international assignments and their ability to be able to handle all possible accidents and conflicts that may occur randomly during the process of finishing the assignments. The most attractive point of Van der Zee and Van Oudenhoven's (2001) study is that they are the first to react to the issue of consistency in self-assessing and other-rating method, on their initiative. As argued by Ang et al. (2007), measuring tools of CCC tend to have a high possibility of biases since they are self-assessed. In their research, Van der Zee and Van Oudenhoven (2001) conducted a comparison between the scores one finally receives in different methods of self-assessing and other-rating.

Table 7: Differences between means of self-assessing and other-rating method

Factors	Self-assessing		Other-rating method	
	Mean	Standard deviation	Mean	Standard deviation
Cultural empathy	4.18	0.35	4.02	0.48
Open-mindedness	3.66	0.47	3.57	0.50
Emotional stability	3.29	0.57	3.34	0.60
Social initiative	3.36	0.54	3.56	0.64
Flexibility	3.13	0.52	2.95	0.49

Source: Van der Zee & Van Oudenhoven (2001, p. 284).

As highlighted in Table 7, significant differences in the mean score of three of the five factors (cultural empathy, open-mindedness, and flexibility) can be observed between different assessing methods. Their findings are in line with the hypothesis that individuals tend to score themselves higher due to the positive bias (Van der Zee & Van Oudenhoven, 2001).

1.7 Cultural intelligence (CQ)

As discussed in former sections, the process of globalization has already facilitated IB activities, enabling MNCs to operate their business in different countries all over the world. During the process of internationalization of MNCs, conflicts and troubles can be frequently observed by both administrators in the headquarters and local managers in host countries. At the very beginning, these troubles and conflicts showed as expatriation failure in host countries since expatriates are standing in the front line of cross-cultural interactions. However, some of the expatriates seem to figure out the way to work effectively to guarantee the completion of their overseas assignments. Scholars had already found it important to identify what are the competences that make some of the expatriates succeed in their overseas assignments while making others fail (Fang, Schei & Selart, 2018).

The concept of Cultural Intelligence (CQ) was developed to capture those competences in the 2000s. As soon as the concept was brought forward, it has attracted great attention and research interest in the field of IB, psychology, and sociology. Both departments of commerce in the governments and business practitioners have paid great effort and funding to subsidize the research of CQ. It is proved to be cost-saving if we are able to reveal the mystery of the possible working procedure of CQ. As the pioneer of research in the field of CQ, Earley (2002) urged that there is a necessity to distinguish CQ from other kinds of intelligences and to pay more attention to the conceptualization research of CQ. Earley (2002) first defined CQ as "a person's capability to adapt effectively to new cultural contexts". Earley (2002) emphasized the differences between CQ and other kinds of intelligence and the unique situation of applying CQ, i.e. the situations of cross-cultural interaction, where other intelligences are inapplicable. In response to the need to clearly identify the concept of CQ, several scholars developed their own definitions of CQ which are overviewed in the article of Thomas et al. (2008). To clearly define CQ, which refers to the ability of effective interaction under cross-cultural situations, the standard of effective interaction (i.e. the indicators of CQ) should be identified first. According to Thomas et al. (2008), there are three main indicators of an effective intercultural interaction as listed below.

Good personal adjustment refers to the ability of individuals to react effectively to the changes in cross-cultural situations, both physically and psychologically. This indicator is tested by the extent of personal well-being and the sense of contentment. Good personal adjustment implies that the individual is able to control pressure under the level, where the individual will experience during interaction with someone from the home culture.

Individuals' ability to develop and maintain good interpersonal relationships with counterparties under cross-cultural situations would promote the completion of their international assignments. In addition, good interpersonal relationships with local people could reduce the level of anxiety, especially when the individual is exposed to a foreign culture for the first time.

Effective completion of task-related goals is regarded as the ultimate goal of intercultural interactions, even though the situations differ from each other. Completing the international assignment in a manner of effectiveness and efficiency can be taken as a key assessment standard of expatriates no matter which country they were sent to.

In addition to identifying what affects the level of CQ and how those indicators are measured, Thomas et al. (2008) overviewed the definitions, elements, and applications of seven different definitions of CQ developed by scholars in the 2000s, as well as their own definition of CQ. Overlapping in the definition of CQ and identification of key elements of CQ can be observed in their overview table. Thus, in my thesis, I would focus on the model of CQ developed by Ang et al. (2007), which has a high level of acceptance by other scholars.

1.7.1   Ang et al.'s model of CQ

Ang et al. (2007) defined CQ as an individual's "capability to function effectively in culturally diverse settings". In addition to improving the model of CQ, which ultimately has four dimensions of CQ (i.e. cognitive CQ, motivational CQ, behavioral CQ, and meta-cognitive CQ), they also developed and empirically tested a measuring scale of CQ, which is known as the Cultural Intelligence Scale (CQS).

Cognitive CQ reflects knowledge of the value systems, norms, and customs of other cultures acquired by the individual from educational programs, lectures, trainings, or personal experiences. The knowledge here refers to both culture-specific knowledge (e.g. legal system, democratic systems, characteristics of the national economy) and the general value system of a certain culture (Fang, Schei & Selart, 2018). The relative level of cognitive CQ reflects the individual's ability to identify differences and similarities between different cultures.

Motivational CQ refers to how the individual organizes its focus and energy to improve itself in cross-cultural interactions, the ultimate goal of which is to increase the effectiveness and efficiency of interactions. A high level of motivational CQ is presented as gaining benefits and joy from cross-cultural interactions and achievement of self-efficacy (Ang et al., 2007).

Behavioral CQ refers to the ability of an individual to appropriately perform both non-verbal and verbal expressions in cross-cultural interactions (Ang et al., 2007). Individuals with a high level of behavioral CQ have a good command of the principles of proper behavior in cross-cultural situations and, as a result, can make full use of their repertoire of behaviors. As noted by Fang, Schei and Selart (2018), reasonably mimicking the typical behaviors of people from other cultures is able to increase one's charm in cross-cultural interactions. However, if one lost control of imitation, it would ultimately turn out to be a negative consequence.

Ang et al. (2007) exteriorize meta-cognitive CQ from the dimension of cognitive CQ in Earley's (2002) model. Meta-cognitive CQ decides the level of one's cultural awareness during the process of cross-cultural interaction (Ang et al., 2007). In other words, it refers to one's ability to manage the mental acquirement of knowledge during the process of cross-cultural interaction and to digest and conclude lessons from the knowledge acquired, after the cross-cultural interaction.

Lack of research in inter-dimensional investigation within models of CCC or ICC has been long-lasting. Since CQ has a multidimensional construct (Ang et al., 2007), it also requires investigation in inter-dimensional relationships. Thus, the hypothesized differential relations between four dimensions of CQ and three outcomes of effective intercultural interaction were also examined in their study. This landmarking study provided important empirical support to the model of CQ and examined the model from different perspectives. In order to examine inter-dimensional relations between the four dimensions of CQ and their possible

impacts on the ultimate outcome of cross-cultural interaction, in addition to correlation analysis within the four dimensions, three testing criteria have been selected, which are cultural judgment and decision-making (CJDM), cultural adaptation and task performance.

Cultural Judgment and Decision-Making (CJDM) refers to the ability of deliberate decision-making, based on an effective understanding and accurate comprehension of related cultural issues. Ang et al. (2007) hypothesized that CJDM is positively related to the dimensions of cognitive CQ and meta-cognitive CQ. The positive relation between them suggests that individuals with higher levels of cognitive CQ and meta-cognitive CQ tend to have the ability to identify and interpret cultural issues in the process of CJDM, which will ultimately contribute to effective outcomes of cross-cultural interaction.

When an individual is exposed to another culture for the first time, it is natural that there would be stress and pressure caused by differences in norms or the way of behavior. Cultural adaptation refers to one's effective reaction and personal adjustment in the physical aspect and mental well-being in the psychological aspect, when the anxiety and pressure occur. Since this ability is related to contents in the dimensions of motivational CQ and behavioral CQ, Ang et al. (2007) hypothesized that there are positive relationships between them.

As the ultimate goal of cross-cultural interaction, task performance refers to the gap between one's ultimate outcome of an overseas assignment and the initial expectation. Thus, task performance is based on the comprehensive contribution of all dimensions in the model. As part of the validity test of the model of CQ, Ang et al. (2007) hypothesized that all four dimensions of CQ are positively related to task performance.

1.7.2 Cultural Intelligence Scale (CQS)

As for the issue of measuring CQ, Ang and Van Dyne (2008) developed a measuring scale called Cultural Intelligence Scale (CQS), as shown in Appendix 7. In the questionnaire of CQS, there are twenty items included in total, with four to six items under each dimension of CQ. Besides, the CQS has been statistically approved to be highly reliable (Bartel-Radic & Giannelloni, 2017). Since its creation, CQS has become the most commonly applied measuring scale of CQ. Meanwhile, in addition to its original version, the CQS has already been translated into several foreign languages and distributed to respondents around the world (Fang, Schei & Selart, 2018). However, the problem of cross-cultural equivalence has been observed by scholars, meaning the CQS fails to show measurement equivalence between its versions of different languages used in different countries. For example, only two of the five samples show equivalence in Schlägel and Sarstedt's (2016) work. Bücker, Furrer and Weem (2016) also failed to find measurement equivalence when comparing the four-dimensional model of CQ used in different countries. Whereas, a merged two-dimension model of CQS showed a better outcome, which provided a possible solution of dimensionality reduction to solve the problem of cross-cultural inequivalence (Bücker, Furrer & Lin, 2015).

2 INTERNATIONALIZATION IN HIGHER EDUCATION

2.1 Internationalization and its effects on higher education

Based in the U.S., which is one of the countries with a large number of international students and liberal economy, Deardorff's (2004) study found out that the internationalization of higher education has been a possible solution to those challenges brought by the process of globalization. To test the anticipated outcome of internationalization, Deardorff (2004) introduced a model of internationalization developed by Rogers (2000), where outcomes of internationalization are regarded as a further stage beyond outputs, as shown in Figure 5.

Figure 5: Logic model of internationalization in higher education

Inputs/Resources

(i.e. Resources needed to implement the components of internaitonalization)

Components of Internationalization

(e.g. college leadership, curriculum, flow of students across national border, etc.)

Outputs of Internationalization

(i.e. number of students study abroad, number of international students, number of students in intensive foreign language programs)

Outcomes of Internationalization

(i.e. Interculturally Competent Graduates)

Source: Deardorff (2004, p. 64).

The logic of this section basically obeys the steps identified in the model. After the definitions of internationalization in higher education, components of internationalization would be described, followed by objectives and anticipated benefits of internationalization.

Different definitions of internationalization in the field of higher education have been developed by scholars and educators. Some of them regard internationalization as the implementation of international standards in the daily operation of universities, such as internationalized rules, the curriculum of courses, and selection criteria in the process of recruitment (Hanson & Meyerson, 1995). However, some scholars argued that internationalization in documentation (i.e. rules, administrative frameworks, curriculum) can only achieve internationalization in the appearance of higher education. Instead, those scholars suggested that being internationalized refers to high relevance to the interdependent

world in a concrete manner, which includes measures like incorporating international materials, textbooks, contents, or even class activities into researching, teaching, and other related activities of universities (Ellingboe, 1998).

The American Council of Education regards internationalization as the deliberate national response to the process of globalization. Thus, they defined internationalization as the series of both intellectual and experiential activities, aiming at helping national individuals to better understand the complex global environment and to acquire basic knowledge and skills they might need in cross-cultural interactions (Hayward & Siaya, 2001). Ellingboe (1998) argued that the process of internationalization should be carried out in "an ongoing, future-oriented, interdisciplinary, leadership-driven vision", which motivated scholars to concern the question of how to think and act in a global and collaborative manner in such a diverse world of changes.

De Wit (2002) developed an approach of internationalization (as shown in Table 8), which first clearly categorized contents related to internationalization in higher education into different dimensions, ending the massive debate in the definition of internationalization. Definitions of internationalization would eventually map into one or several approaches, among which the process approach is the most frequently referred one (De Wit, 2002).

Table 8: De Wit's approaches of internationalization

Approaches of Internationalization	Main Contents of the Approaches
Activity approach	Relative activities to internationalize
Rationale approach	Objectives and intentional outcomes
Process approach	Process of compounding inherent strategies, policies, activities, procedures, etc.
Competency approach	Different kinds of competencies developed to achieve positive outcomes of internationalization, e.g. learning competence

Source: De Wit (2002, p. 117-118).

2.2   Key components of internationalization

According to the definitions mentioned in the former section, it is evident that internationalization itself consists of a series of components that are functioning comprehensively as an entity. Several elements of internationalization in higher education have been identified in the developmental strategies of universities during the last decades. In order to better understand internationalization in the field of higher education, an overview of key elements functioning together during the process of internationalization is necessary.

2.2.1 The flow of students and scholars

The element of the flow of students and scholars refers to the mobility of students and scholars in the direction of both inward and outward flows. For instance, data in the U.S. have shown great increases in both inward and outward flows of students and scholars. According to the Open Doors report of Institute of International Education (IIE), the total number of international students has been increased from 25,464 in the school year of 1948/1949 to 1,095,299 in the school year of 2018/2019, with a sharper increase in the last decade (IIE, 2020), as shown in Figure 6.

Figure 6: Total number of international students in the U.S. in the last decade
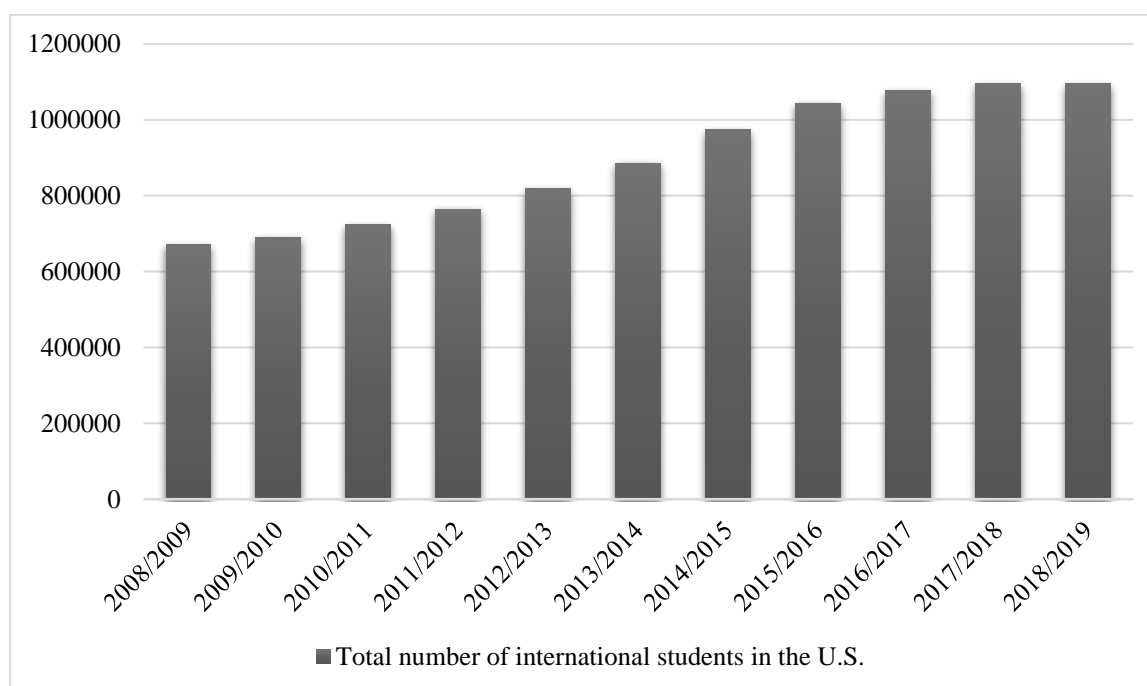
Adapted from IIE (2020).

Great diversity in different levels of study can be seen in international students. As shown in Figure 7, the majority of international students are at the level of undergraduates and postgraduates.

Due to the fact that undergraduate students and postgraduate students make up the majority of employees when they graduate, there is a need of developing students' CCC during their education to prepare them for future careers.

Besides, a larger number of international students in higher education provide local students with a culturally diverse environment, since they are offered opportunities to interact with people from different cultures. Adequate interaction with international students and scholars from other countries helps to fill up the class with diverse perspectives and facilitate mutual learning from each other.

Figure 7: Number of international students in different levels of study
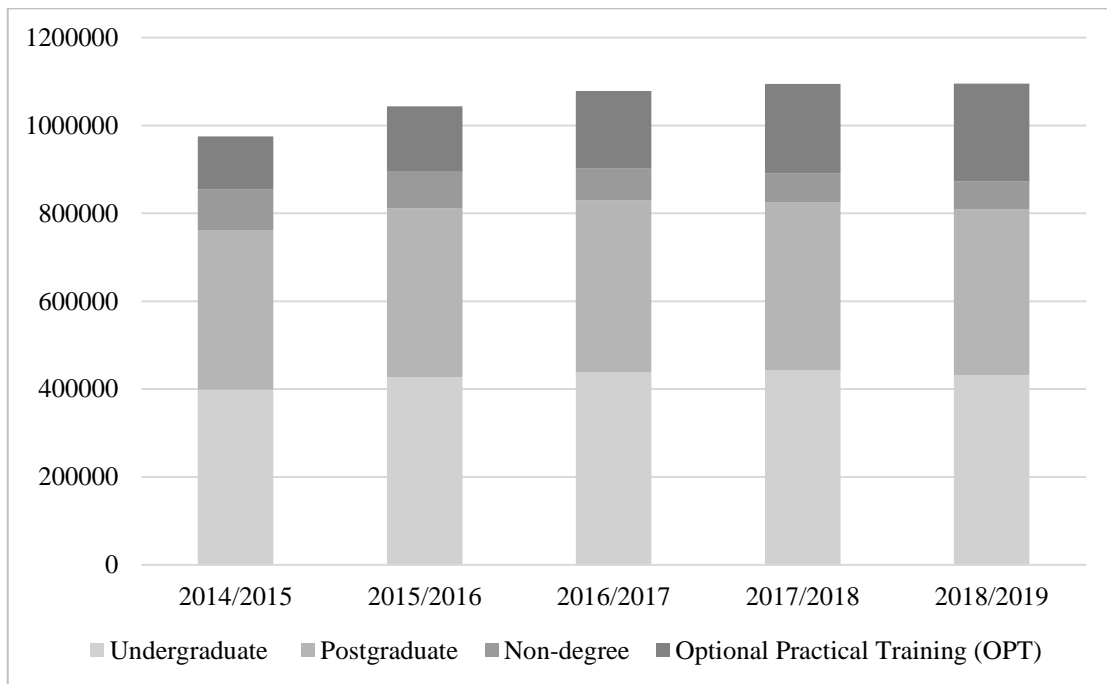
Adapted from IIE (2020).

Similarly, as shown in Figure 8, a rapid growth in the flow of students and scholars outward the U.S. has also been observed. In the school year of 2017/2018, the total number of American students studying abroad reached 341,751. These local American students bring back different ideas and perspectives from other cultures based on their personal experience when they return from their offshore learning, which also facilitates the abundance of culturally diverse perspectives in class and further develops the CCC of students located in the U.S.

Figure 8: Total number of American students studying abroad in the last two decades
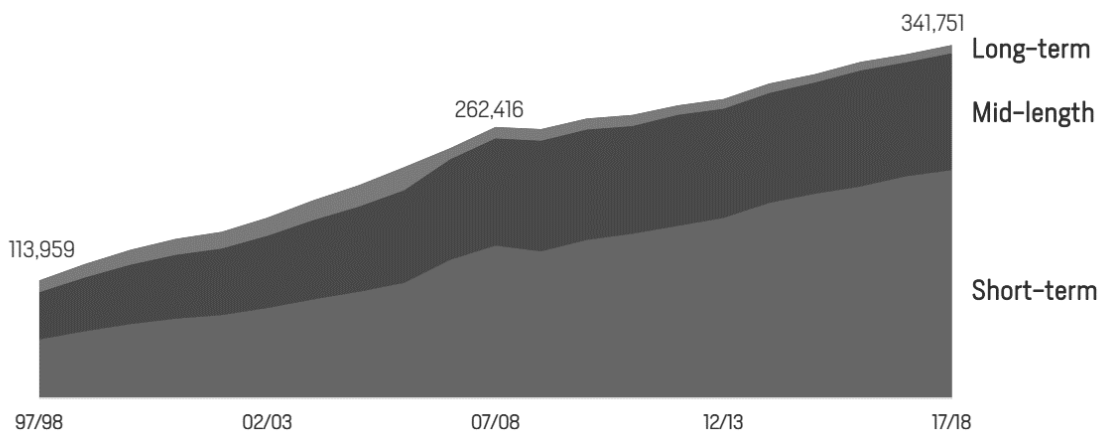
Source: Open Doors 2019 (IIE, 2020, p.32).

In a word, as the key element of internationalization, the flow of international students and scholars coming into the U.S. and the flow of American students and scholars returning from other countries have a joint effect on the internationalization of American higher education, making the American universities infused with culturally diverse ideas and perspectives, which is beneficial for the development of students' CCC.

2.2.2   The international experience of faculty

Closely related to the previous element, professors who have earned international experience via their experiences as international professors, visiting researchers, or foreign consultants, have been endowed with the practical knowledge and experiences of cross-cultural interaction. Although teaching or researching abroad in international programs can be difficult in terms of funding and personal physical reasons, the experiences of these scholars become invaluable if it is able to be infused into local classes in the U.S. (Deardorff, 2004). Furthermore, stimulating the faculty to take part in the process of internationalization can greatly improve the efficiency, compared to merely implementing internationalization policies at the administrative level.

2.2.3   An internationalized curriculum

Due to the difficulties in implementation, this element has become debatable since its identification. Some of the scholars view this element as a mere scrap of paper, since rules and principles written in the curriculum require supervision of high quality during the process of implementation, i.e. daily classes and other teaching activities (Scott, 1998).

On the contrary, other scholars hold the opinion that an internationalized curriculum could serve beyond anticipation if the consistency could be guaranteed (Hedberg, 2009). More precisely, since the curriculum ranged from basic requirements and selection criteria in the process of recruitment to daily educational activities of students before their graduation and their career guidance as alumni, the goal of comprehensive internationalization could be achieved based on consistency in the execution of an internationalized curriculum.

2.2.4   The college leadership

At the administrative level of colleges, the senior leadership of the college decides the direction of development. The process of internationalization could be hindered if the opinions of top administrators are not unified before the implementation of internationalization (Ellingboe, 1998). On the contrary, the implementation of internationalization could be conducted in an effective and efficient manner if the commitment of the college leadership is devoted.

2.2.5 Other elements of internationalization

Arum and Van de Water (1992) argued that in addition to the internationalization in in-class activities, extracurricular activities including students' clubs, outdoor physical trainings, accommodation of students, etc. should all be internationalized in the consistency with the internationalization of in-class activities. In addition, developing international relationships with universities or research centers abroad and facilitating the free flow of knowledge across national borders can also be identified as part of the internationalization in higher education (Back, Davis & Olsen, 1996). Likewise, establishing cooperation educational programs to deliver education abroad can enrich the experience of the university and its faculty in cross-cultural operations and interactions (Kerr, 1994).

2.3 Objectives of internationalization

Scholars from different fields have already developed their own theories of the objectives of internationalization in higher education. De Wit (2002) regarded the whole academic community of universities, students, and scholars as an entirety, arguing that internationalization aims at a better understanding of the interdependent world, enabling both universities and students to function effectively in such a world. Knight (1997) focused on the outcome of students' graduation, noting that the objective of internationalization is to endow students with knowledge and skills of cross-cultural interaction. Besides, internationalization also contributes to the inherent objective of higher education which is to develop the concept of learning, in order to escape the trap of parochialism (Deardorff, 2004).

The discussion of objectives of internationalization in higher education is based on the ultimate goal of education in this diverse world, which is to prepare the graduates to be interculturally competitive. To summarize the massive debate on the objectives of internationalization, De Wit (2002) developed a model of four dimensions, categorizing different objectives argued by scholars into academic, social, political, and economic categories. Notably, some of the objectives fell into more than one dimension, meaning that these objectives could be diverse in their attributes.

Knight (2004) soon react to De Wit's (2002) categorization of objectives, arguing the categorization model is not broad enough to incorporate all possible objectives, among which human resource related objective is excluded by De Wit's model. Knight (2004) asserted that in order to meet the requirement of MNCs of developing a cross-culturally competent global workforce, the industry of education should internationalize to develop students' CCC to prepare them for future careers. In line with Knight's (2004) argument, Moffatt (2003) also emphasized the significance of MNCs' needs to universities, asserting that MNCs' goal of developing a global workforce that can function effectively under cross-cultural situations would be the key driving factors of the development of higher education.

2.4 Benefits of internationalization in higher education

The main benefits of internationalization in higher education can be classified into two major types, which are the institutional benefits and individual benefits (Deardorff, 2004).

The key institutional benefit of internationalization is that the institutions are more prepared in the global environment. They are educating cross-culturally competent students, earning high international reputations, establishing cross border relationships with foreign research centers and institutions, and competing with other institutions all over the world. Besides, the attractiveness of the nation is improved, earning great human resources and talent for the nation's development and progress of high technologies (Deardorff, 2004). Moreover, a great level of internationalization provides native students with more opportunities to develop their business abroad and as for universities, opportunities would be offered to establish branches in other countries and to achieve their institutional objectives (Ellingboe, 1998).

As for the individual benefits, individuals are becoming more competitive, with their worldviews broadened and cross-cultural skills trained. Free flows of knowledge and information across the borders make individuals exposed to foreign knowledge systems and value systems more frequently, preparing them to function more effectively in the diverse world.

2.5 Culturally diverse student groups in higher education

Traditionally, students' group assignments were carried out within monocultural groups formed by local students. However, with the process of internationalization in higher education, a freer flow of students across national borders has enriched the student body with a large percentage of international students. As a result, the internationalization in higher education provides both local and international students with more opportunities to interact with colleagues from different cultures. In addition to studying and living on the same campus, finishing group assignments in classes seem to be the situation, where most cross-cultural interactions are supposed to happen. Thus, an increasing number of culturally diverse student groups are formed in addition to the traditional monocultural ones.

Culturally diverse student groups refer to the collaboration between students from more than one cultural background, who devote themselves to be jointly responsible for both the assignment and its outcomes (Marquardt & Horvath, 2001). Notably, this collaborative relationship between group members only functions in the range of certain educational institutions towards a defined academic goal.

2.5.1 Negative engagement of students in culturally diverse groups

However, internationalization in higher education does not directly refer to the abundant cross-cultural interactions of students. Likewise, the increasing number of culturally diverse student groups does not result in the popularity of in-group cross-cultural interaction between group members. Instead, it has been seen that a large number of students, both local ones and international ones have shown negative attitudes towards culturally diverse student groups. Minimal cross-cultural interactions between students hinder the development of students' CCC, which deviates from the initial objectives of internationalization in higher education discussed in previous sections of this chapter.

Student engagement, the extent to which students participate in aimful study activities, is believed to be linked to the quality of the final learning outcomes (Spurling, 2007). The importance of promoting culturally diverse student groups while finishing group assignments is evident, given the aforementioned pervasiveness of culturally diverse workplace in students' future careers (Summers & Volet, 2008).

More precisely, although the process of internationalization in higher education has made it inevitable for students to join in culturally diverse student groups during their study, most of the students still have a strong preference for monocultural groups, which are groups formed by students from the same culture. When students are forced to join culturally diverse groups, their negative engagement in group activities and outcomes below expectations were observed in universities around the world. In other words, despite the abundant opportunities for cross-cultural interactions in an internationalized university, students still tend to interact with colleagues who come from the same culture as they do (Popov et al., 2012).

Several studies conducted across English speaking countries have revealed that despite growing numbers of international students and increasingly diverse student bodies, there is strong evidence of minimal interactions in culturally diverse student groups (Kimmel & Volet, 2010). Similarly, based on a memory-recall survey and the analysis of the contact patterns that occur among culturally diverse student groups, the research of Halualani, Chitgopekar, Morrison and Dodge (2004) also shows that most of the tested groups engaged in narrow interaction patterns with only one other major racial/ethnic group. The problem of negative engagement mainly occurs when group projects are carried out with groups made up of students from different cultural backgrounds. From the perspective of students, there are some driving factors of negative engagement in culturally diverse groups, such as hardship in interaction with local students, homesickness, intense cultural shock, alienation, general dissatisfaction, etc., which are mentioned in Harrison and Peacock's work (2009). Besides, research has also shown that the effectiveness of work in diverse groups could be different at different levels of studies, showing that there are differences between the attitudes of postgraduate students and undergraduate students due to the differences in their experiences (e.g. Neame, Odedra & Lloyd-Jones, 2007; Trahar, 2007).

In addition, other evidence of negative engagement in culturally diverse student groups has been observed in almost all the main destinations of international students. Pritchard and Skinner's study (2002) conducted in universities in the U.S. shows that minimal interactions across ethnicities, genders, and languages spoken can be observed. Trice's research (2004) based in the U.K. found that languages have become the key obstacles to students' engagement in culturally diverse groups. Similar results can also be observed in Australia (Smart, Volet & Ang, 2000), New Zealand (Ward, 2001) and Asian countries like Japan (Tanaka, Takai, Kohyama, Fujihara & Minami, 1997).

2.5.2 Comparatively better task performance in culturally diverse groups

Based on the condition that the arising problems related to cultural issues are properly solved, a series of research showed that a comparatively better task performance can be observed in culturally diverse groups, compared to monocultural student groups (Richard, 2000). Since there is an incidental condition applied, the ability to identify cultural issues and a better understanding of cultural differences and similarities are required if the group members want a better outcome of the assignment. In other words, a better command of cross-cultural skills, knowledge, and personal attributions is essential for obtaining better outcomes in group assignments conducted in culturally diverse groups (Popov et al., 2012).

De Vita (2000) found a higher average score earned by both local students and international ones assigned into culturally diverse groups, compared to their daily performance. Watson, Kumar and Michaelsen (1993) distinguished the differences between long-run performance and short-run performance of culturally diverse groups. They argued that although in the short run, culturally diverse groups are performing less well, comparatively better performance, in the long run, can be achieved by culturally diverse groups since they are able to generate ideas from multiple perspectives and solve problems in different ways.

Frankly speaking, this fact implies that these students would have better performances in the future workplace, which is typically culturally diverse. Besides, it also supports the value of internationalization in higher education, which brings a large percentage of international students on campus, making the universities more culturally diverse.

2.6   Obstacles to the success of culturally diverse student groups

Although the internationalization of higher education has brought an increasing number of culturally diverse student groups, there are still some obstacles that hinder the success of group assignments carried out in those groups. Outcomes below expectations have been observed as results of these obstacles in previous research of scholars. In this section, obstacles that hinder the success of group assignments carried out in culturally diverse student groups will be discussed.

2.6.1 Obstacles at the group level

Students' improper communication with each other caused by cultural reasons seemed to be the most explicit obstacle to the success of culturally diverse student groups. Communication is vital during the process of group assignment, when group members discuss towards consensus and then cooperate with each other to implement the consensus.

Among other issues in communication, language is the most commonly discussed obstacle and of course the one that appears most frequently. The multicultural construction of groups results in a multilingual environment in group discussion. In addition to native languages spoken by group members, English is the lingua franca in most circumstances in culturally diverse groups. Thus, the proficiency and accents of the pronunciation of the English language may somehow affect the outcome of group discussion. It is commonly observed that the group discussions start with English and end with sub-group discussions in several kinds of native languages spoken by group members (Davison & Ward, 1999). Notably, group members that are not proficient in English do not deserve less important roles in the group assignment. Furthermore, blindly dividing the tasks among group members according to their English levels often results in troubles (Brett, Behfar & Kern, 2006).

Differences in communication styles may also result in misunderstandings. As argued by Brett, Behfar and Kern (2006), interpersonal tension could be raised due to differences in communication styles, which would cause inefficiency in group assignments.

2.6.2 Obstacles at the personal level

Personal experience differs from group members, resulting in differences in both the cognitive dimension and behavioral dimension. Group members who have rich experience in working with people from different cultures have already acquired some cultural knowledge and recognitions, which could help them react properly and function effectively in culturally diverse groups. On the contrary, group members with lower levels of working experience in culturally diverse groups are prone to anxiety and nervousness during their interaction with members from other cultures.

In addition to experience in working in culturally diverse groups, personal social experience can also affect the ultimate outcome of group work in culturally diverse groups, given that postgraduate students outperform undergraduate students in group work conducted in culturally diverse groups (Trahar, 2007), as mentioned previously.

3 METHODOLOGY

3.1 Research purpose and goals

The purpose of this research is to help educational institutions to evaluate the function of internationalization, for instance, having an internationalized/culturally diverse student body. Particularly, I would like to try to understand the relationship between working in culturally diverse student groups during education, on the one hand, and the level of CCC and attitudes towards cross-cultural collaboration of business students, on the other hand.

The goals of the thesis include:

- To identify the factors that influence the attitudes and behavior of business students when it comes to group work in a culturally diverse environment
- To analyze the reasons behind business students' preference for working with students from the same cultural background
- To identify the effects of having an internationalized/culturally diverse educational environment and working in culturally diverse student teams on the cross-cultural competence of business students
- To identify the effects of having an internationalized/culturally diverse educational environment and working in culturally diverse student groups on attitudes and values about cross-cultural collaboration

3.2 Questionnaire instrument

The questionnaire (shown in Appendix 2) I used to collect data is a combination of my own work and contents partially adapted from Chen and Starosta's study (2000). The questionnaire was developed and distributed in the English language without translation into the local language. Items in the questionnaire are mainly based on respondents' attitudes towards culturally diverse student groups and the possible reason for their negative engagement in those groups. Five-point Likert scales were employed in the questionnaire in addition to some demographic questions about the basic information of respondents. At the end of the questionnaire, three open-ended questions were asked.

The questionnaire was developed in digital form on the online platform of 1ka (www.1ka.si) and distributed to SEB students via email with the web link of the questionnaire. The platform recorded 232 responses to the questionnaire, 102 of which are recognized as valid ones. The average duration of finishing the questionnaire was 5 minutes and 21 seconds.

3.3 Sample description

A total of 102 respondents finished the online questionnaire.

98 respondents answered the question about age. Since the questionnaire was distributed to full-time students at SEB, the age of the respondents ranged from 18 to 35. The mode of age is 23, which contains 18 respondents. The mean age is 23.46, with a standard deviation of 2.93. The median of age is 23.5, which divided all the respondents into Group 1-A (respondents aged 18 to 23) and Group 1-B (respondents aged 24 to 35) according to their age.

A total of 98 respondents answered the question about gender, among which 29 are male and 69 are female. Female respondents occupied the majority. Respondents were divided into Group 2-A (male respondents) and Group 2-B (female respondents)

All 102 respondents answered the questions about the level of study. Respondents all come from undergraduate programs (including both Slovenian track and English track) and master's programs at SEB. There are 38 respondents from the undergraduate programs of English track, 1 from undergraduate programs of Slovenian track, and the rest 63 respondents are all from master's programs at SEB. The proportions of respondents from different levels of study are 37% (undergraduate, English track), 1% (undergraduate, Slovenian track), and 62% (master's programs), respectively. Respondents were divided into Group 3-A, which includes bachelor students from both English and Slovenian track, and Group 3-B, which includes master's students, according to their levels of study.

89 respondents answered the question of nationality. According to the data, the majority of respondents come from European countries, 59 of which are local Slovenian students. Several respondents from non-European countries like Canada and China are also included.

According to previous studies (Summers & Volet, 2008), language issues often hinder the group assignment in culturally diverse groups. Thus, I also included the question of "How many kinds of languages do you speak?" in my questionnaire. A total of 97 responses to the question was recorded, which ranged from 1 to 6. The mode of this question are respondents who speak 3 or 4 kinds of languages, with 31 responses recorded each. The mean of number of languages spoken by the respondents is 3.47, with a standard deviation of 1.07. Respondents were divided into Group 4-A (respondents who speak one to three kinds of languages) and Group 4-B (respondents who speak four to six kinds of languages), according to the number of languages the respondents speak.

As argued by Van der Zee and Van Oudenhoven (2001), the experience of living abroad can somehow foster the interactive skills of individuals, which further contributes to a higher level of CCC. Thus, I include the question of "How many years in total have you spent living in a country other than your native one?" in the questionnaire. 97 respondents answered this question, with answers ranging from 0 to 8. The mode of this question is 1, which includes 32 responses. The respondents spent on average 1.88 in other countries, with a standard deviation of 2.04. The respondents were later divided into Group 5-A (respondents who have spent zero to one year living in another country) and Group 5-B (respondents who have spent

two to eight years living in another country), according to the number of years they spent in other countries.

As stated previously, respondents were divided into different groups according to their demographic characteristics based on data collected by the questionnaire. To conclude, detailed information of the grouping is shown in Table 9.

Table 9: Grouping of the respondents according to their demographic characteristics

Demographic data	Number of respondents	Group Number	Grouping criteria	Number of respondents in the group
Age	98	Group 1-A	18 to 23	51
		Group 1-B	24 to 35	47
Gender	98	Group 2-A	male	29
		Group 2-B	female	69
Level of study	102	Group 3-A	bachelor	39
		Group 3-B	master	63
Language ability (i.e. number of languages the respondents speak)	97	Group 4-A	1 to 3	50
		Group 4-B	4 to 6	47
Foreign experience (i.e. number of years spent in other countries)	97	Group 5-A	0 to 1	57
		Group 5-B	2 to 8	40

Source: own work.

3.4 Data analysis

Data were analyzed with SPSS. ANOVA tests were first performed in order to test if there are significant differences between the attitudes of respondents with different demographic characteristics (e.g. different age groups, different levels of study, different genders, etc.). Significant effects of gender are found in students' responses to item Q9d, Q10a, Q10h and Q11b. Language ability (i.e. number of languages spoken by the respondents) shows significant effects in item Q9e, Q10b and Q10c, while item Q9a and Q9b are significantly affected by foreign experience (i.e. number of years spent in other countries). The significant effect of students' level of study is only observed in responses to item Q10a. Results of the ANOVA tests (shown in Appendix 4) would be discussed in detail in latter parts of the thesis.

An exploratory factor analysis approach was later conducted on the 17 variables from the questionnaire with varimax rotation employed. Missing values were excluded listwise. Before the data were inputted, several items were reversely coded, as noted in Appendix 2.

Since there are in total 102 responses of my questionnaire, I set the threshold absolute value of factor loadings as 0.55. Five items with loadings below the threshold absolute value of

0.55 were omitted. The Kaiser-Meyer-Olkin (KMO) statistic of the dataset equals to 0.738, which is a "middling" according to Hutcheson and Sofroniou (1999). The Bartlett's test also shows significance, suggesting that the dataset is suitable for factor analysis.

Then, a factor analysis was performed to generate the factors influencing students' attitudes towards culturally diverse groups. Five factors with Eigenvalue equal to or larger than 1.0 were extracted from the items. Meanwhile, the inspection of the scree plot, which suggests keeping the factors on the left to the break, turns out the same result. These five factors account for 49.4% of the total variance. Statistical results of factor analysis from the SPSS report are shown in Appendix 5, while detailed information of the five factors with item loadings is shown in Table 10 at the end of this section.

The first factor explains 15.086% of the common variance, with an Eigenvalue of 4.309. Three items were included in this factor, which are Q10e, Q10c and Q10b. These three items refer to the individual's ability to effectively function in social interactions under cross-cultural situations. Thus, this factor is labeled as "social competence".

The second factor accounts for 9.345% of the common variance, with an Eigenvalue of 2.124. Two items clustered in this factor, which are Q11e and Q11b. These two items refer to an individual's ability to guarantee the culturally diverse group to work efficiently. This factor is labeled as "leadership".

The third factor accounts for 9.018% of the common variance, with an Eigenvalue of 1.912. Two items are included in this factor, which are Q10h and Q9e. These two items refer to the individuals' degree of pride while comparing their native culture to other cultures. Thus, this factor is labeled as "ethnocentrism".

The fourth factor accounts for 8.138% of the common variance, with an Eigenvalue of 1.323. Two items are included in this factor, which are Q11d and Q11c. These two items refer to the linguistic ability of individuals to clearly express their ideas in cross-cultural interactions. Thus, this factor is labeled as "linguistic competence".

The fifth factor accounts for 7.810% of the common variance, with an Eigenvalue of 1.067. Three items are included in this factor, which are Q10g, Q10f, and Q10d. These three items refer to the ability of the individual to identify and understand the differences and similarities between different cultures. Thus, this factor is labeled as "open-mindedness".

Table 10: Five factors identified by SPSS with item loadings

Factor		Item loadings
Factor I: Social Competence (15.086%)		
Q10e	I feel confident when interacting with people from different cultures.	0.824
Q10c	I can be as sociable as I want to be when interacting with people from different cultures.	0.766
Q10b	I always know what to say when interacting with people from different cultures.	0.733
Factor II: Leadership (9.345%)		
Q11e	There're more free riders (students not doing any work and relying on other group members) in groups where people come from different countries.	0.826
Q11b	When groups have people from very mixed countries, they are less efficient in getting work done.	0.629
Factor III: Ethnocentrism (9.018%)		
Q10h	I think my culture is better than other cultures.	0.598
Q9e	If I have the choice of my group members, I prefer to work with students who are from the same country as me.	0.591
Factor IV: Linguistic Competence (8.138%)		
Q11d	I feel more confident when I express my ideas in a group of people from my own country.	0.764
Q11c	Working in a group of people who are all from my country is easier because we speak the same language.	0.617
Factor V: Open-mindedness (7.810%)		
Q10g	I respect the way people from different cultures behave.	0.730
Q10f	I am open-minded to people from different cultures.	0.572
Q10d	I respect the values of people from different cultures.	0.566

Source: own work.

4 MAIN FINDINGS

The main findings of the thesis are concluded from the results of the data analysis part and other data collected from the questionnaire.

4.1 Attitudes towards working in culturally diverse groups

To explore the attitudes of SEB students towards culturally diverse groups, I introduced a statement, "I enjoy group projects in culturally diverse groups.", into the questionnaire, which is named as item Q9a. The average score of Q9a is 3.294 (N=102). In other words, the majority of respondents hold a positive attitude towards culturally diverse groups, i.e. enjoy working in culturally diverse groups.

The positive attitude of respondents is also supported by respondents' answers of open-ended questions, where they were asked to comment on culturally diverse groups at SEB:

- I enjoy exchanging ideas with international students from different cultures. (Respondent 17)
- I enjoy participating in them a lot. (Respondent 46)
- So far, I haven't had any problem with group assignments, it was really fun and full of different opportunities to enrich my knowledge. (Respondent 113)
- I like working in culturally diverse class projects because it gives us the opportunity to learn about cultures, mindsets, and ways of living in different parts of the world. (Respondent 148)

In spite of the aforementioned benefits of internationalization in higher education and the positive functions of culturally diverse student groups, a number of studies have found that negative engagement of students in culturally diverse groups can still be observed worldwide. Likewise, negative opinions of students at SEB towards culturally diverse groups are also collected in the questionnaire. According to the results of open-ended questions, some of the SEB students hold a negative attitude towards culturally diverse groups:

- Group project should never contribute more than 15-20% of the final grade, because it is not fair for your grade to depend on other people. (Respondent 73)
- A lot of arrangements are needed, always on standby. (Respondent 89)
- Group work can be stressful. (Respondent 111)

According to the results of ANOVA tests, statistically significant differences can be found between the attitudes of respondents with different foreign experiences (i.e. respondents who have spent zero to one year in other countries and those who have spent two to eight years in other countries). Those respondents who have spent two to eight years in other countries gave higher scores for working in culturally diverse groups while compared with those who have spent zero to one year in other countries ($F_{(1, 95)} = 6.627$, $p=0.012$). In other words,

respondents with more foreign experience (mean=3.600, n=40) prefer working in culturally diverse student groups than respondents with less foreign experience (mean=3.035, n=57).

4.2 Attitudes towards choosing teammates for group projects

There are four items from the questionnaire testing students' attitudes towards choosing teammates for group projects, which are shown in Table 11.

Table 11: Items testing students' attitudes towards choosing teammates

No. of the item	The items	Average scores	Standard Deviation
Q9b	I prefer class projects where students are randomly assigned to groups by the professor.	2.382	1.076
Q9c	I prefer class projects where students choose their own group mates.	4.010	0.880
Q9d	If I have the choice of my group members, I prefer to work with students who I already know.	4.127	0.957
Q9e	If I have the choice of my group members, I prefer to work with students who are from the same country as me.	2.578	1.115

Source: own work.

A low average score of Q9b (mean=2.382) and a high average score of Q9c (mean=4.127) implies that SEB students prefer organizing groups on their own instead of being allocated into different groups by the professors. The difference between the average score of Q9d and Q9e shows that students prefer to choose teammates that they already know, regardless of the teammates' nationality.

In terms of the effect of foreign experience on students' attitudes towards choosing teammates, a significant difference was found in item Q9b (F (1,95) =3.952, p=0.0496). Respondents who have spent two to eight years in other countries (mean=2.600, n=40) are more inclined to be assigned to groups by the professors compared with those respondents who have spent zero to one year in another country (mean=2.175, n=57).

In terms of the effect of gender on students' attitudes towards choosing teammates, a significant difference was found in item Q9d (F (1,96) =5.693, p=0.019). Thus, female respondents (mean=4.290, n=69) are more likely to choose to work with students they already know compared with male respondents (mean=3.793, n=29).

As for the effect of language ability on students' attitudes towards choosing teammates, a significant difference was found in item Q9e (F (1,95) =5.353, p=0.023). Respondents who speak one to three kinds of languages (mean=2.820, n=50) have a higher tendency to work

with students who come from the same country as they do, compared with those respondents who speak four to six kinds of languages (mean=2.298, n=47).

4.3   Attitudes towards interacting with people from different cultures

There are nine items introduced into the questionnaire to measure students' attitudes towards interacting with people from different cultures, testing certain abilities, personalities or thoughts of the respondents concerning interacting with people from different cultures. Items Q10h and Q10i are reversely coded before the process of data analysis. Detailed information of those items is shown in Table 12.

Table 12: Items testing attitudes towards interacting with people from different cultures

No. of the item	The items	Average scores	Standard Deviation
Q10a	I enjoy interacting with people from different cultures.	3.520	0.647
Q10b	I always know what to say when interacting with people from different cultures.	3.971	0.937
Q10c	I can be as sociable as I want to be when interacting with people from different cultures.	4.696	0.891
Q10d	I respect the values of people from different cultures.	4.167	0.539
Q10e	I feel confident when interacting with people from different cultures.	4.598	0.898
Q10f	I am open-minded to people from different cultures.	4.363	0.510
Q10g	I respect the way people from different cultures behave.	4.059	0.623
Q10h	I think my culture is better than other cultures.	2.225	0.948
Q10i	I avoid those situations where I will have to deal with culturally-distinct persons.	3.520	1.038

Source: own work.

High average scores in Q10d (mean=4.167) and Q10g (mean=4.059) show that SEB students have a relatively high level of recognition of cultural differences and similarities. They are able to be aware of the value systems of other cultures and be less ethnocentric. High average scores in Q10c and Q10e imply that SEB students are confident while interacting with people from different cultures.

According to the results of ANOVA tests, it has been statistically proven that gender influences students' attitudes towards interacting with people from different cultures, i.e. the scores of female and male respondents differ in item Q10a ($F_{(1, 96)}$ =4.974, p=0.028). Female respondents (mean=4.696, n=69) enjoy interacting with people from different

cultures more, compared with male respondents (mean=4.379, n=29). A significant difference was also observed between female and male respondents in item Q10h (F (1, 96) =5.252, p=0.024), implying that female respondents (mean=4.232, n=69) are more open-minded to people from different cultures than male respondents (mean=3.759, n=29).

In terms of the effect of language ability on students' attitudes towards interacting with people from different cultures, significant differences were observed in item Q10b (F (1, 95) =9.141, p=0.003) and Q10c (F (1, 95) =4.093, p=0.046). More precisely, the significant difference in item Q10b shows that respondents who speak four to six kinds of languages (mean=3.851, n=47) are more conversational (i.e. always knowing what to say) while interacting with people from different cultures, compared with those respondents who speak one to three kinds of languages (mean=3.300, n=50). Besides, the significant difference in item Q10c suggests that respondents who speak four to six kinds of languages (mean=4.149, n=47) are more sociable in interacting with people from other cultures compared with respondents who speak one to three kinds of languages (mean=3.780, n=50).

In addition, the level of study also has effects on students' attitudes towards interacting with people from different cultures. A significant difference was observed in item Q10a (F (1, 100) =6.739, p=0.011), suggesting that bachelor students (mean=4.795, n=39) are more willing to interact with people from different cultures compared with master students (mean=4.460, n=63).

4.4   Reasons for negative engagement in culturally diverse groups

Five items are introduced into the questionnaire to test the reasons for negative engagement in culturally diverse student groups. Items Q11b, Q11c, Q11d and Q11e are reversely coded before the process of data analysis. Detailed information of the items is shown in Table 13, while the average scores of the five items are shown in Figure 9.

Table 13: Items testing the reasons for negative engagement in culturally diverse groups

No. of the item	The items	Average scores	Standard Deviation
Q11a	It is easy to generate ideas in culturally diverse groups.	3.578	0.923
Q11b	When groups have people from very mixed countries, they are less efficient in getting work done.	3.304	1.008
Q11c	Working in a group of people who are all from my country is easier because we speak the same language.	3.333	1.255
Q11d	I feel more confident when I express my ideas in a group of people from my own country.	2.765	1.156
Q11e	There're more free riders (students not doing any work and relying on other group members) in groups where people come from different countries.	3.020	1.229

Source: own work.

A high average score of the item Q11a (mean=3.578) implies that SEB students believe that it is easy to generate ideas in culturally diverse student groups. Supporting ideas of this statement can also be found in the responses to open-ended questions:

- A lot of amazing ideas and effort of students (Respondent 110)
- The wealth of different ideas, opinions, points of view, etc. Everything is boosted when there are a lot of different cultures (Respondent 113)
- Out of the box ideas (Respondent 121)
- Being exposed to a variety of ideas (different ways of thinking) while dealing with the same topic/problem (Respondent 143)

Q11c (mean=3.333) implies that language issues affect students' choices of culturally diverse groups and their engagement in those groups. Similar results are also concluded in the factor analysis part. Students prefer to organize groups with teammates that speak the same language in order to avoid misunderstandings and inefficiencies caused by language issues. Language barriers are hindering students' engagement in culturally diverse groups. Supporting comments can also be found in the responses to open-ended questions:

- The foreign language and embarrassment for the language mistakes (Respondent 44)
- Not speaking in the native language while working (Respondent 48)

Figure 9: Average score of items testing reasons for students' negative engagement
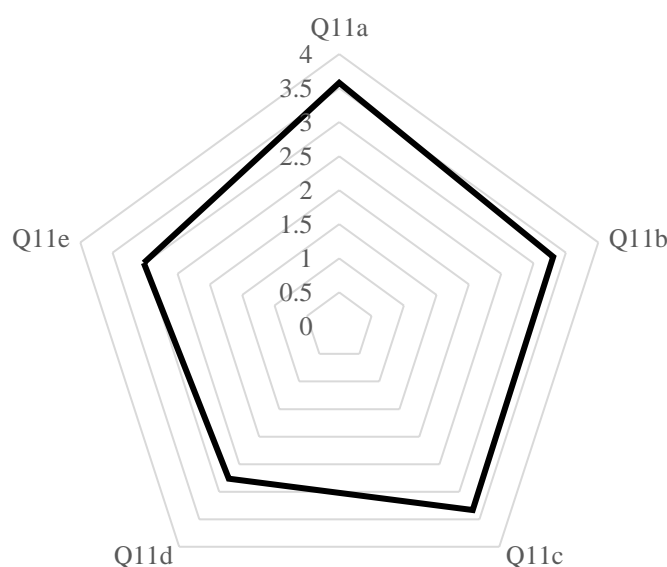
Source: own work.

According to the results of ANOVA tests, in terms of the effect of gender on reasons for students' negative engagement in culturally diverse groups, there is a significant difference in item Q11b (F $(1,96)$ =5.431, p=0.022). This implies that male respondents (mean=2.931, n=29) believe more firmly that the efficiency of group work is lower in culturally diverse groups while compared with the attitudes of female respondents (mean= 3.449, n=69).

4.5   The relationship between student group work and CCC

As asserted in previous studies, students are able to draw upon their experience in culturally diverse groups to develop their CCC (Ryan, 2004). Since the external dimensions of CCC, which refer to culture distance and institutional ethnocentrism, are more difficult to control, the theoretical impacts of culturally diverse groups on student's CCC and their future careers will be discussed around the internal dimensions of CCC.

4.5.1   Effects on students' personal attributes

As an important dimension of CCC, personal attributes include personality traits accompanied by beliefs, norms and values of national culture (Johnson, Lenartowicz & Apud, 2006). Working in a culturally diverse group can develop students' personality traits by enriching their experiences of interacting with people from other cultures, as one of the respondents reflected:

- It made me more of an extrovert type of person. (Respondent 57)

Meanwhile, working in a culturally diverse group might encourage students to work harder and better develop their abilities:

- You try harder because usually, foreign students are more motivated … they motivate you, because you don't want to let your new friends down. (Respondent 16)

4.5.2 Effects on students' cross-cultural knowledge

According to Hofstede's (2001) classification of cross-cultural knowledge, culture-general knowledge and culture-specific knowledge are the basic components of cross-cultural knowledge we discuss here.

Culture-general knowledge refers to students' ability to be aware of and properly react to cultural differences and similarities. In the condition of culturally diverse groups, where students interact with colleagues from different cultures, they are given the opportunity to practice culture-general knowledge they have learned from lectures. For example, students in culturally diverse groups have the tendency to horizontally compare the differences between cultures and thus get aware of cultural similarities and diversities:

- Comparing something between nationalities (in Slovenia we do this..., while in a x country we don't do this) ... (Respondent 25)
- It (working in a culturally diverse group) can be fun as long as we understand the cultural values of the others and they understand ours. (Respondent 33)
- I got to meet new people and friends who helped me to be more open-minded and see the world from different perspectives. (Respondent 148)

Besides, a better way to learn culture-specific knowledge is to interact with people coming from a certain foreign culture. A practical view of culture-specific knowledge from international students is much more vivid compared to what students learned from lectures and textbooks. While being asked about the rewarding aspects of working in culturally diverse student groups, respondents noted:

- Insights into another culture (Respondent 70)
- Getting to know other cultures, other ways of thinking and making friends (Respondent 75)
- Exploring the culture and behavior of people from different countries (Respondent 105)
- Getting to know different people, their customs, cultures (Respondent 120)

4.5.3 Effects on students' cross-cultural skills

Most importantly, working in a culturally diverse student group does enhance students' cross-cultural skills, which would be vital for them in their future careers in the global

workplace. As noted by students at SEB, working in a culturally diverse group mainly helps with their social and communicative abilities:

- conversations, speaking in a foreign language, exchanging ideas… (Respondent 40)
- It builds character and negotiation skills. (Respondent 46)

4.6 Findings from the factor analysis

According to the result of the data analysis process, five factors that affect SEB students' attitudes towards culturally diverse groups are identified. Appendix 5 shows the statistical results of the factor analysis.

4.6.1 Factor I: social competence

SEB Students who have a higher level of social competence are sociable when interacting with people from different cultures, as can be seen from the item "I can be as sociable as I want to be when interacting with people from different cultures.". More precisely, since cross-cultural interaction is required in culturally diverse groups, students' ability to establish and maintain stable interpersonal relationships with group members is required, in order to achieve better outcomes of group assignments. Being sociable in culturally diverse groups makes it easier for students to work more effectively than those who are less sociable when interacting with people from different cultures. Those students with higher levels of social competence are also confident in cross-cultural interactions, since the item, "I feel confident when interacting with people from different cultures.", has a high item loading of 0.824. Besides, students with higher levels of social competence "always know what to say when interacting with people from different cultures".

However, a relatively low level of social competence may result in inefficient interactions within the group, which may further cause an unstable atmosphere in culturally diverse groups or even conflicts between group members. Notably, this factor does not require students to establish stable personal relationships with every member of the group. Instead, it refers to students' ability to effectively manage interpersonal relationships with group members and to solve conflicts properly.

Some of the respondents support low levels of social competence as an important reason for their negative attitude towards culturally diverse groups. When they were asked about the difficulties that they met during group work in culturally diverse groups, some of the respondents reflected that the following factors hinder their social interactions within the groups:

- Getting in touch and expressing some opinions (Respondent 57)
- Social anxiety (Respondent 111)

4.6.2 Factor II: leadership

Group works, especially those in culturally diverse groups, require a high level of leadership during the process of finishing assignments so as to maintain a positive group climate and guarantee stable group construct. Problems may occur when a group and its members are in lack of leadership.

SEB students believe that "there are more free-riders in groups where people come from different countries", if the level of leadership is relatively low. On the contrary, group members with higher levels of leadership are confident to prevent free-riding in culturally diverse groups, thus, they may hold more positive attitudes towards culturally diverse groups.

The problem of free-riding is observed in those groups with lower levels of leadership. In my research conducted at SEB, there are 16 respondents complained about their experience in culturally diverse groups where free-riders took advantage of the whole group, which deserves our attention:

- Working in a group project is quite a demanding task … the main reason that working in a group can be a nightmare is the free riders, the lazy ones… (Respondent 45)
- … however, most of the free riders are actually people that came on an exchange here… (Respondent 71)
- Everyone does not participate and in the end, you do the whole project yourself. (Respondent 102)
- Some people (regardless of where they come from) are free riders and you don't know it until you start working together in a group. (Respondent 117)

Besides, students also believe that culturally diverse groups are "less efficient in getting work done". Higher levels of leadership are required in order to guarantee the efficiency of group work in culturally diverse groups. Similarly, unequal division of work and conflicts in working styles also reflect a lack of leadership. Although having strong leadership in group works, democratic problems may occur if the leadership makes the group leader far too decisive. Problems caused by improper decision-making style could also result in conflicts among group members and inefficient group works.

4.6.3 Factor III: ethnocentrism

We have to admit that ethnocentrism still exists, even though the world is ever integrated. SEB students would choose group members who come from the same country as they do, as evidenced by item Q9e, "If I have the choice of my group members, I prefer to work with students who are from the same country as me.", with an item loading of 0.591. In addition, Item Q10h, "I think my culture is better than other cultures.", is a typical statement of

ethnocentrism, which has an average score of 4.059 after reverse coding, suggesting that ethnocentrism opinions are at a relatively low level among SEB students.

Ethnocentric opinions of students result in their disability to identify and understand cultural differences and similarities. Ethnocentric behaviors can be truly offensive in the perspectives of counterparties during cross-cultural interactions. Besides, no reflections that are directly related to ethnocentrism was observed in the answers of open-ended questions.

4.6.4   Factor IV: linguistic competence

Many scholars have identified the unproficiency of English or poor linguistic ability as the key factor that hinders one's communicative competence and ultimately causes conflicts in culturally diverse groups (Popov et al., 2012). Thus, the efficiency of group work could be increased if all group members speak the same language. SEB students believe that "working in a group of people who are all from my country is easier", since all group members speak the same language. Similarly, SEB students "feel more confident when expressing their ideas in a group of people from their own country", since item Q11d has an item loading of 0.764.

A high level of linguistic competence implies that the respondent is able to work effectively and efficiently in the multi-linguistic environments in culturally diverse groups. Thus, those respondents with higher levels of linguistic competence hold a more positive attitude towards culturally diverse groups.

Besides, a higher level of linguistic competence also includes a better ability to clearly express one's ideas and opinions in the group in addition to a better command of foreign languages. My research conducted at SEB also observed several communication problems between group members caused by linguistic issues.

- Occasionally language barrier, sometimes the proficiency in English of a particular student was not good enough for quality participation and cooperation. (Respondent 16)
- Some people did not know English well enough. (Respondent 35)
- … not being fluent in English. That's also fun when writing long seminar papers and you have to fix their grammatical errors. (Respondent 71)
- … lower level of English among some students… (Respondent 103)

4.6.5   Factor V: open-mindedness

Open-mindedness refers to one's ability to view cultural differences and its own culture from the perspective of other cultures. Sometimes it reflects as one's sense of its own culture and the ability to understand the values of other cultures. Respondents with high levels of open-mindedness "respect the way people from different cultures behave", as evidenced by item

Q10g with an item loading of 0.730. Besides, they also respect "the value of people from different cultures", as stated in item Q10d.

Reflections can also be found in the answers to open-ended questions:

- Some people are too stubborn and pressure everyone to stick to their ideas, although their ideas are not the best. (Respondent 144)

Respondents who are open-minded are more aware of cultural differences and similarities, which makes it easier for them to accept value systems and typical behaviors of other cultures. Thus, they tend to avoid conflicts in culturally diverse groups caused by misunderstandings and stereotypes.

5   IMPLICATIONS, LIMITATIONS AND RECOMMENDATIONS

5.1   Summary of findings

In this chapter, recommendations to universities for improvement will be given based on the key findings from ANOVA tests, factor analysis and responses to open-ended questions in Chapter Four.

According to the results of ANOVA tests, statistically significant differences in the average Likert scores were observed in ten pairs of subgroups that are divided according to their demographic characteristics. Detailed information is shown in Table 14. However, no statistically significant difference was found between different age groups (i.e. Group 1-A and Group 1-B) of SEB students, suggesting that age doesn't have a significant effect on students' attitudes towards culturally diverse groups.

Table 14: Items with statistically significant differences in average Likert scores

Demographic data	Number of respondents	The items	F	Sig.
Gender	98	Q9d	5.6931	0.0190
		Q10a	4.9740	0.0281
		Q10h	5.2516	0.0241
		Q11b	5.4310	0.0219
Language ability	97	Q9e	5.3531	0.0228
		Q10b	9.1412	0.0032
		Q10c	4.0931	0.0459
Foreign experience	97	Q9a	6.6270	0.0116
		Q9b	3.9521	0.0497
Level of study	102	Q10c	6.7386	0.0109

Source: own work.

Five factors that affect SEB students' attitudes towards culturally diverse groups were identified by factor analysis performed in SPSS. Social competence refers to the ability of students to properly interact with people from different cultures and the ability to establish and maintain stable social connections within culturally diverse groups. Leadership implies students' ability to make culturally diverse groups work effectively and efficiently with a minimum level of possible conflicts. Ethnocentrism hinders the success of culturally diverse groups while a lower level of ethnocentrism refers to a higher level of students' ability to recognize cultural differences and similarities in cross-cultural interactions. Linguistic competence refers to students' ability to have a good command of languages and to express their ideas clearly under a multilingual situation. Open-mindedness refers to students' ability to understand the value systems of different cultures and to properly react to the way people from different cultures behave.

As for the findings in students' responses to open-ended questions, several keywords appear with high frequency. The word, "idea", appeared for twenty-three times implying that SEB students regard working in culturally diverse groups as an important opportunity for them to exchange out-of-the-box ideas with people from different cultures. Keywords that refer to the meaning of making new friends, which include "friends", "new friends" and "new people", appeared in total twenty-four times, meaning that SEB students believe that they are able to make friends with people from different cultures in culturally diverse groups. However, another set of keywords with high frequency is keywords related to the meaning of free-riding, which includes "free-rider" and "free-riding". The keywords related to the problem of free-riding appeared in total sixteen times, while five of those comments also mentioned free-riding or less effort of Erasmus students.

5.2 Recommendations to universities for improvement

According to the findings from theoretical research and data analysis, several pieces of advice can be concluded for universities to build a favorable environment for culturally diverse groups and to better administrate the quality and process of group assignments finished in those groups.

5.2.1 To diversify the student body

A diversified student body would provide more opportunities for cross-cultural interactions since there are a larger number of students from other cultures. It can be observed also from the respondents of the questionnaire that the majority of students are students from CEECs, especially local Slovenian students. Due to historical and geographical reasons, higher similarity among cultures can be found in CEECs. Thus, in order to encourage more cross-cultural interactions among students and guarantee the theoretical benefits of cross-cultural interactions, the diversification of the student body at SEB would be helpful.

5.2.2 To increase opportunities for cross-cultural interaction

As discussed in previous sections of the thesis, although the internationalization in higher education has brought a number of international students to SEB for different durations, minimal cross-cultural interactions can be found between students from different cultures. Besides, interactions among students tend to be more clustered within monocultural groups or groups of students from cultures with more similarities.

Possible reason for minimal cross-cultural interaction and negative engagement in culturally diverse groups may include communication and coordination issues (Respondent 5, 10, 21 & 36), trust issues (Respondent 25), social life issues (Respondent 5 & 25) and personal issues (Respondent 103). Related supports from respondents of the questionnaire can also be found:

- It was mostly communication problems. Some were offended when a colleague and I from Slovenia were trying to give advice for improving a part of the paper they wrote. (Respondent 5)
- Longer process than the usual to set up communication (Respondent 10)
- Communication gaps, cultural differences, different perspectives (Respondent 21)
- Group projects take more time, because of all coordination that is needed. It is just faster and easier to do it on my own. (Respondent 36)
- Maybe the biggest problem is trust? (Respondent 25)
- Students that didn't study before at SEB have a bigger problem finding a group therefore they are more willing to be in a group with anybody. (Respondent 25)
- Working with people from your country is easier only because we speak the same language - it's easier to communicate… (Respondent 48)
- I prefer working on my own if possible. (Respondent 103)

Thus, in order to encourage students to interact more frequently with students from other cultures, measures like enriching extracurricular activities, enhancing the function of student clubs, organizing more cross-cultural activities (e.g. cultural festivals, Model United Nations), can be taken to provide favorable conditions for cross-cultural interactions.

5.2.3 To enhance the supervision of group works in culturally diverse groups

External supervision of group works can help to prevent impropriate actions in culturally diverse groups. For example, 7 of the respondents complained about unpleasant experiences in culturally diverse groups with Erasmus students. Due to their short term staying at SEB, there are few opportunities for full-time students at SEB to establish stable personal relationships with them. Most of the group works with Erasmus students tend to be based on a rough consort of the students. Besides, as argued by the respondents (Respondent 48, 75, 77, 88, and 131), Erasmus students sometimes have multiple purposes of their staying at

SEB in addition to studying abroad. Thus, supervision of group works is needed to guarantee the outcome of group work and quality of education for both full-time students at SEB and exchange students.

Furthermore, I suggest an improvement in the current grading system of group works, since several respondents reflect the problem of free-riding during finishing the group assignment. Although group works are designed to foster group spirit of students and to prepare them for their future careers, where they might work with cross-cultural teams in a global workforce, interdependent division of work and joint effort should be concerned while grading the group works. More precisely, although the equal division of the work and joint effort of all group members are hardly observed in group works, group members usually receive the same grade after finishing the assignments. Besides, to maintain stable interpersonal relationships in the future, group members who work more tend to stay silent about those members who took advantage of them in group works, which may cause more free-ridings in future group assignments. Thus, improvement in the grading system should be made to distinguish different levels of effort in group work of different group members. In some of the courses at SEB (e.g. International Business Environment), professors introduced anonymous peer reviews into the grading of group assignments, which helped to prevent free-ridings in finishing the group assignments. For instance, students who worked less in the group assignments would be graded lower due to their free-riding, based on the opinions of other group members. This measure has been proved to be effective in ensuring justice in grading.

5.3   Limitation of the research

As demonstrated by Feng (2016), differences in the scores between self-assessing and other-rating has been observed, where higher scores are observed in self-assessed questionnaires compared with those scored by peers. As the questionnaire of my research is a self-assessed one, differences in scores might also be observed if the questionnaire includes peer scored questions.

Time factors are not taken into concern in the questionnaire. More precisely, according to the research done by Trahar (2007), different attitudes can be observed in undergraduate respondents and postgraduate respondents due to their difference in time of exposure to a culturally diverse environment. In my questionnaire, students are classified just according to their level of study, regardless of the different grades they are in and the differences in time of exposure to a culturally diverse environment.

Although the questionnaire is aimed to be distributed to SEB students in all study levels including undergraduate programs (both English and Slovenian track), master's programs and Ph.D. programs (both business and economics track), valid responses are mainly from respondents in the English track of undergraduate programs and master's programs, with no one from the Ph.D. programs and only one respondent from Slovenian track of undergraduate programs. Thus, the data is not representative of all study levels at SEB.

5.4   Recommendations for further research

Several questions for future research arise from the results of this study. In my research conducted at SEB, reasons for the negative engagement of students in culturally diverse groups are identified. Further research may focus on the interrelationship between those factors. Furthermore, future research can also focus on the practical solutions of encouraging students to positively engage in culturally diverse groups and the evaluation of the outcomes of these solutions.

Concerning the effect of time, further research may distinguish students according to the time of their exposure to a culturally diverse environment. Thus, independent studies should be performed within different levels of study (i.e. pair sample testing of CCC level among students in different grades). Further research may include alumni of SEB into the research to test the effects of culturally diverse groups during their education.

Besides, in order to research the effect of linguistic competence, in addition to the number of languages spoken by respondents, language training in their education can also be included. For instance, pair sample tests might be performed between a group of students educated in their native language and a group of students educated totally in English. Comparisons can also be done between students from monolinguistic and multilinguistic programs to measure their linguistic competence.

CONCLUSION

As a result of the intensive internationalization of economies, internationalization in higher education has also greatly developed, evidenced by the increasing number of students studying abroad and completing their studies in settings where they interact with colleagues from different cultures. Besides, employers are keen to employ students with high levels of international competence, commonly operationalized in the literature as CCC or CQ. Thus, universities are trying to meet this demand by offering cross-cultural skills and opportunities to their students to develop their CCC levels. However, simply offering opportunities to interact with people from different cultures is not enough to ensure a high level of CCC. On the contrary, it can in some cases have detrimental effects on students' attitudes towards working with people from different cultures.

The purpose of my thesis is to help universities to evaluate the function of internationalization, for instance, having culturally diverse groups. More precisely, in my thesis, I identified the impacts of having culturally diverse student groups on students' CCC level, noting that universities should try to develop a culturally diverse student body to form a favorable environment for the development of students' CCC.

Later, ANOVA tests were performed to test if there are statistically significant differences in the average Licker scores between different age groups, genders, levels of study, etc. I

also tried to test factors affecting SEB students' attitudes towards culturally diverse groups, given finishing assignments in those groups is beneficial to students' CCC development. After the exploratory factor analysis, five factors were identified, which include social competence, leadership, ethnocentrism, linguistic competence and open-mindedness. The identification of these five factors is also supported by the reflection of open-ended questions answered by the respondents.

Besides, I offered several possible suggestions for universities to organize a more favorable environment for culturally diverse groups. Diversification of the student body, increasing opportunities for cross-cultural interaction, and improving the grading system are listed as possible measures for universities to take.

My research certainly has some limitations, which include the representativeness of the sample, the assessment method of the questions in the questionnaire, etc. Besides, several further questions are left for future research.

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APPENDICES

Appendix 1: Povzetek (Summary in Slovene language)

Učinek globalizacije svetovne ekonomije na delovno silo v podjetjih, še posebej tistih v MNC-jih, je bil zelo kulturno raznolik. Zato se Cross-cultural Competence (CCC) postopoma razpoznava za podjetnike MNC-jev kot ključna sposobnost zaposlenih, ki bodo delovali v mednarodni delovni sili. Da bi se dosegel trend globalizacije, se je tudi industrija višjega izobraževanja postopoma internacionalizirala, t.j. izobraževalo študente, da bodo bolj med kulturno sposobni, da dosežejo MNC-jeve potrebe za kvalificiranimi zaposlenimi. Čeprav je bilo pisno dokazano, da delovanje v kulturno mešanimi skupinami med izobraževanjem pozitivno učinkuje na CCC študentov, vendar imajo ti še vedno raje tradicionalne monokulturne skupine in so negativno usmerjeni za kulturno mešane skupine.

Namen moje raziskave je pomagati univerzam oceniti smisel imeti kulturno mešane skupine in nadaljnje razumeti zvezo med delovanjem v kulturno mešani skupini študentov in razvoju CCC študentov. Cilj moje raziskave je odkriti faktorje, ki vplivajo na odnose študentov naproti kulturno mešanimi skupinami, in dodatno analizirati razloge študentov za negativen odnos do kulturno mešanih skupinah. Poleg tega sem poskusil odkriti učinke, kako ima kulturno mešana skupina študentov na univerzah in delovanje v kulturno mešanih študentskih skupinah učinek na stopnjo CCC-ja študentov podjetništva.

Empirični del teze je osnovan v School of Economics and Business (SEB). Da bi testirali odnos študentov napram kulturno različnimi skupinami in razlog zakaj so negativno sprejeti v teh skupinah in vprašalnik je bil posredovan študentom SEB, da bi se zbrali podatki. 102 veljavna odgovora sta bila sprejeta in potem vključena v SPSS za analizo podatkov. Najprej je bila opravljena serija ANOVA testov, kjer so anketiranci bili razdeljeni na več skupin upoštevajoč njihovo demografsko karakteristiko, da bi se raziskalo, če je odnos študentov napram kulturno drugačnimi skupinami drugačen v drugačnimi demografskimi skupinami. Kot je prikazano v tabeli 14, so na 10 stvari demografski podatki izjemno vplivali nanj. Upoštevajoč rezultate ANOVA testov so ženske anketiranke pokazale bolj pozitiven odnos napram kulturno raznolikim skupinam in so manj etnocentrične primerjajoč z moškimi anketiranci. Študentje z manjšim znanjem jezikov se raje vključujejo v skupine s kolegi iz iste države in so manj družabni v kulturno mešanimi skupinami, v nasprotju s tistimi, ki imajo večje znanje jezikov.

Pet faktorjev (prikazanih v tabeli 10) so bili identificirani s strani exploratory factor analysis metodi, med katerimi je „social competence", ki se nanaša na študentovo sposobnost ustanoviti in obdržati stabilne družbene odnose, je ocenjena kot najpomembnejša. Po analizi responses to open-ended questions so najbolj pogosta ključna vprašanja (i.e. „new ideas", „friends"), ki predlagajo da študentje SEB ocenjujejo kulturno raznolike skupine kot mesto, kjer spoznajo nove ljudi, sklopijo prijateljstva in izmenjajo zamisli z ljudmi iz drugačnih kultur. Zastonjkarji se pojavljajo, kot najbolj pogosto omenjen negativni fenomen v kulturno mešanimi skupinami.

Na osnovi mojih odkritij, sem različnim univerzam predlagal izboljšave, katere vključujejo izboljšave v ocenjevanju, da bi se preprečilo zastonjkarstvo, ter internacionalizacija v dodatnimi izbirnimi aktivnostmi, kar bi omogočilo več možnosti za medkulturno interakcijo, itd.. Poleg predlogov za nadaljnjo raziskovanje, ki temelji na omejenosti moje raziskave, ki vsebuje izboljšave v ocenjevalnih metodah vprašalnika, izboljšavah v reprezentativnosti anketirancev in upoštevanju časovnih faktorjev.

Appendix 2: Questionnaire instrument

Dear respondents,

Thank you for participating in my research on the impact of culturally diverse student groups on students' cross-cultural competence. This research is conducted by the School of Economics and Business, University of Ljubljana. Your answers here will be strictly anonymous and only be used for academic purposes. It will take you about 7 minutes to finish this questionnaire.

Q1- Which program are you currently attending at SEB?
  1- Undergraduate, English track
  2- Undergraduate, Slovenian track
  3- Masters
  4- PhD
  5- I am not a student at SEB

Q2- Which program at SEB are you enrolled in? [if Q1=4 (PhD)]
  1- Business Track
  2- Economics Track

Q3- Which program at SEB are you enrolled in? [if Q1=3 (Masters)]
  1- Accounting and Auditing
  2- Bank and Financial Management
  3- Business Informatics
  4- Business Logistics
  5- Business and Organization
  6- Economics
  7- Entrepreneurship
  8- Money and Finance
  9- International Business
  10- International Full Time Master Program in Business (IMB)
  11- Management
  12- Management and Economics in Health Care
  13- Marketing
  14- Public Sector and Environmental Economics
  15- Quantitative Finance and Actuarial Sciences
  16- Sports Management
  17- Tourism

Q4- Which program at SEB are you enrolled in? [if Q1=2 (Undergraduate, Slovenian Track)]
    1- Accounting and Auditing
    2- Business Economics
    3- Bank and Financial Management
    4- Business Informatics
    5- Business Logistics
    6- Entrepreneurship
    7- International Economics
    8- Management
    9- Money and Finance
    10- Tourism

Q5- Which program at SEB are you enrolled in? [if Q1=1 (Undergraduate, English track)]
    1- International Business
    2- Marketing

Q6- End of the survey [if Q1=5 (I am not a student at SEB)]

Q7- During all of your studies at SEB, in how many group class projects (with 3 or more members) have you participated?
Number of class projects for which students were allowed to form our own groups ( )
Number of projects for which professors formed the groups ( )

Q8- How many group class projects have you participated in before attending SEB? ( )

Q9- Please select your level of agreement or disagreement with the following statements.

		Strongly disagree				Strongly agree
Q9a	I enjoy group projects in culturally diverse groups.	1	2	3	4	5
Q9b	I prefer class projects where students are randomly assigned to groups by the professor.	1	2	3	4	5
Q9c	I prefer class projects where students choose their own group mates.	1	2	3	4	5
Q9d	If I have the choice of my group members, I prefer to work with students who I already know.	1	2	3	4	5
Q9e	If I have the choice of my group members, I prefer to work with students who are from the same country as me.	1	2	3	4	5

Q10-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, where 1 means you strongly disagree with the statement and 5 that you strongly agree with it. Thank you for your cooperation.

		Strongly disagree				Strongly agree
Q10a	I enjoy interacting with people from different cultures.	1	2	3	4	5
Q10b	I always know what to say when interacting with people from different cultures.	1	2	3	4	5
Q10c	I can be as sociable as I want to be when interacting with people from different cultures.	1	2	3	4	5
Q10d	I respect the values of people from different cultures.	1	2	3	4	5
Q10e	I feel confident when interacting with people from different cultures.	1	2	3	4	5
Q10f	I am open-minded to people from different cultures.	1	2	3	4	5
Q10g	I respect the way people from different cultures behave.	1	2	3	4	5
Q10h	I think my culture is better than other cultures.	1	2	3	4	5
Q10i	I avoid those situations where I will have to deal with culturally-distinct persons.	1	2	3	4	5

Note: Items Q10h and Q10i are reversely coded before summing the items.

Source: Chen & Starosta (2000).

Q11-Below is a series of statements concerning the reasons of negative engagement in culturally diverse groups. Please evaluate the following statements, where 1 means you strongly disagree with the statement and 5 that you strongly agree with it.

		Strongly disagree				Strongly agree
Q11a	It is easy to generate ideas in culturally diverse groups.	1	2	3	4	5
Q11b	When groups have people from very mixed countries, they are less efficient in getting work done.	1	2	3	4	5
Q11c	Working in a group of people who are all from my country is easier because we speak the same language.	1	2	3	4	5
Q11d	I feel more confident when I express my ideas in a group of people from my own country.	1	2	3	4	5
Q11e	There're more free riders (students not doing any work and relying on other group members) in groups where people come from different countries.	1	2	3	4	5

Note: Items Q11b, Q11c, Q11d, and Q11e are reversely coded before summing the items.

Demographic Questions

Q12- What is your gender?
1-Male   2-Female

Q13- How old are you? (   )

Q14- Where do you come from? (   )

Q15- How many languages do you speak (include both those that you speak conversationally and fluently)? (   )

Q16- How many years in total have you spent living in a country other than your native country? (including study abroad exchanges, but excluding tourist visits)? (   )

Q17- Do you have any comments regarding group projects, or working in culturally similar/diverse class projects during your time at SEB?

Q18- What were the major difficulties you encountered while working in mixed groups?

Q19- What were the most rewarding aspects of working in mixed groups?

Thank you for your time and participation in my research!

Appendix 3: Reflections of respondents to open-ended questions

Q17- Do you have any comments regarding group projects, or working in culturally similar/diverse class projects during your time at SEB?

No.	Reflection to the question
3	It's very interesting to work with people from different countries with different cultures.
5	Since I haven't studied at SEB for my undergraduate studies, I didn't know any classmates when starting the master's study. I feel like the students who know each other from before have a big advantage. I feel like it would be better if the professors made the groups.
10	Students should not be allowed to choose their own group peers. It does not replicate the working environment where one can hardly choose his colleagues.
12	Group projects are ok, but I think there is too many of them.
16	It's like a box of chocolates... You never know what you gonna get :)
17	I enjoy exchanging ideas with international students from different cultures.
18	Still, the best time I had working in a group was with my friends from Slovenia, and also the project came out the best.
22	Include more in the process.
25	Students that didn't study before at SEB have a bigger problem finding a group therefore are they more willing to be in a group with anybody.
26	Personally, I dislike group projects (i am introverted). Unless you know your group members personally (no matter their nationality), there's a high chance group project will suck, it\'s not about the culture but having a similar idea of how to do the project.
31	too much of these group projects... but I like it where the group is more diverse, more ideas pop-out
32	the efficiency of group work does not depend on the nationality
33	It can be fun as long as we understand the cultural values of the others and they understand ours.
36	Group projects take more time, because of all coordination that is needed. It is just faster and easier to do it on my own.
37	All the projects gave me fun experiences and made me open up to people more easily
38	I have noticed that foreign students often find it difficult to adapt to assessments, assignments, projects, various tasks, etc. Therefore, it is sometimes more difficult to successfully and efficiently complete a project task. At that time, the work is usually transferred to others who understand it.
39	I have never been in a group with students from different countries.
40	the problem is free-riders no matter where they come from!!
44	When each member wants to cooperate, the group can be successful, I think that this only conditions for success and not from which country or culture somebody comes
45	Working in a group project it\'s quite a demanding task. Especially since people are not all the same. Yes, culture has also something with it, but it\'s not the main reason that working in a group can be a nightmare. It\'s the free riders, it\'s the lazy ones, and it\'s my obnoxious personality :)
46	I enjoyed participating in them a lot.

48	1. working with people from your country is easier only because we speak the same language - it's easier to communicate, 2. It is a difference between foreign students that transfer into Slovenia and the ones that are on Erasmus-if students are in Erasmus exchange- there is more free riding with Erasmus students
53	I have mixed feeling about the unwritten SEB rule: groups should have at least two nationalities. On one hand, it\'s a great way to interact with Erasmus students, on the other it's kind of discriminates. In many cases, students are chosen not because of their knowledge, but rather just because of their nationality.
57	It made me more of an extrovert type of person
71	It isn't necessarily people that come from different countries that don\'t try hard. A lot of international students that study here full time are probably more hard-working than some of the local ones, however, most of the \'free riders\' are actually people that came on an exchange here.
73	Group project should never contribute more than 15-20% of the final grade, because it is not fair for your grade to depend on other people
74	Many people do not want to work and I had to do all by myself.
75	Often frustrating but worth the effort
77	Too many group projects where there is always someone doing much more than the others...
83	It's not a matter of culture, group work, in general, is difficult
88	It is difficult to pair with foreign students as you don't know them and you don\'t know what was the purpose of them coming to SEBLU on the exchange. The preference for working with people you know is not due to cultural reasons but because often when you try to work with people on Erasmus exchange, they just don\'t have same goals (in terms of studies and grades) as you and don\'t make the appropriate effort because they come here to travel, socialize and other things. And as the grade is the same for all people, despite the effort and different quality of the content, it is just easier to work with people you know that will work well. Otherwise, culturally diverse projects provide many benefits in theory but in reality, it\'s much more complicated.
89	A lot of arrangements needed, always on stand by
91	Incoming students are not aware of our writing standards. They should be educated on the arrival of our norms and practices. Too much additional work falls on home students.
101	It is better when you are allowed to pick your own team
102	Everyone does not participate and in the end, you do the whole project yourself
103	I prefer working on my own if possible
110	It was very interesting to work with projects with at least three people from different countries. A lot of great experience.
111	Group work can be stressful
113	So far, I haven\'t had any problem with group assignments, it was really fun and full of different opportunities to enrich my knowledge.
121	It totally depends on the culture of the person you work with. Majority of people from the North (Germany, Netherlands) have extremely good working habits and it is easy to work with them as the work gets done, however people from ex-Yugoslav countries, Spain, Italy, have a bit different work habit
125	At SEB I did seem to have more problems with communication and productivity in nationally diverse groups, but the sample size is too small to make bigger judgments.

131	Regarding the \"Free-rider question\". My answer is applicable specifically towards Erasmus students. Most come here to enjoy themselves, which is fine, but it makes the typical Erasmus student more likely to not put in the required/extra work
134	There seem to be enclaves of students from ex-Balkan nations. It is interesting that the predominant tongue spoken is Serbian/Croatian, not English. I believe cultural background does not heavily influence the working dynamic, as all students are specific individuals and apart from the adjusted \"lingua franca\", I believe group work is more reliant on personality.
148	I like working in culturally diverse class projects because it gives us the opportunity to learn about cultures, mindsets, and ways of living in different parts of the world.

Q18- What were the major difficulties you encountered while working in mixed groups?

No.	Reflection to the question
3	Some people are not very active in group projects
5	It was mostly communication problems. Some were offended when a colleague and I from Slovenia were trying to give advice for improving a part of the paper they wrote.
9	No difficulties
10	Longer process than the usual to set up communication.
12	Free-riding
16	Occasionally language barrier, sometimes the proficiency in English of a particular student was not good enough for quality participation and cooperation
17	No doing the same amount of work
18	People, even though we explained multiple times, still did not understand what they have to do.
20	Erasmus students often do not understand English very good
21	Communication gaps, cultural differences, different perspectives,
22	Communication, finding consensus (initially due to many different ideas, but later on works out fine when you get to know each other)
25	Maybe the biggest problem is trust?
26	Disagreeing on how to approach sth, our views, ideas and approach to how to do the project not aligning (this happened more often with Slovenian students actually)
29	People have a different idea of what it means being productive and contributing even parts
31	One time a Chinese schoolmate said he's going to spend Christmas break in China and he said he couldn't communicate with us because there Facebook is not allowed. But I know it is still possible, I believe he used that as an excuse. :)
33	Free riders, or if members weren't interested in the project and I could not change the team.
35	Some people did not know English well enough.
36	Free riders and coordination
37	most common issue was time or different schedules, but it was all manageable
38	Answer from the previous question.

40	free-riders. free-riders everywhere. Laziness, I hate it. Some people should never finish studies at SEB because they succeed on the shoulders of other people.
44	The foreign language and embarrassment for the language mistakes
45	Different standards of plagiarism and different views on what a trustworthy and high-quality source is. Some colleagues view Wikipedia as a good source for seminar papers on the Master level.
46	free-riders, deadlines, misunderstandings
47	Language, free time, speed of work
48	not speaking in the native language while working
53	Last semester I had a horrible experience with a mixed group. Long story short: we missed the deadline and were basically arguing whether the sources should even be cited. Overall speaking it was a toxic group, however many other experiences were rather amazing.
55	Free riders
56	Freeloaders
57	Getting in touch and expressing some opinions
60	Free riders, different viewpoints
64	Understanding
70	None so far
71	Exchange students not doing anything. Or not being fluent in English. That's also fun when writing long seminar papers and you have to fix their grammatical errors.
73	I have very positive experience with certain cultures (where people tend to be fair and hardworking) and very negative experiences with some cultures (where people tend to take advantages if they see that one member really cares about the project)
74	They do not want to work.
75	Different expectations to the quality level of the work needed, people that come on Erasmus want to have fun and travel, and therefore they also dedicate less time to the actual work
77	Erasmus students are often more about fun than about working
78	Getting everyone to equally participate
79	Language differences
83	Communication, laziness
88	People having different work ethics and attitudes towards studies. Probably also the level of previous experience with group projects or written assignments in general. Also, it is difficult to pair up with people you don\'t know and don\'t know what their skills are
89	Different temperaments of people from different cultural backgrounds
91	Low work standards, unaware of our policy, hard to communicate.
101	Some of the group members did not do the work
102	Everyone does not participate and in the end, you do the whole project yourself
103	Laziness, not sharing the same work ethics, disrespecting the deadlines, lower level of English among some students
105	Language
110	Nothing more special than from a group from my country.
111	Different opinions
113	My social anxiety.
114	A lot of ideas

117	some people (regardless of where they come from) are free riders and you don\'t know it until you start working together in a group
120	language barriers
121	People have different expectations and working habits.
124	language and different habits
125	Working in a randomly mixed group requires more patience from the start but can reach the same level of productivity by the end
126	free-riders
131	See above
132	Incompatible characters that had nothing to do with the cultural background.
133	it's harder to fully express because of the language, different work ethics
134	Free riders.
138	Different methods of work and different tempo of work
140	The organization of meetings.
144	Some people are too stubborn and pressure everyone to stick to their ideas, although their ideas are not the best.
148	That not all of us have the same perception of the topic. However, with good teamwork and understanding, everything is achievable.

Q19- What were the most rewarding aspects of working in mixed groups?

No.	Reflection to the question
3	Group spirit
9	Sharing experience and knowledge
10	Unorthodox ideas
12	Getting to know new people
16	You try harder because usually, foreign students are more motivated so that in a way motivates you because you don\'t want to let your new friends down.
17	Exchanging ideas, making new friends
18	Friends
21	Gives new dimension, getting to know different cultures personally and professionally
22	Many different perspectives that I would never think of from the get-go.
25	Comparing something between nationalities (in Slovenia we do this..., while in a x country we don't do this) ...
26	If you mean mixed as in with people from other countries, then I would say getting to know about their culture and different ways of thinking
29	Getting to know new people
31	One time I was in a group of 4, with 3 guys from different countries and it was great! We did a really great job on the project. With an idea of French guy, we used an action from the French government to implement it to the Slovenian market. Really nice experience!
32	creative ideas
33	Getting to know the people in my team and socialize with them.
35	Different ways of thinking about the same problem.
36	Getting good friends with classmates.
37	meeting new people and making new friends

38	Different opinions, experiences, and views from their country. You could combine and learn something else.
39	Meeting new people.
40	conversations, speaking in a foreign language, exchanging ideas, different aspects, interesting people, friends
44	New ideas of foreign students, we met new people from different culture, good feeling, hanging out
45	If I am working with people I know and I choose the team, I feel good in the sense that the experience was nice, and also, I get a better perception of class as a whole. If I choose the team, we have the same goal and the way to get there.
46	It builds character and negotiation skills.
47	Getting to know new people
48	getting to know different people from all over the world and sharing experiences together...
53	Getting to know new friends from across the globe.
55	Different knowledge
56	Getting to know the culture and people
57	Lasting friendships
60	More ideas, more knowledge
64	Learning from them
70	Insights into another culture
71	Learning about their culture or when they talk about the differences between Slovenia and their country, because it makes you think (because after all, we\'re all still students that complain about the same topics, and yet come from places that may have different mindsets).
73	Working with people who come from better universities and take their contribution very seriously
74	You get to know people.
75	Getting to know other cultures, another way of thinking and making friends
76	Meeting new people, a lot of them became friends
77	Getting to know new people and learn how to work in such groups
79	Connecting with new people, finding new perspectives from people of other culture
83	Beer sessions
88	When a project is interesting and the group is working as a whole and complements each other, group projects can be a great idea that produces great results.
89	Pride when completing the project
91	Getting to know new cultures, practicing patience.
101	Getting to know other people and their cultures
102	That you meet and get to know people from different countries and ethnicities
103	haven't encountered any so far (getting to know the students I won't be working within the near future)
105	Exploring the culture and behavior of people from different countries
108	Getting to know people from different places and parts of their cultures
110	A lot of amazing ideas and effort of students.
111	Good ideas.
113	The wealth of different ideas, opinions, points of view, etc. Everything is boosted when there are a lot of different cultures.
114	Great experience, new information, new people

117	when people tried to help each other and sometimes do somebody else\'s part just because they couldn't do it on their own
120	getting to know different people, their customs, cultures
121	Out of the box ideas.
124	diversity
125	Making new friends, getting to know new cool stories/information/whatever
126	New knowledge and view on specific topics
131	Talking with foreigners
132	Different educational backgrounds led to interesting conversations.
133	new ideas
134	Developing interpersonal relationships with fellow students.
138	having a different approach for some things and looking at issues from a different perspective
140	You get a lot of different ideas and get to know other people's behavior better
141	sharing different opinions and cultural views
143	Being exposed to a verity of ideas (different ways of thinking) while dealing with the same topic/problem
144	Having fun, learning about other views, while also being productive and not feeling tired after 10 hours at the faculty!
148	I got to meet new people and friends who helped me to be more open-minded and see the world from different perspectives.

Appendix 4: Results of the ANOVA tests

ANOVA test 1: The effect of age on students' attitudes towards culturally diverse groups

		Sum of Squares	df	Mean Square	F	Sig.
		ANOVA-Age				
Q9a	Between Groups	1.060	1	1.060	.839	.362
	Within Groups	121.358	96	1.264		
	Total	122.418	97			
Q9b	Between Groups	.917	1	.917	.816	.369
	Within Groups	107.859	96	1.124		
	Total	108.776	97			
Q9c	Between Groups	.820	1	.820	1.034	.312
	Within Groups	76.169	96	.793		
	Total	76.990	97			
Q9d	Between Groups	.733	1	.733	.795	.375
	Within Groups	88.542	96	.922		
	Total	89.276	97			
Q9e	Between Groups	.001	1	.001	.001	.980
	Within Groups	123.999	96	1.292		
	Total	124.000	97			
Q10a	Between Groups	.755	1	.755	1.779	.185
	Within Groups	40.725	96	.424		
	Total	41.480	97			
Q10b	Between Groups	.608	1	.608	.700	.405
	Within Groups	83.392	96	.869		
	Total	84.000	97			
Q10c	Between Groups	2.670	1	2.670	3.322	.071
	Within Groups	77.166	96	.804		
	Total	79.837	97			
Q10d	Between Groups	1.060	1	1.060	3.720	.057
	Within Groups	27.358	96	.285		
	Total	28.418	97			
Q10e	Between Groups	1.548	1	1.548	1.893	.172
	Within Groups	78.503	96	.818		
	Total	80.051	97			
Q10f	Between Groups	.315	1	.315	1.212	.274
	Within Groups	24.950	96	.260		
	Total	25.265	97			
Q10g	Between Groups	.436	1	.436	1.092	.299
	Within Groups	38.340	96	.399		
	Total	38.776	97			
Q10h	Between Groups	2.485	1	2.485	2.823	.096
	Within Groups	84.495	96	.880		

		Sum of Squares	df	Mean Square	F	Sig.
	Total	86.980	97			
Q10i	Between Groups	.592	1	.592	.580	.448
	Within Groups	98.112	96	1.022		
	Total	98.704	97			
Q11a	Between Groups	.027	1	.027	.031	.862
	Within Groups	85.646	96	.892		
	Total	85.673	97			
Q11b	Between Groups	.624	1	.624	.589	.445
	Within Groups	101.794	96	1.060		
	Total	102.418	97			
Q11c	Between Groups	.130	1	.130	.082	.775
	Within Groups	152.370	96	1.587		
	Total	152.500	97			
Q11d	Between Groups	.516	1	.516	.385	.536
	Within Groups	128.546	96	1.339		
	Total	129.061	97			
Q11e	Between Groups	.378	1	.378	.239	.626
	Within Groups	151.581	96	1.579		
	Total	151.959	97			

ANOVA test 2: The effect of gender on students' attitudes towards culturally diverse groups

ANOVA-Gender						
		Sum of Squares	df	Mean Square	F	Sig.
Q9a	Between Groups	.788	1	.788	.659	.419
	Within Groups	114.774	96	1.196		
	Total	115.561	97			
Q9b	Between Groups	.132	1	.132	.119	.731
	Within Groups	106.368	96	1.108		
	Total	106.500	97			
Q9c	Between Groups	1.033	1	1.033	1.323	.253
	Within Groups	74.927	96	.780		
	Total	75.959	97			
Q9d	Between Groups	5.038	1	5.038	5.693	.019
	Within Groups	84.962	96	.885		
	Total	90.000	97			
Q9e	Between Groups	.001	1	.001	.001	.980
	Within Groups	125.846	96	1.311		
	Total	125.847	97			
Q10a	Between Groups	2.043	1	2.043	4.974	.028
	Within Groups	39.436	96	.411		
	Total	41.480	97			

Q10b	Between Groups	.254	1	.254	.290	.591
	Within Groups	83.879	96	.874		
	Total	84.133	97			
Q10c	Between Groups	.162	1	.162	.195	.660
	Within Groups	79.675	96	.830		
	Total	79.837	97			
Q10d	Between Groups	.099	1	.099	.334	.565
	Within Groups	28.320	96	.295		
	Total	28.418	97			
Q10e	Between Groups	.003	1	.003	.004	.949
	Within Groups	81.384	96	.848		
	Total	81.388	97			
Q10f	Between Groups	.151	1	.151	.577	.449
	Within Groups	25.114	96	.262		
	Total	25.265	97			
Q10g	Between Groups	.186	1	.186	.460	.499
	Within Groups	38.845	96	.405		
	Total	39.031	97			
Q10h	Between Groups	4.573	1	4.573	5.252	.024
	Within Groups	83.600	96	.871		
	Total	88.173	97			
Q10i	Between Groups	.147	1	.147	.143	.707
	Within Groups	99.240	96	1.034		
	Total	99.388	97			
Q11a	Between Groups	.037	1	.037	.041	.840
	Within Groups	85.810	96	.894		
	Total	85.847	97			
Q11b	Between Groups	5.484	1	5.484	5.431	.022
	Within Groups	96.935	96	1.010		
	Total	102.418	97			
Q11c	Between Groups	.342	1	.342	.216	.643
	Within Groups	152.158	96	1.585		
	Total	152.500	97			
Q11d	Between Groups	.156	1	.156	.115	.735
	Within Groups	130.344	96	1.358		
	Total	130.500	97			
Q11e	Between Groups	4.612	1	4.612	3.025	.085
	Within Groups	146.378	96	1.525		
	Total	150.990	97			

ANOVA test 3: The effect of language ability on students' attitudes towards culturally diverse groups

		Sum of Squares	df	Mean Square	F	Sig.
ANOVA-Language ability						
Q9a	Between Groups	.081	1	.081	.067	.796
	Within Groups	114.950	95	1.210		
	Total	115.031	96			
Q9b	Between Groups	.090	1	.090	.080	.777
	Within Groups	105.993	95	1.116		
	Total	106.082	96			
Q9c	Between Groups	.160	1	.160	.201	.655
	Within Groups	75.799	95	.798		
	Total	75.959	96			
Q9d	Between Groups	.070	1	.070	.074	.786
	Within Groups	89.188	95	.939		
	Total	89.258	96			
Q9e	Between Groups	6.605	1	6.605	5.353	.023
	Within Groups	117.210	95	1.234		
	Total	123.814	96			
Q10a	Between Groups	.627	1	.627	1.463	.229
	Within Groups	40.693	95	.428		
	Total	41.320	96			
Q10b	Between Groups	7.357	1	7.357	9.141	.003
	Within Groups	76.457	95	.805		
	Total	83.814	96			
Q10c	Between Groups	3.298	1	3.298	4.093	.046
	Within Groups	76.537	95	.806		
	Total	79.835	96			
Q10d	Between Groups	.037	1	.037	.125	.725
	Within Groups	28.293	95	.298		
	Total	28.330	96			
Q10e	Between Groups	2.487	1	2.487	3.048	.084
	Within Groups	77.533	95	.816		
	Total	80.021	96			
Q10f	Between Groups	.637	1	.637	2.495	.118
	Within Groups	24.250	95	.255		
	Total	24.887	96			
Q10g	Between Groups	.246	1	.246	.610	.437
	Within Groups	38.393	95	.404		
	Total	38.639	96			
Q10h	Between Groups	.712	1	.712	.785	.378
	Within Groups	86.257	95	.908		
	Total	86.969	96			

		Sum of Squares	df	Mean Square	F	Sig.
Q10i	Between Groups	.752	1	.752	.729	.395
	Within Groups	97.929	95	1.031		
	Total	98.680	96			
Q11a	Between Groups	1.195	1	1.195	1.347	.249
	Within Groups	84.310	95	.887		
	Total	85.505	96			
Q11b	Between Groups	.085	1	.085	.079	.779
	Within Groups	101.833	95	1.072		
	Total	101.918	96			
Q11c	Between Groups	3.705	1	3.705	2.372	.127
	Within Groups	148.377	95	1.562		
	Total	152.082	96			
Q11d	Between Groups	4.413	1	4.413	3.365	.070
	Within Groups	124.597	95	1.312		
	Total	129.010	96			
Q11e	Between Groups	.510	1	.510	.322	.572
	Within Groups	150.480	95	1.584		
	Total	150.990	96			

ANOVA test 4: The effect of foreign experience on students' attitudes towards culturally diverse groups

ANOVA-Foreign experience						
		Sum of Squares	df	Mean Square	F	Sig.
Q9a	Between Groups	7.501	1	7.501	6.627	.012
	Within Groups	107.530	95	1.132		
	Total	115.031	96			
Q9b	Between Groups	4.237	1	4.237	3.952	.050
	Within Groups	101.846	95	1.072		
	Total	106.082	96			
Q9c	Between Groups	1.982	1	1.982	2.545	.114
	Within Groups	73.977	95	.779		
	Total	75.959	96			
Q9d	Between Groups	.237	1	.237	.253	.616
	Within Groups	89.021	95	.937		
	Total	89.258	96			
Q9e	Between Groups	2.510	1	2.510	1.965	.164
	Within Groups	121.305	95	1.277		
	Total	123.814	96			
Q10a	Between Groups	.050	1	.050	.115	.736
	Within Groups	41.270	95	.434		
	Total	41.320	96			
Q10b	Between Groups	2.945	1	2.945	3.459	.066

	Within Groups	80.870	95	.851		
	Total	83.814	96			
Q10c	Between Groups	.567	1	.567	.679	.412
	Within Groups	79.268	95	.834		
	Total	79.835	96			
Q10d	Between Groups	.393	1	.393	1.338	.250
	Within Groups	27.936	95	.294		
	Total	28.330	96			
Q10e	Between Groups	.000	1	.000	.000	.998
	Within Groups	80.021	95	.842		
	Total	80.021	96			
Q10f	Between Groups	.320	1	.320	1.237	.269
	Within Groups	24.567	95	.259		
	Total	24.887	96			
Q10g	Between Groups	.030	1	.030	.075	.785
	Within Groups	38.609	95	.406		
	Total	38.639	96			
Q10h	Between Groups	1.469	1	1.469	1.632	.204
	Within Groups	85.500	95	.900		
	Total	86.969	96			
Q10i	Between Groups	.337	1	.337	.326	.570
	Within Groups	98.343	95	1.035		
	Total	98.680	96			
Q11a	Between Groups	.010	1	.010	.012	.915
	Within Groups	85.495	95	.900		
	Total	85.505	96			
Q11b	Between Groups	.009	1	.009	.008	.928
	Within Groups	101.909	95	1.073		
	Total	101.918	96			
Q11c	Between Groups	2.097	1	2.097	1.328	.252
	Within Groups	149.986	95	1.579		
	Total	152.082	96			
Q11d	Between Groups	5.080	1	5.080	3.895	.051
	Within Groups	123.930	95	1.305		
	Total	129.010	96			
Q11e	Between Groups	1.749	1	1.749	1.114	.294
	Within Groups	149.240	95	1.571		
	Total	150.990	96			

ANOVA test 5: The effect of the level of study on students' attitudes towards culturally diverse groups

		Sum of Squares	df	Mean Square	F	Sig.
ANOVA-Level of study						
Q9a	Between Groups	4.551	1	4.551	3.903	.051
	Within Groups	116.625	100	1.166		
	Total	121.176	101			
Q9b	Between Groups	2.599	1	2.599	2.250	.137
	Within Groups	115.490	100	1.155		
	Total	118.088	101			
Q9c	Between Groups	1.310	1	1.310	1.687	.197
	Within Groups	77.680	100	.777		
	Total	78.990	101			
Q9d	Between Groups	.000	1	.000	.000	.995
	Within Groups	93.343	100	.933		
	Total	93.343	101			
Q9e	Between Groups	.526	1	.526	.416	.520
	Within Groups	126.347	100	1.263		
	Total	126.873	101			
Q10a	Between Groups	2.696	1	2.696	6.739	.011
	Within Groups	40.010	100	.400		
	Total	42.706	101			
Q10b	Between Groups	1.366	1	1.366	1.550	.216
	Within Groups	88.095	100	.881		
	Total	89.461	101			
Q10c	Between Groups	2.755	1	2.755	3.526	.063
	Within Groups	78.156	100	.782		
	Total	80.912	101			
Q10d	Between Groups	.978	1	.978	3.418	.067
	Within Groups	28.601	100	.286		
	Total	29.578	101			
Q10e	Between Groups	.259	1	.259	.317	.575
	Within Groups	81.907	100	.819		
	Total	82.167	101			
Q10f	Between Groups	.019	1	.019	.072	.789
	Within Groups	26.501	100	.265		
	Total	26.520	101			
Q10g	Between Groups	.338	1	.338	.861	.356
	Within Groups	39.241	100	.392		
	Total	39.578	101			
Q10h	Between Groups	.570	1	.570	.626	.431
	Within Groups	91.077	100	.911		
	Total	91.647	101			

Q10i	Between Groups	.134	1	.134	.122	.728
	Within Groups	109.680	100	1.097		
	Total	109.814	101			
Q11a	Between Groups	.819	1	.819	.952	.332
	Within Groups	86.054	100	.861		
	Total	86.873	101			
Q11b	Between Groups	2.755	1	2.755	2.733	.101
	Within Groups	100.823	100	1.008		
	Total	103.578	101			
Q11c	Between Groups	2.657	1	2.657	1.681	.198
	Within Groups	158.010	100	1.580		
	Total	160.667	101			
Q11d	Between Groups	.138	1	.138	.101	.751
	Within Groups	136.215	100	1.362		
	Total	136.353	101			
Q11e	Between Groups	.942	1	.942	.616	.434
	Within Groups	153.018	100	1.530		
	Total	153.961	101			

Descriptive statistics of the ANOVA tests:

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Descriptive statistics-Age									
						Lower Bound	Upper Bound		
Q9a	18-23	51	3.1961	1.11390	.15598	2.8828	3.5094	1.00	5.00
	24-35	47	3.4043	1.13558	.16564	3.0708	3.7377	1.00	5.00
	Total	98	3.2959	1.12341	.11348	3.0707	3.5211	1.00	5.00
Q9b	18-23	51	2.2745	1.05978	.14840	1.9764	2.5726	1.00	5.00
	24-35	47	2.4681	1.06017	.15464	2.1568	2.7794	1.00	5.00
	Total	98	2.3673	1.05896	.10697	2.1550	2.5797	1.00	5.00
Q9c	18-23	51	4.0980	.85452	.11966	3.8577	4.3384	2.00	5.00
	24-35	47	3.9149	.92853	.13544	3.6423	4.1875	1.00	5.00
	Total	98	4.0102	.89090	.08999	3.8316	4.1888	1.00	5.00
Q9d	18-23	51	4.2157	.85589	.11985	3.9750	4.4564	1.00	5.00
	24-35	47	4.0426	1.06235	.15496	3.7306	4.3545	1.00	5.00
	Total	98	4.1327	.95936	.09691	3.9403	4.3250	1.00	5.00
Q9e	18-23	51	2.5686	1.08176	.15148	2.2644	2.8729	1.00	5.00
	24-35	47	2.5745	1.19318	.17404	2.2241	2.9248	1.00	5.00
	Total	98	2.5714	1.13064	.11421	2.3447	2.7981	1.00	5.00
Q10a	18-23	51	4.6863	.54736	.07665	4.5323	4.8402	3.00	5.00
	24-35	47	4.5106	.74811	.10912	4.2910	4.7303	2.00	5.00
	Total	98	4.6020	.65393	.06606	4.4709	4.7331	2.00	5.00
Q10b	18-23	51	3.6471	.86772	.12151	3.4030	3.8911	2.00	5.00
	24-35	47	3.4894	.99722	.14546	3.1966	3.7822	1.00	5.00
	Total	98	3.5714	.93058	.09400	3.3849	3.7580	1.00	5.00
Q10c	18-23	51	4.1176	.73884	.10346	3.9098	4.3254	2.00	5.00

	24-35	47	3.7872	1.04124	.15188	3.4815	4.0930	1.00	5.00
	Total	98	3.9592	.90723	.09164	3.7773	4.1411	1.00	5.00
Q10d	18-23	51	4.8039	.40098	.05615	4.6911	4.9167	4.00	5.00
	24-35	47	4.5957	.64806	.09453	4.4055	4.7860	2.00	5.00
	Total	98	4.7041	.54127	.05468	4.5956	4.8126	2.00	5.00
Q10e	18-23	51	4.2941	.80732	.11305	4.0671	4.5212	2.00	5.00
	24-35	47	4.0426	.99907	.14573	3.7492	4.3359	1.00	5.00
	Total	98	4.1735	.90844	.09177	3.9913	4.3556	1.00	5.00
Q10f	18-23	51	4.6667	.47610	.06667	4.5328	4.8006	4.00	5.00
	24-35	47	4.5532	.54408	.07936	4.3934	4.7129	3.00	5.00
	Total	98	4.6122	.51036	.05155	4.5099	4.7146	3.00	5.00
Q10g	18-23	51	4.4314	.67097	.09395	4.2427	4.6201	2.00	5.00
	24-35	47	4.2979	.58662	.08557	4.1256	4.4701	3.00	5.00
	Total	98	4.3673	.63226	.06387	4.2406	4.4941	2.00	5.00
Q10h	18-23	51	4.2549	.93473	.13089	3.9920	4.5178	2.00	5.00
	24-35	47	3.9362	.94188	.13739	3.6596	4.2127	1.00	5.00
	Total	98	4.1020	.94694	.09566	3.9122	4.2919	1.00	5.00
Q10i	18-23	51	2.0784	.93473	.13089	1.8155	2.3413	1.00	4.00
	24-35	47	2.2340	1.08773	.15866	1.9147	2.5534	1.00	5.00
	Total	98	2.1531	1.00875	.10190	1.9508	2.3553	1.00	5.00
Q11a	18-23	51	3.6078	.91823	.12858	3.3496	3.8661	1.00	5.00
	24-35	47	3.5745	.97233	.14183	3.2890	3.8600	2.00	5.00
	Total	98	3.5918	.93980	.09493	3.4034	3.7803	1.00	5.00
Q11b	18-23	51	3.3725	1.05756	.14809	3.0751	3.6700	1.00	5.00
	24-35	47	3.2128	.99861	.14566	2.9196	3.5060	1.00	5.00
	Total	98	3.2959	1.02755	.10380	3.0899	3.5019	1.00	5.00
Q11c	18-23	51	3.3922	1.25025	.17507	3.0405	3.7438	1.00	5.00
	24-35	47	3.3191	1.27017	.18527	2.9462	3.6921	1.00	5.00

		N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
	Total	98	3.3571	1.25386	.12666	3.1058	3.6085	1.00	5.00
Q11d	18-23	51	2.7059	1.13656	.15915	2.3862	3.0255	1.00	5.00
	24-35	47	2.8511	1.17914	.17200	2.5049	3.1973	1.00	5.00
	Total	98	2.7755	1.15349	.11652	2.5443	3.0068	1.00	5.00
Q11e	18-23	51	2.9608	1.29554	.18141	2.5964	3.3252	1.00	5.00
	24-35	47	3.0851	1.21279	.17690	2.7290	3.4412	1.00	5.00
	Total	98	3.0204	1.25163	.12643	2.7695	3.2713	1.00	5.00

Descriptive Statistics-Gender									
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Q9a	Male	29	3.4138	1.05279	.19550	3.0133	3.8143	1.00	5.00
	Female	69	3.2174	1.10971	.13359	2.9508	3.4840	1.00	5.00
	Total	98	3.2755	1.09149	.11026	3.0567	3.4943	1.00	5.00
Q9b	Male	29	2.4138	1.15007	.21356	1.9763	2.8513	1.00	5.00
	Female	69	2.3333	1.00976	.12156	2.0908	2.5759	1.00	5.00
	Total	98	2.3571	1.04783	.10585	2.1471	2.5672	1.00	5.00
Q9c	Male	29	3.8621	1.05979	.19680	3.4589	4.2652	1.00	5.00
	Female	69	4.0870	.79962	.09626	3.8949	4.2790	2.00	5.00
	Total	98	4.0204	.88492	.08939	3.8430	4.1978	1.00	5.00
Q9d	Male	29	3.7931	1.26433	.23478	3.3122	4.2740	1.00	5.00
	Female	69	4.2899	.76891	.09257	4.1051	4.4746	2.00	5.00
	Total	98	4.1429	.96324	.09730	3.9497	4.3360	1.00	5.00
Q9e	Male	29	2.5862	1.23974	.23021	2.1146	3.0578	1.00	5.00

		N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
	Female	69	2.5797	1.10355	.13285	2.3146	2.8448	1.00	5.00
	Total	98	2.5816	1.13903	.11506	2.3533	2.8100	1.00	5.00
Q10a	Male	29	4.3793	.86246	.16016	4.0512	4.7074	2.00	5.00
	Female	69	4.6957	.52312	.06298	4.5700	4.8213	3.00	5.00
	Total	98	4.6020	.65393	.06606	4.4709	4.7331	2.00	5.00
Q10b	Male	29	3.4828	.94946	.17631	3.1216	3.8439	2.00	5.00
	Female	69	3.5942	.92861	.11179	3.3711	3.8173	1.00	5.00
	Total	98	3.5612	.93131	.09408	3.3745	3.7479	1.00	5.00
Q10c	Male	29	3.8966	1.11307	.20669	3.4732	4.3199	1.00	5.00
	Female	69	3.9855	.81336	.09792	3.7901	4.1809	1.00	5.00
	Total	98	3.9592	.90723	.09164	3.7773	4.1411	1.00	5.00
Q10d	Male	29	4.6552	.66953	.12433	4.4005	4.9098	2.00	5.00
	Female	69	4.7246	.48154	.05797	4.6090	4.8403	3.00	5.00
	Total	98	4.7041	.54127	.05468	4.5956	4.8126	2.00	5.00
Q10e	Male	29	4.1724	1.03748	.19265	3.7778	4.5670	2.00	5.00
	Female	69	4.1594	.86811	.10451	3.9509	4.3680	1.00	5.00
	Total	98	4.1633	.91600	.09253	3.9796	4.3469	1.00	5.00
Q10f	Male	29	4.5517	.57235	.10628	4.3340	4.7694	3.00	5.00
	Female	69	4.6377	.48419	.05829	4.5214	4.7540	4.00	5.00
	Total	98	4.6122	.51036	.05155	4.5099	4.7146	3.00	5.00
Q10g	Male	29	4.3103	.47082	.08743	4.1313	4.4894	4.00	5.00
	Female	69	4.4058	.69280	.08340	4.2394	4.5722	2.00	5.00
	Total	98	4.3776	.63433	.06408	4.2504	4.5047	2.00	5.00
Q10h	Male	29	3.7586	1.02313	.18999	3.3694	4.1478	1.00	5.00
	Female	69	4.2319	.89352	.10757	4.0172	4.4465	2.00	5.00
	Total	98	4.0918	.95342	.09631	3.9007	4.2830	1.00	5.00
Q10i	Male	29	2.1034	1.11307	.20669	1.6801	2.5268	1.00	5.00
	Female	69	2.1884	.97431	.11729	1.9544	2.4225	1.00	4.00

		N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
	Total	98	2.1633	1.01223	.10225	1.9603	2.3662	1.00	5.00
Q11a	Male	29	3.5517	.94816	.17607	3.1911	3.9124	2.00	5.00
	Female	69	3.5942	.94431	.11368	3.3674	3.8211	1.00	5.00
	Total	98	3.5816	.94076	.09503	3.3930	3.7702	1.00	5.00
Q11b	Male	29	2.9310	1.09971	.20421	2.5127	3.3493	1.00	5.00
	Female	69	3.4493	.96309	.11594	3.2179	3.6806	1.00	5.00
	Total	98	3.2959	1.02755	.10380	3.0899	3.5019	1.00	5.00
Q11c	Male	29	3.4483	1.35188	.25104	2.9340	3.9625	1.00	5.00
	Female	69	3.3188	1.21864	.14671	3.0261	3.6116	1.00	5.00
	Total	98	3.3571	1.25386	.12666	3.1058	3.6085	1.00	5.00
Q11d	Male	29	2.7241	1.22172	.22687	2.2594	3.1889	1.00	5.00
	Female	69	2.8116	1.14115	.13738	2.5375	3.0857	1.00	5.00
	Total	98	2.7857	1.15990	.11717	2.5532	3.0183	1.00	5.00
Q11e	Male	29	3.3448	1.34366	.24951	2.8337	3.8559	1.00	5.00
	Female	69	2.8696	1.18710	.14291	2.5844	3.1547	1.00	5.00
	Total	98	3.0102	1.24764	.12603	2.7601	3.2603	1.00	5.00

Descriptive Statistics-Language ability									
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Q9a	1-3	50	3.2400	1.04119	.14725	2.9441	3.5359	1.00	5.00
	4-6	47	3.2979	1.15936	.16911	2.9575	3.6383	1.00	5.00
	Total	97	3.2680	1.09464	.11114	3.0474	3.4887	1.00	5.00
Q9b	1-3	50	2.3800	1.04764	.14816	2.0823	2.6777	1.00	4.00

	4-6	47	2.3191	1.06539	.15540	2.0063	2.6320	1.00	5.00
	Total	97	2.3505	1.05120	.10673	2.1387	2.5624	1.00	5.00
Q9c	1-3	50	4.0600	.79308	.11216	3.8346	4.2854	2.00	5.00
	4-6	47	3.9787	.98884	.14424	3.6884	4.2691	1.00	5.00
	Total	97	4.0206	.88952	.09032	3.8413	4.1999	1.00	5.00
Q9d	1-3	50	4.1600	.81716	.11556	3.9278	4.3922	2.00	5.00
	4-6	47	4.1064	1.10796	.16161	3.7811	4.4317	1.00	5.00
	Total	97	4.1340	.96424	.09790	3.9397	4.3284	1.00	5.00
Q9e	1-3	50	2.8200	1.17265	.16584	2.4867	3.1533	1.00	5.00
	4-6	47	2.2979	1.04080	.15182	1.9923	2.6035	1.00	5.00
	Total	97	2.5670	1.13566	.11531	2.3381	2.7959	1.00	5.00
Q10a	1-3	50	4.5200	.73512	.10396	4.3111	4.7289	2.00	5.00
	4-6	47	4.6809	.55585	.08108	4.5176	4.8441	3.00	5.00
	Total	97	4.5979	.65606	.06661	4.4657	4.7302	2.00	5.00
Q10b	1-3	50	3.3000	.95298	.13477	3.0292	3.5708	1.00	5.00
	4-6	47	3.8511	.83350	.12158	3.6063	4.0958	2.00	5.00
	Total	97	3.5670	.93438	.09487	3.3787	3.7553	1.00	5.00
Q10c	1-3	50	3.7800	.97499	.13788	3.5029	4.0571	1.00	5.00
	4-6	47	4.1489	.80700	.11771	3.9120	4.3859	2.00	5.00
	Total	97	3.9588	.91193	.09259	3.7750	4.1426	1.00	5.00
Q10d	1-3	50	4.7200	.57286	.08101	4.5572	4.8828	2.00	5.00
	4-6	47	4.6809	.51526	.07516	4.5296	4.8321	3.00	5.00
	Total	97	4.7010	.54323	.05516	4.5915	4.8105	2.00	5.00
Q10e	1-3	50	4.0200	.99980	.14139	3.7359	4.3041	1.00	5.00
	4-6	47	4.3404	.78786	.11492	4.1091	4.5717	2.00	5.00
	Total	97	4.1753	.91299	.09270	3.9912	4.3593	1.00	5.00
Q10f	1-3	50	4.5400	.54248	.07672	4.3858	4.6942	3.00	5.00
	4-6	47	4.7021	.46227	.06743	4.5664	4.8379	4.00	5.00

	Total	97	4.6186	.50915	.05170	4.5159	4.7212	3.00	5.00
Q10g	1-3	50	4.4200	.60911	.08614	4.2469	4.5931	3.00	5.00
	4-6	47	4.3191	.66288	.09669	4.1245	4.5138	2.00	5.00
	Total	97	4.3711	.63442	.06442	4.2433	4.4990	2.00	5.00
Q10h	1-3	50	4.0200	.93656	.13245	3.7538	4.2862	2.00	5.00
	4-6	47	4.1915	.96995	.14148	3.9067	4.4763	1.00	5.00
	Total	97	4.1031	.95180	.09664	3.9113	4.2949	1.00	5.00
Q10i	1-3	50	2.2400	.89351	.12636	1.9861	2.4939	1.00	4.00
	4-6	47	2.0638	1.13068	.16493	1.7318	2.3958	1.00	5.00
	Total	97	2.1546	1.01386	.10294	1.9503	2.3590	1.00	5.00
Q11a	1-3	50	3.4800	.88617	.12532	3.2282	3.7318	1.00	5.00
	4-6	47	3.7021	.99815	.14559	3.4091	3.9952	2.00	5.00
	Total	97	3.5876	.94376	.09582	3.3974	3.7778	1.00	5.00
Q11b	1-3	50	3.2600	1.06541	.15067	2.9572	3.5628	1.00	5.00
	4-6	47	3.3191	1.00231	.14620	3.0249	3.6134	1.00	5.00
	Total	97	3.2887	1.03036	.10462	3.0810	3.4963	1.00	5.00
Q11c	1-3	50	3.5400	1.16426	.16465	3.2091	3.8709	1.00	5.00
	4-6	47	3.1489	1.33480	.19470	2.7570	3.5408	1.00	5.00
	Total	97	3.3505	1.25865	.12780	3.0968	3.6042	1.00	5.00
Q11d	1-3	50	2.9800	1.11557	.15777	2.6630	3.2970	1.00	5.00
	4-6	47	2.5532	1.17600	.17154	2.2079	2.8985	1.00	5.00
	Total	97	2.7732	1.15925	.11770	2.5396	3.0068	1.00	5.00
Q11e	1-3	50	2.9400	1.18511	.16760	2.6032	3.2768	1.00	5.00
	4-6	47	3.0851	1.33237	.19435	2.6939	3.4763	1.00	5.00
	Total	97	3.0103	1.25412	.12734	2.7575	3.2631	1.00	5.00

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Descriptive Statistics-Foreign experience									
						Lower Bound	Upper Bound		
Q9a	0-1	57	3.0351	1.10138	.14588	2.7429	3.3273	1.00	5.00
	2-8	40	3.6000	1.00766	.15933	3.2777	3.9223	1.00	5.00
	Total	97	3.2680	1.09464	.11114	3.0474	3.4887	1.00	5.00
Q9b	0-1	57	2.1754	.96590	.12794	1.9192	2.4317	1.00	4.00
	2-8	40	2.6000	1.12774	.17831	2.2393	2.9607	1.00	5.00
	Total	97	2.3505	1.05120	.10673	2.1387	2.5624	1.00	5.00
Q9c	0-1	57	4.1404	.83321	.11036	3.9193	4.3614	2.00	5.00
	2-8	40	3.8500	.94868	.15000	3.5466	4.1534	1.00	5.00
	Total	97	4.0206	.88952	.09032	3.8413	4.1999	1.00	5.00
Q9d	0-1	57	4.1754	.88888	.11773	3.9396	4.4113	1.00	5.00
	2-8	40	4.0750	1.07148	.16942	3.7323	4.4177	1.00	5.00
	Total	97	4.1340	.96424	.09790	3.9397	4.3284	1.00	5.00
Q9e	0-1	57	2.7018	1.08504	.14372	2.4139	2.9897	1.00	5.00
	2-8	40	2.3750	1.19158	.18841	1.9939	2.7561	1.00	5.00
	Total	97	2.5670	1.13566	.11531	2.3381	2.7959	1.00	5.00
Q10a	0-1	57	4.5789	.73064	.09678	4.3851	4.7728	2.00	5.00
	2-8	40	4.6250	.54006	.08539	4.4523	4.7977	3.00	5.00
	Total	97	4.5979	.65606	.06661	4.4657	4.7302	2.00	5.00
Q10b	0-1	57	3.4211	.99906	.13233	3.1560	3.6861	1.00	5.00
	2-8	40	3.7750	.80024	.12653	3.5191	4.0309	2.00	5.00
	Total	97	3.5670	.93438	.09487	3.3787	3.7553	1.00	5.00
Q10c	0-1	57	3.8947	.99434	.13170	3.6309	4.1586	1.00	5.00
	2-8	40	4.0500	.78283	.12378	3.7996	4.3004	2.00	5.00
	Total	97	3.9588	.91193	.09259	3.7750	4.1426	1.00	5.00

	0-1	57	4.7544	.54382	.07203	4.6101	4.8987	2.00	5.00
Q10d	2-8	40	4.6250	.54006	.08539	4.4523	4.7977	3.00	5.00
	Total	97	4.7010	.54323	.05516	4.5915	4.8105	2.00	5.00
	0-1	57	4.1754	1.03721	.13738	3.9002	4.4506	1.00	5.00
Q10e	2-8	40	4.1750	.71208	.11259	3.9473	4.4027	2.00	5.00
	Total	97	4.1753	.91299	.09270	3.9912	4.3593	1.00	5.00
	0-1	57	4.6667	.51177	.06779	4.5309	4.8025	3.00	5.00
Q10f	2-8	40	4.5500	.50383	.07966	4.3889	4.7111	4.00	5.00
	Total	97	4.6186	.50915	.05170	4.5159	4.7212	3.00	5.00
	0-1	57	4.3860	.61975	.08209	4.2215	4.5504	2.00	5.00
Q10g	2-8	40	4.3500	.66216	.10470	4.1382	4.5618	3.00	5.00
	Total	97	4.3711	.63442	.06442	4.2433	4.4990	2.00	5.00
	0-1	57	4.0000	.92582	.12263	3.7543	4.2457	2.00	5.00
Q10h	2-8	40	4.2500	.98058	.15504	3.9364	4.5636	1.00	5.00
	Total	97	4.1031	.95180	.09664	3.9113	4.2949	1.00	5.00
	0-1	57	2.1053	.99434	.13170	1.8414	2.3691	1.00	4.00
Q10i	2-8	40	2.2250	1.04973	.16598	1.8893	2.5607	1.00	5.00
	Total	97	2.1546	1.01386	.10294	1.9503	2.3590	1.00	5.00
	0-1	57	3.5789	.90529	.11991	3.3387	3.8192	2.00	5.00
Q11a	2-8	40	3.6000	1.00766	.15933	3.2777	3.9223	1.00	5.00
	Total	97	3.5876	.94376	.09582	3.3974	3.7778	1.00	5.00
	0-1	57	3.2807	1.01338	.13423	3.0118	3.5496	1.00	5.00
Q11b	2-8	40	3.3000	1.06699	.16871	2.9588	3.6412	1.00	5.00
	Total	97	3.2887	1.03036	.10462	3.0810	3.4963	1.00	5.00
	0-1	57	3.4737	1.26921	.16811	3.1369	3.8105	1.00	5.00
Q11c	2-8	40	3.1750	1.23802	.19575	2.7791	3.5709	1.00	5.00
	Total	97	3.3505	1.25865	.12780	3.0968	3.6042	1.00	5.00
Q11d	0-1	57	2.9649	1.17966	.15625	2.6519	3.2779	1.00	5.00

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
	2-8	40	2.5000	1.08604	.17172	2.1527	2.8473	1.00	5.00
	Total	97	2.7732	1.15925	.11770	2.5396	3.0068	1.00	5.00
Q11e	0-1	57	3.1228	1.33724	.17712	2.7680	3.4776	1.00	5.00
	2-8	40	2.8500	1.12204	.17741	2.4912	3.2088	1.00	5.00
	Total	97	3.0103	1.25412	.12734	2.7575	3.2631	1.00	5.00

Descriptive Statistics-Level of Study									
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Q9a	Bachelor	39	3.0256	1.01274	.16217	2.6973	3.3539	1.00	5.00
	Master	63	3.4603	1.11912	.14100	3.1785	3.7422	1.00	5.00
	Total	102	3.2941	1.09534	.10845	3.0790	3.5093	1.00	5.00
Q9b	Bachelor	39	2.1795	.85446	.13682	1.9025	2.4565	1.00	4.00
	Master	63	2.5079	1.18965	.14988	2.2083	2.8075	1.00	5.00
	Total	102	2.3824	1.08129	.10706	2.1700	2.5947	1.00	5.00
Q9c	Bachelor	39	4.1538	.67037	.10734	3.9365	4.3712	3.00	5.00
	Master	63	3.9206	.98867	.12456	3.6716	4.1696	1.00	5.00
	Total	102	4.0098	.88435	.08756	3.8361	4.1835	1.00	5.00
Q9d	Bachelor	39	4.1282	.95089	.15226	3.8200	4.4364	1.00	5.00
	Master	63	4.1270	.97538	.12289	3.8813	4.3726	1.00	5.00
	Total	102	4.1275	.96135	.09519	3.9386	4.3163	1.00	5.00
Q9e	Bachelor	39	2.4872	.96986	.15530	2.1728	2.8016	1.00	4.00
	Master	63	2.6349	1.20886	.15230	2.3305	2.9394	1.00	5.00
	Total	102	2.5784	1.12079	.11097	2.3583	2.7986	1.00	5.00
Q10a	Bachelor	39	4.7949	.40907	.06550	4.6623	4.9275	4.00	5.00
	Master	63	4.4603	.73672	.09282	4.2748	4.6459	2.00	5.00

		N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
	Total	102	4.5882	.65025	.06438	4.4605	4.7160	2.00	5.00
Q10b	Bachelor	39	3.6667	.80568	.12901	3.4055	3.9278	2.00	5.00
	Master	63	3.4286	1.01146	.12743	3.1738	3.6833	1.00	5.00
	Total	102	3.5196	.94114	.09319	3.3347	3.7045	1.00	5.00
Q10c	Bachelor	39	4.1795	.68333	.10942	3.9580	4.4010	2.00	5.00
	Master	63	3.8413	.98712	.12436	3.5927	4.0899	1.00	5.00
	Total	102	3.9706	.89505	.08862	3.7948	4.1464	1.00	5.00
Q10d	Bachelor	39	4.8205	.38878	.06225	4.6945	4.9465	4.00	5.00
	Master	63	4.6190	.60718	.07650	4.4661	4.7720	2.00	5.00
	Total	102	4.6961	.54116	.05358	4.5898	4.8024	2.00	5.00
Q10e	Bachelor	39	4.2308	.84173	.13478	3.9579	4.5036	2.00	5.00
	Master	63	4.1270	.94172	.11865	3.8898	4.3642	1.00	5.00
	Total	102	4.1667	.90196	.08931	3.9895	4.3438	1.00	5.00
Q10f	Bachelor	39	4.6154	.49286	.07892	4.4556	4.7752	4.00	5.00
	Master	63	4.5873	.52777	.06649	4.4544	4.7202	3.00	5.00
	Total	102	4.5980	.51242	.05074	4.4974	4.6987	3.00	5.00
Q10g	Bachelor	39	4.4359	.64051	.10256	4.2283	4.6435	2.00	5.00
	Master	63	4.3175	.61763	.07781	4.1619	4.4730	3.00	5.00
	Total	102	4.3627	.62599	.06198	4.2398	4.4857	2.00	5.00
Q10h	Bachelor	39	4.1538	.93298	.14940	3.8514	4.4563	2.00	5.00
	Master	63	4.0000	.96720	.12186	3.7564	4.2436	1.00	5.00
	Total	102	4.0588	.95257	.09432	3.8717	4.2459	1.00	5.00
Q10i	Bachelor	39	2.1795	.99662	.15959	1.8564	2.5026	1.00	4.00
	Master	63	2.2540	1.07716	.13571	1.9827	2.5252	1.00	5.00
	Total	102	2.2255	1.04272	.10324	2.0207	2.4303	1.00	5.00
Q11a	Bachelor	39	3.6923	.86310	.13821	3.4125	3.9721	2.00	5.00
	Master	63	3.5079	.96508	.12159	3.2649	3.7510	1.00	5.00
	Total	102	3.5784	.92743	.09183	3.3963	3.7606	1.00	5.00

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Q11b	Bachelor	39	3.5128	.91398	.14635	3.2165	3.8091	1.00	5.00
	Master	63	3.1746	1.05555	.13299	2.9088	3.4404	1.00	5.00
	Total	102	3.3039	1.01268	.10027	3.1050	3.5028	1.00	5.00
Q11c	Bachelor	39	3.1282	1.23926	.19844	2.7265	3.5299	1.00	5.00
	Master	63	3.4603	1.26778	.15973	3.1410	3.7796	1.00	5.00
	Total	102	3.3333	1.26125	.12488	3.0856	3.5811	1.00	5.00
Q11d	Bachelor	39	2.7179	1.14590	.18349	2.3465	3.0894	1.00	5.00
	Master	63	2.7937	1.17992	.14866	2.4965	3.0908	1.00	5.00
	Total	102	2.7647	1.16191	.11505	2.5365	2.9929	1.00	5.00
Q11e	Bachelor	39	2.8974	1.16517	.18658	2.5197	3.2751	1.00	5.00
	Master	63	3.0952	1.27904	.16114	2.7731	3.4174	1.00	5.00
	Total	102	3.0196	1.23465	.12225	2.7771	3.2621	1.00	5.00

Appendix 5: Results of the factor analysis

1. Factors with item loadings

| Factor		Item loadings
Factor I: Social Competence (15.086%)		
Q10e	I feel confident when interacting with people from different cultures.	0.824
Q10c	I can be as sociable as I want to be when interacting with people from different cultures.	0.766
Q10b	I always know what to say when interacting with people from different cultures.	0.733
Factor II: Leadership (9.345%)		
Q11e	There're more free riders (students not doing any work and relying on other group members) in groups where people come from different countries.	0.826
Q11b	When groups have people from very mixed countries, they are less efficient in getting work done.	0.629
Factor III: Ethnocentrism (9.018%)		
Q10h	I think my culture is better than other cultures.	0.598
Q9e	If I have the choice of my group members, I prefer to work with students who are from the same country as me.	0.591
Factor IV: Linguistic Competence (8.138%)		
Q11d	I feel more confident when I express my ideas in a group of people from my own country.	0.764
Q11c	Working in a group of people who are all from my country is easier because we speak the same language.	0.617
Factor V: Open-mindedness (7.810%)		
Q10g	I respect the way people from different cultures behave.	0.730
Q10f	I am open-minded to people from different cultures.	0.572
Q10d	I respect the values of people from different cultures.	0.566

2. KMO and the Bartlett's test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.738
Bartlett's Test of Sphericity	Approx. Chi-Square	557.716
	df	136
	Sig.	.000

3. Total variance explained

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.309	25.347	25.347	3.851	22.655	22.655	2.565	15.086	15.086
2	2.124	12.497	37.844	1.677	9.866	32.521	1.589	9.345	24.431
3	1.912	11.244	49.088	1.505	8.856	41.377	1.533	9.018	33.449
4	1.323	7.784	56.872	.783	4.606	45.983	1.383	8.138	41.587
5	1.067	6.278	63.149	.580	3.414	49.397	1.328	7.810	49.397
6	.992	5.838	68.987						
7	.920	5.411	74.398						
8	.727	4.277	78.675						
9	.653	3.839	82.514						
10	.542	3.186	85.700						
11	.516	3.036	88.736						
12	.442	2.598	91.333						
13	.371	2.180	93.514						
14	.317	1.865	95.379						
15	.292	1.718	97.096						
16	.271	1.595	98.692						
17	.222	1.308	100.000						

Extraction Method: Maximum Likelihood.

4. The scree plot

Scree Plot
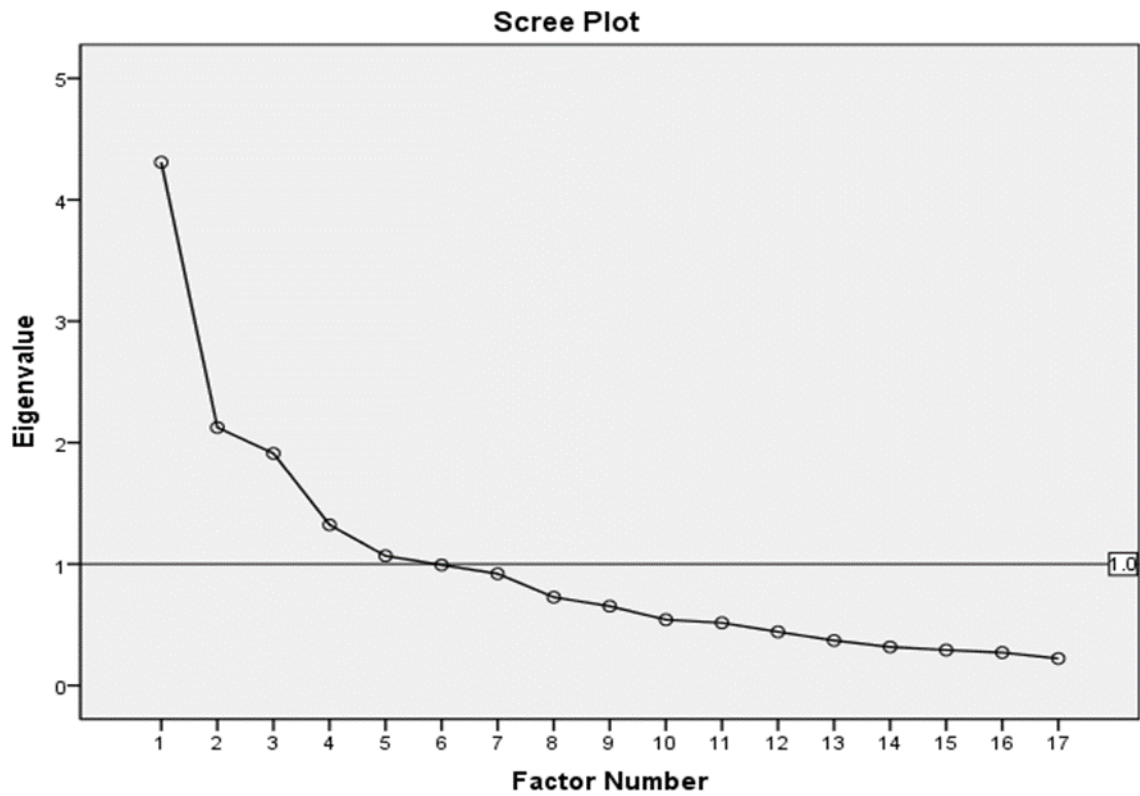
5. Reliability statistics

	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of Items
Factor I	.843	.844	3
Factor II	.687	.696	2
Factor III	.511	.516	2
Factor IV	.800	.802	2
Factor V	.689	.698	3

6. Item-Total statistics

Factor	Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Factor I	Q10b	8.1373	2.674	.699	.490	.792
	Q10c	7.6863	2.792	.709	.504	.783
	Q10e	7.4902	2.747	.720	.518	.772
Factor II	Q11b	3.0196	1.524	.534	.285	
	Q11e	3.3039	1.026	.534	.285	
Factor III	Q9e	4.0588	.907	.347	.121	
	Q10h	3.4216	1.256	.347	.121	
Factor IV	Q11c	3.2353	1.350	.669	.447	
	Q11d	2.6667	1.591	.669	.447	
Factor V	Q10g	9.2941	.843	.450	.209	.683
	Q10f	9.0588	.927	.570	.337	.523
	Q10d	8.9608	.929	.508	.292	.591

Appendix 6: Overview of compositional models of CCC/ICC

Author and year	Dimensions/Components of CCC/ICC
Ruben, 1989	Attitudes
	Personality Traits
	Cognitive Abilities
	Skills
	Actual Behaviour
Gertsen, 1990	Affective Dimension
	Cognitive Dimension
	Communicative Dimension
Howard Hamilton, Richardson & Shuford, 1998	Attitudes
	Skills
	Knowledge
Ting-Toomey & Kurogi, 1998	Knowledge Dimension
	Mindfulness Dimension
	Facework Competence Criteria
	Interaction Skills
Leiba-O'Sullivan, 1999	Knowledge
	Skills
	Abilities
	'Other' Attributes
Hofstede, 2001	Awareness
	Knowledge
	Skills
	Personality
Deardorff, 2006	Motivational Element (Requisite Attitudes)
	Cognitive (Knowledge & Comprehension)
	Skills
Johnson, Lenartowicz & Apud, 2006	Personal Attributes
	Personal Skills
	Cultural Knowledge
	Institutional Ethnocentrism
	Cultural Distance
Hunter, White & Godbey, 2006	Non-Judgmental Stance
	Openness to New Experiences and Diversity
	Ability to Understand One's Own Cultural Norms and Expectations
	Ability to Recognize Cultural Differences
Bartel-Radic & Giannelloni, 2017	Personality Traits
	Attitudes
	Cognitive Abilities
	Behavioural Skills

Note: terms used by the authors might be different. E.g. Deardorff (2006) used the term of ICC.

Source: Ruben (1989), Gertsen (1990), Ting-Toomey & Kurogi (1998), Leiba-O'Sullivan (1999), Hofstede (2001), Johnson, Lenartowicz & Apud (2006), Deardorff (2006), Hunter, White & Godbey (2006) and Bartel-Radic & Giannelloni (2017).

Appendix 7: Cultural Intelligence Scale

The CQ Factors

CQ Factor	Questionnaire Items
Metacognitive CQ	
MC1	I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds.
MC2	I adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me.
MC3	I am conscious of the cultural knowledge I apply to cross-cultural interactions.
MC4	I check the accuracy of my cultural knowledge as I interact with people from different cultures.
Cognitive CQ	
COG1	I know the legal and economic systems of other cultures.
COG2	I know the rules (e.g., vocabulary, grammar) of other languages.
COG3	I know the cultural values and religious beliefs of other cultures.
COG4	I know the marriage systems of other cultures.
COG5	I know the arts and crafts of other cultures.
COG6	I know the rules for expressing nonverbal behaviors in other cultures.
Motivational CQ	
MOT1	I enjoy interacting with people from different cultures.
MOT2	I am confident that I can socialize with locals in a culture that is unfamiliar to me.
MOT3	I am sure I can deal with the stresses of adjusting to a culture that is new to me.
MOT4	I enjoy living in cultures that are unfamiliar to me.
MOT5	I am confident that I can get accustomed to the shopping conditions in a different culture.
Behavioral CQ	
BEH1	I change my verbal behavior (e.g., accent, tone) when a cross-cultural interaction requires it.
BEH2	I use pause and silence differently to suit different cross-cultural situations.
BEH3	I vary the rate of my speaking when a cross-cultural situation requires it.
BEH4	I change my nonverbal behavior when a cross-cultural situation requires it.
BEH5	I alter my facial expressions when a cross-cultural interaction requires it.

Source: Ang et al. (2007, p. 366).