

# Conference Abstracts

5<sup>th</sup> Biennial Conference  
International Academy for Intercultural Research

University of Groningen, The Netherlands

*July 9-12, 2007*

Edited by

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&

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## Welcome

On behalf of the program committee and the organizing committee we welcome you to the 5th Biennial Conference of the International Academy for Intercultural Research in Groningen. With previous conferences being held in Fullerton (California), Oxford (Mississippi), Taipei (Taiwan), and Kent (Ohio), this is the first time the IAIR Conference is held in Europe.

The 5th Biennial Conference of the International Academy for Intercultural Research aims to bring together researchers and practitioners from the broad range of intercultural and cross-cultural psychology, and communication. The conference includes eminent keynote speakers and symposia representing a range of theoretical and applied topics.

The conference, with 11 symposia, 13 paper sessions, and a broad poster session, has attracted intercultural and cross-cultural researchers from over 29 countries. As an impression of the international composition of the participants, the distribution of participants over countries, according to country of origin, is presented below.

| Country         | Number of participants | Country     | Number of participants |
|-----------------|------------------------|-------------|------------------------|
| The Netherlands | 35                     | Singapore   | 2                      |
| USA             | 32                     | Taiwan      | 2                      |
| Belgium         | 10                     | Estonia     | 1                      |
| United Kingdom  | 10                     | Finland     | 1                      |
| Canada          | 7                      | Gambia      | 1                      |
| Germany         | 7                      | Georgia     | 1                      |
| France          | 6                      | Ghana       | 1                      |
| New Zealand     | 6                      | Italy       | 1                      |
| China           | 5                      | Liberia     | 1                      |
| Nigeria         | 4                      | Malaysia    | 1                      |
| Israel          | 3                      | Nepal       | 1                      |
| Japan           | 3                      | Palestine   | 1                      |
| South Africa    | 3                      | Spain       | 1                      |
| Haiti           | 2                      | Sweden      | 1                      |
| Pakistan        | 2                      | Switzerland | 1                      |
| Poland          | 2                      | Uganda      | 1                      |

*Table 1. Distribution of participants over countries*

We wish you a stimulating and pleasant conference,

Jan Pieter van Oudenhoven

Linda Tip

Marjon van den Bos

Lucia Bethlehem

## Organization

### IAIR program committee

Professor Jan Pieter van Oudenhoven, University of Groningen, The Netherlands

Professor Dan Landis, University of Hawaii, USA

Professor Oliver C.S. Tzeng, Purdue University, USA

Professor Ken Cushner, Kent State University, USA

Professor Dharm Bhawuk, University of Hawaii, USA

### Local organizers

Jan Pieter van Oudenhoven

Linda Tip

Marjon van den Bos

Lucia Bethlehem

### Conference venue

The opening session will take place in the Academy Building, Broerstraat 5, 9712 CP Groningen, phone: +31-(0)50-363-9111.

All other sessions will take place at the Department of Psychology, Grote Kruisstraat 2/1, 9712 TS Groningen, phone: +31 (0)50 363-6917 / +31 (0)50 363-6397.

### Conference address

IAIR/Jan Pieter van Oudenhoven

Department of Psychology

University of Groningen

Grote Kruisstraat 2/1

9712 TS Groningen

Phone: +31 50 363-6917 / +31 50 363-6397

Fax: +31 50 3636304

Web page: <http://www.interculturalacademy.org>

E-mail: [iairconference@rug.nl](mailto:iairconference@rug.nl)

### Conference office

The registration desk is located in the entrance hall of the Department of Psychology, the Munting Building (Munting Gebouw), from Monday till Tuesday.

## Groningen: City and university

### Groningen City

Groningen is first mentioned by name in 1040, but the oldest traces of habitation date from as early as 300 to 200 BC, when there was one or more settlements to the west of the river Aa (now the Westersingel). From 600 or 700 people lived where the Grote Markt (central city square) is now, previously an enclosure. The city lies on the northern point of the ridge known as the Hondsrug. This used to be the only link between the plateau of Drenthe (province south of the city of Groningen) and the 'Hogeland', the sea clay area north of Groningen. This situation, with its link to the sea, enabled the city to build up a central trading position in the region. During the 15th century the city-state of Groningen reached its greatest power. This period is called Groningen's 'golden age'. The Martini Tower and Church (at the central city square) and the Aa Church testify to this prosperity.

The medieval city was walled; the city grew between 1612 and 1630, and the walls were erected in the form of seventeen bastions. In 1672, the Bishop of Munster, Bernhard van Galen, known as 'Bombing Berend' in Groningen folklore, besieged the city. But after a long and unsuccessful campaign he was forced to retreat on August 28, to the inhabitants' great joy. The event is still exuberantly celebrated every year with activities in the whole city. Splendid fireworks close the evening.

At this moment, Groningen has 180,000 inhabitants.

### The university of Groningen



The University of Groningen (RUG), one of the oldest in Europe, was founded in 1614. It has a long academic tradition encompassing virtually every scientific discipline. With over 22,500 students, the RUG is one of the largest universities in the Netherlands.

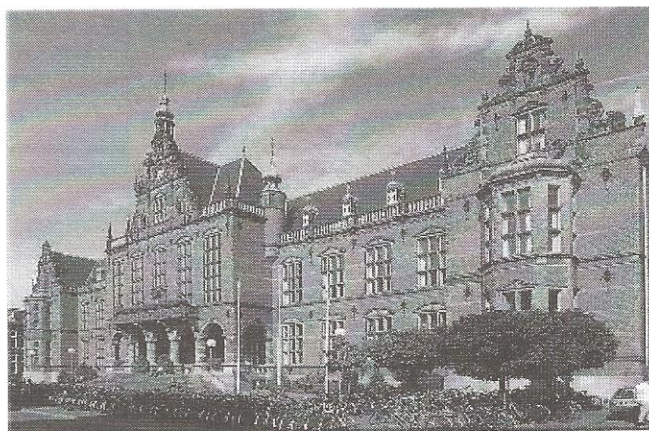
Over the nearly 400 years of its existence, the RUG has evolved into a modern university with excellent researchers "working at the frontiers of knowledge". These same researchers also provide the teaching at the RUG, resulting in a close interweaving of teaching and research. RUG students can count on excellent teaching in the various Bachelor's and Master's degree courses. Exceptionally talented and motivated students will be offered the opportunity to participate in one of the honors programs in the Bachelor's degree phase or in a Research-Master's degree course.

During its history, the University of Groningen has been educating people to serve society. All this knowledge and experience has stimulated the University of Gronin-

gen to become what it now is: a modern, international university. It is a university with its own *character*. This is partly due to its geographical situation in the north of the country. The university of Groningen is bold enough to be different: sober, but inventive; reliable, but surprising; solid, but prepared to accept challenges. The University of Groningen not only admitted the first-ever female student in the country but also produced the first Dutch space traveler: pioneering is a trait that is fundamental to this university. People talk to one another in Groningen: researchers from various disciplines co-operate and arrive at achievements that are recognized as belonging to the international top. Staff and students are engaged in educational renewal; the university and the commercial sector are in close contact. Above all, Groningen is a convivial city, a magnet to students. They keep the university and the city youthful. The University of Groningen is a classical university that knows the challenges of the future.

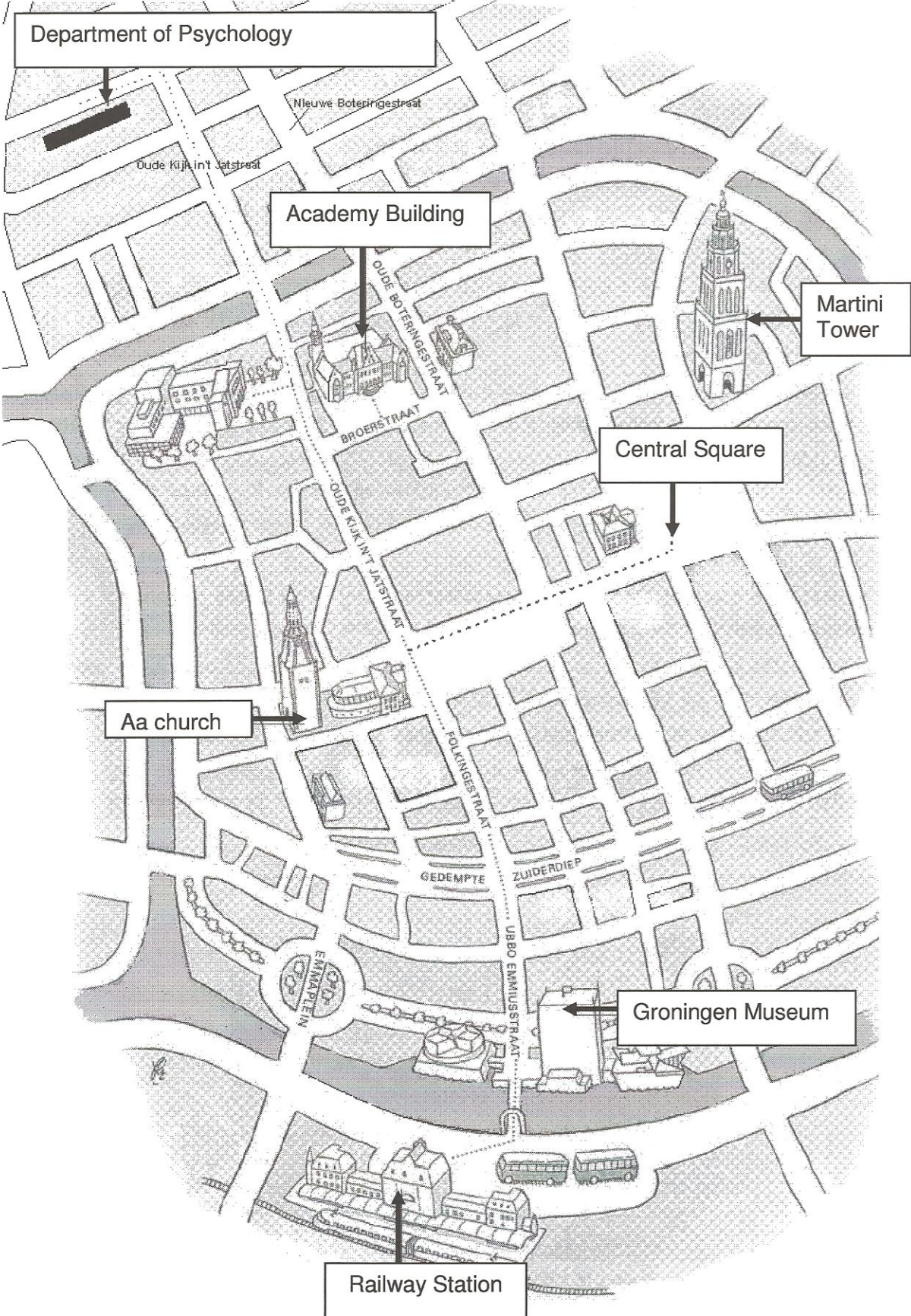
At the RUG, scientists from various disciplines work together in research schools and institutes. It goes without saying that these researchers have many international contacts. These partnerships are international in both a literal and a figurative sense and form an ideal breeding ground for innovative research. National comparisons reveal that this type of partnership is very successful in competitive international fields. Thus research at the RUG is conducted at levels of excellence well above the norm. We also have a number of first-class research groups internationally recognized to be at the forefront of their fields.

The RUG of course is not an island. From a social point of view, the RUG is strongly embedded in the city of Groningen. With more than 5,000 members of staff, the RUG is one of the largest employers in the northern part of the Netherlands. The large number of students 'reduces' the average age of the Groningen population; partly for this reason the city has a lively, dynamic character. It is a city with a rich cultural life where new inhabitants quickly feel at home.



*Academy Building (University Main Building)*

City map



## General information

### Useful information

Essentially all hotels in Groningen city are at walking distance from the conference venue. The city center, within the canals, is rather compact. The shopping and entertainment district is in the heart of the city where pubs, restaurants, museums, and cinemas are largely in pedestrian areas. Within the canals there is in general no real need of public transportation. In case one might need a cab, there is a cab rank on the central square (Grote Markt) near the Martini Tower and at the railway station.

### Parking

There are several parking garages, a few of which are open 24 hours. Parking outside is restricted. Parking in these garages costs about 1.50 Euros or more per hour.

### Post office

The central post-office is located opposite the front of the Aa-kerk, Munnekeholm 1. Opening hours are from 9.00 till 18.00. Mondays from 10.00 till 18.00 and Saturdays from 10.00 till 13.30.

### Shops

Most of the shops open at 9.00 or 10.00 in the morning and close at 18.00 (an exception: on Thursdays, all shops close at 21.00). Supermarkets may be open until 20.00 or 22.00 hours. In the Boteringestraat, near the Academy Building, there is an evening shop (food and beverages) that closes at 24.00. At the Grote Markt (central square) is a department store called V&D, which closes at 20.00. A large academic bookstore, called Selexyz Scholtens, is located at Guldenstraat 20, close to the Grote Markt. As a rule, credit cards are not accepted in shops. ATM's (money automats) are at several places in the city center. One is directly opposite to the Academy Building.

### Important phone numbers

Emergency number (free) for fire/ambulance/police: 112

Non-emergency number police: 0900-8844

### Tourist-office

The tourist office is located at the central square (Grote Markt 25), next to the Martini Tower. Phone number: 0900-2023050

**Internet**

At the Department of Psychology, two rooms will be available with free internet access. These are rooms H222 and M0027.

**Copying**

A copy shop, called Copy Corner, is near the conference venue, in the Nieuwe Boringestraat. To get there, go out of the Psychology faculty to the right, walk straight on, and after about 2 minutes walking you will see the copy shop at the second crossing.

## Social Events

### Opening ceremony

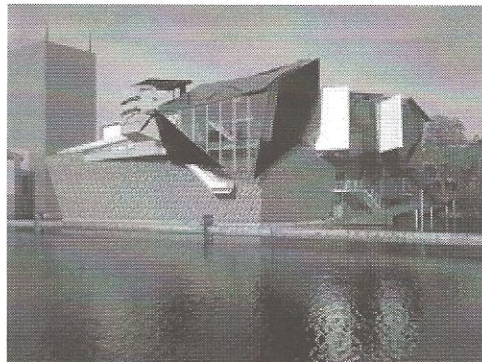
The opening ceremony on Monday, July 9, will take place in the Academy Building, Broerstraat 5 (see city map), starting at 17.00 hours.

### Welcome reception

A welcome reception & buffet is offered to all participants on Monday evening in the medieval gothic A-church (Der Aa-Kerk), Akerkhof 2 (see city map), starting at 18.30 hours.

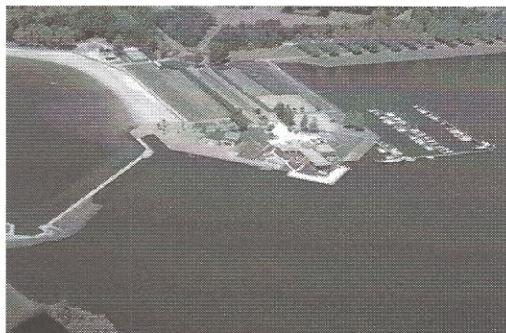
### Visit to Groningen Museum

Participants are invited to a visit, exclusively for conference participants, to the Groningen Museum (see city map) on Wednesday at 17.15 hours. Please, put your name on the list at the registration desk or conference office. Further information will be provided during the conference.



### Farewell dinner

The farewell dinner will be held in Kaap Hoorn, a unique place at the border of the Lake. Costs of conference dinner are € 35. Tickets can be purchased in the conference office until Tuesday.





PROGRAM SCHEDULE

Monday July 9

FELLOWS DAY  
Munting Building  
Department of Psychology  
Grote Kruisstraat 2/1

Registration:  
Munting Building  
Department of psychology  
Grote Kruisstraat 2/1

Opening session by the President of the University,  
the Dean of Social Sciences and the President of the Intercultural Academy  
Academy Building

Welcome reception in the medieval gothic A-church with buffet and drinks

9.00-16.00

12.00-16.30

17.00-18.00

18.30-21.00

Tuesday July 10

Registration  
Munting Building  
Dept of Psychology  
Grote Kruisstraat 2/1

|            | Room A   | Room B   | Room C  |
|------------|--|--|---|
| 8:30-14.00 | <p><b>Symposium I</b><br/>Predictions of 6-Stage 7-Gradient At-<br/>tainments in Intimate Relationships:<br/>200+ International and Inter-group<br/>Comparisons of multiple indices and<br/>love quotients<br/>Convenor: Oliver Tzeng<br/>Discussants: Dan Landis, Ken Cushner,<br/>Dharm Bhawuk &amp; Rosita Albert</p> | <p><b>Symposium II</b><br/>Cultural maintenance and cultural adapta-<br/>tion among Moroccan and Turkish immi-<br/>grants in Belgium: measurement issues and<br/>relationships with cognitive and emotional<br/>functioning<br/>Convenor: Johnny R.J. Fontaine</p> | <p><b>Paper session</b><br/>Diversity within organizations<br/>Chair: Karen I. van der Zee</p>  |
| 9:00-10:40 | <p><i>Backgrounds, standards, goals and func-<br/>tions of the TORP-n-LQ model and do-<br/>main related issues</i><br/>Oliver Tzeng</p>  | <p><i>The impact of acculturation on the WISC-<br/>III differences between Belgian and immi-<br/>grant adolescents</i><br/>Johnny R.J. Fontaine, Hans Groenvynck,<br/>Stefaan de Clercq &amp; Mark Schittekatte</p>  | <p>9:00-9:25 PA: 1<br/><i>The negative and positive effects of diver-<br/>sity on expectations of group outcomes</i><br/>Elze Ufkes, Karen I. van der Zee &amp; Paul<br/>Paulus</p>                 |
|            | <p><i>Important commonalities and unique-<br/>nesses of cultures</i><br/>Annamaria Lammel &amp; Jeaw-Mei Chen</p>  | <p><i>Assessing the factorial validity of the be-<br/>havioral acculturation evidence for a bi-<br/>dimensional model</i><br/>Hans Groenvynck, Koen Beirens, Judit V.<br/>Arends-Toth &amp; Johnny R.J. Fontaine</p>   | <p>9:25-9:50 PA: 2<br/><i>Cultural diversity in organizations: en-<br/>hancing identification by valuing differ-<br/>ences</i><br/>Kyra Luijters, Karen I. van der Zee &amp; Sa-<br/>bine Otten</p> |

|                             |  |   |   |
|-----------------------------|--|---|---|
| <p>Continued 9.00-10.40</p> | <p><i>Measurement goals and strategies (from psychometric, international and clinical perspectives)</i><br/>Oliver Tzeng, Annamaria Lammel &amp; Ming-ts Lai</p> | <p><i>Acculturation and psychosomatic well-being among Turkish and Moroccan immigrants in Belgium</i><br/>Koen Beirens &amp; Johnny R.J. Fontaine</p> | <p>9.50-10.15 PA: 3<br/><i>Determinants of work outcomes in culturally diverse groups at work: The role of diversity perspectives, intercultural group climate, and negative meta-stereotypes</i><br/>Sabine Otten, Kyra Luijters, Josje van Duin &amp; Martine Hoefsloot</p> |
|                             | <p><i>Issues and requirements for internet website services</i><br/>Scott Lister, Albert Lai &amp; Mark Federwisch</p>   | <p><i>Strengths and difficulties of adolescents of Turkish descent in Belgium</i><br/>Emine Karanfil, Koen Beirens &amp; Johnny R.J. Fontaine</p>     | <p>10.15-10.40 PA: 4<br/><i>Measuring intentions and behaviour: Allocentrism and idiocentrism in cultural contexts</i><br/>Catherine T. Kwantes, Sobia Ali, Ben C.H. Kuo &amp; Shelagh Towson</p>   |
|                             | <p><i>International social and clinical potentialities of new psychological constructs</i><br/>Jeaw-Mei Chen, Ming-ts Lai &amp; Annamaria Lammel</p>             |   |   |

Break 10.40 – 11.00

| Ⓢ             | Room A  | Room B  | Room C  |
|---------------|---|---|---|
|               | <p><b>Symposium III</b><br/> <b>Re-adjusting and re-adapting, re-entry to the homeland symposium</b><br/>           Convenors: Michael J. Curran &amp; Nan M. Sussman</p> | <p><b>Symposium IV</b><br/> <b>Social identity conflicts in organizational and cultural context: Triggers, responses and leadership strategies</b><br/>           Convenor: Vijayan Munusamy<br/>           Discussant: Dharm P.S. Bhawuk</p> | <p><b>Paper session: Acculturation (I)</b><br/>           Chair: Ellen Giebels</p>  |
|               | <p><i>The green grass of home: a study of re-entry to Ireland</i><br/>           Michael J. Curran</p>  | <p><i>Events triggering social identity conflicts</i><br/>           Marian Ruderman, Todd Weber,<br/>           Donna Chrobot-Mason &amp; Robert Solomon</p>   | <p>11.00-11.25 PA: 5<br/> <i>Acculturation and adaptation among second generation immigrant youth in Montreal and Paris</i><br/>           John W. Berry &amp; Colette Sebatier</p> |
| 11.00 - 12.40 | <p><i>Cultural transition and change in social identity: MLAL's returned volunteers</i><br/>           Daniela Grisi</p>  | <p><i>Managing identity conflicts: perspectives across organizational and cultural level</i><br/>           Kelly Hannum, Todd Weber, Vijayan Munusamy &amp; Bill Gentry</p>  | <p>11.25-11.50 PA: 6<br/> <i>Gender differences and well-being among Iranian refugees in the Netherlands</i><br/>           Annet te Lindert</p>                                    |
|               | <p><i>Immigrants' stories of migration and return in the Israeli context</i><br/>           Michal Tannenbaum</p>   | <p><i>Leadership strategies for bridging social identity differences</i><br/>           Chris Ernst, Sarah Glover, Donna Chrobot-Mason, Marian Ruderman &amp; Jeff Yip</p>  | <p>11.50-12.15 PA: 7<br/> <i>Microanalysis of processes of acculturation of exchange students in Russia</i><br/>           Irina Suanet &amp; Fons van de Vijver</p>                |

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|---------------------------|---|--|---|
|                           | <p><i>Hong Kong remigration, cultural identity, and psychological consequences</i><br/>Nan M. Sussman</p>         |  | <p>12.15-12.40 PA: 8<br/><i>Attachment and acculturation attitudes: a study among different age groups</i><br/>Jacomijn Hofstra &amp; Jan Pieter van Oudenhoven</p> |
| <p>Lunch 12.40- 14.00</p> |   |  |   |
| <p>14.00-15.00</p>        | <p>KEY NOTE: Geert Hofstede<br/>Studying culture is asking for trouble<br/>Introduced by Young Kim<br/>Room A</p> |  |   |

Break 15.00 – 15.30

|               | Room A   | Room B  | Room C  |
|---------------|--|---|---|
| ⌚             | <p><b>Symposium V</b><br/> <b>Performance and adaptation abroad: recent findings about critical success factors</b><br/>                     Convenors: Ursula Brinkmann &amp; Dianne van Hemert</p> | <p><b>Symposium VI</b><br/> <b>Internationalizing Youth and Young Adults</b><br/>                     Convenor: Robert C. Weigl;<br/>                     Discussant: Dharm P.S. Bhawuk</p> | <p><b>Paper session</b><br/> <b>Acculturation (II)</b><br/>                     Chair: Annemaria Lammel</p>   |
| 15.30 – 17.10 | <p><i>Like it or leave it? Taking initiative in international assignments</i><br/>                     Anne-Grit Albrecht &amp; Juergen Deller</p>   | <p><i>Promoting intercultural sensitivity in young people: developmentally appropriate practice</i><br/>                     Kenneth Cushner</p>  | <p>15.30-15.55 PA: 9<br/> <i>Socio-cultural and psychological adaptation of Russian-speaking minorities in Estonia</i><br/>                     Larissa Kus &amp; Toomas Niit</p> |

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|---|---|---|
| <p><i>Predictive validity of the Multicultural Personality Questionnaire: A longitudinal study on the socio-psychological adaptation of Asian undergraduates in a study-abroad program</i><br/>Chan-Hoong Leong</p> | <p><i>Secondary school study abroad: a first step in life-long intercultural learning?</i><br/>Bettina Hansel</p>   | <p>15.55-16.20 PA: 10<br/><i>Acculturation and adaptation of immigrant adolescents of the Diaspora in Greece</i><br/>Frosso Motti-Stefanidi, Vassilis Pavlopoulos, Jelena Obradovic &amp; Ann S. Masten</p> |
| <p><i>Cross-cultural patterns in intercultural competences</i><br/>Dianne A. van Hemert &amp; Ursula Brinkman</p>   | <p><i>The identification of formal and informal elements of international education impacting intercultural awareness of college age youth</i><br/>Les McCabe</p> | <p>16.20-16.45 PA: 11<br/><i>Eastern European migration to Britain</i><br/>Kinga Kunowska &amp; Robin Goodwin</p>   |
| <p><i>Predictive validation of an intercultural assessment center</i><br/>Elisabeth Prechtl</p>   | <p><i>Promoting intercultural sensitivity and curiosity through a self-study process</i><br/>Robert C. Weigl</p>  | <p>16.45-17.10 PA: 12<br/><i>The immigrant of today is the host of tomorrow.</i><br/><i>Changing perspectives on immigration between nations and within nations</i><br/>Jan Pieter van Oudenhoven</p>       |
|   |   | <p>17.10- 17.35 PA: 13<br/><i>Rethinking the Diversity Paradigm - South African Practices</i><br/>Melissa Steyn</p>   |
| <p style="text-align: center;"><b>Free evening</b></p>  |   |   |

Wednesday July 11

|            | Room A  | Room B  | Room C  | Room D  |
|------------|---|---|---|---|
| Ⓜ          | <p>Symposium VII</p> <p>The role of religion and values on acculturation and intercultural relations</p> <p>Convenors: Vassilis Saroglou &amp; Jan Pieter van Oudenhoven</p> <p><i>Religion, multiple identities, and acculturation:</i></p> <p><i>A study of Muslim immigrants in Belgium</i></p> <p>Vassilis Saroglou &amp; François Ma-thijsen</p> | <p>Paper session</p> <p>Globalization and societies (I)</p> <p>Chair: Maykel Verkuyten</p> <p>9.00-9.25 PA: 14</p> <p><del><i>Intercultural Communication and the Next Wave of Globalization-Chindia-Globalization</i></del></p> <p>Wenshan Jia</p> | <p>Paper session</p> <p>Acculturation (III)</p> <p>Chair: Nan Sussman</p> <p>9.00-9.25 PA: 18</p> <p><i>The integration of immigrants in the Helsinki area. Longitudinal study 1997-2004</i></p> <p>Inga Jajinskaja-Lahti</p> | <p>BEST DISSERTATION AWARDS</p> <p>Judy Lin &amp; Chan -Hoong Leong</p> |
| 9.00-10.40 | <p><i>Can the Post-Critical Belief Scale be used among Muslim immigrants in Belgium? Comparing internal structure and relationships with value priorities</i></p> <p>Johnny R.J. Fontaine &amp; Yin Chan Hong</p>   | <p>9.25-9.50 PA: 15</p> <p><i>Individual interconnectivity in an increasingly interconnected world</i></p> <p>Gerard Fry &amp; Kyoung-Ah Nam</p>  | <p>9.25-9.50 PA: 19</p> <p><i>Evidence for a "migrant personality" - Attachment styles of Poles in Poland and The Netherlands</i></p> <p>Elzbieta Polek, Jan Pieter van Oudenhoven &amp; Jos ten Berge</p>                    |   |


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| <p><i>Virtues among religious leaders, teachers and parents</i><br/>Marloes Pomp &amp; Jan Pieter van Oudenhoven</p>                         | <p>9.50-10.15 PA: 16<br/><i>The relationship between career, supervisor and colleague oriented commitment and OCB: Findings from Turkish and Dutch employees</i><br/>Nevra Cem Ersoy, Marise Ph. Born, &amp; Henk van der Molen</p> | <p>9.50-10.15 PA: 20<br/><i>When attitudes do not fit: Different expectations about acculturation lead to intergroup threat</i><br/>Anette Rohmann &amp; Ursula Pi-ontkowsky</p>            |  |
| <p><i>Implicit virtues among lay opinion leaders: local politicians and pop singers</i><br/>Irene Taroni &amp; Jan Pieter van Oudenhoven</p> | <p>10.15-10.40 PA: 17<br/><i>Work centrality and values: A 22-European nation study</i><br/>Charlotte Wittenkamp &amp; Sharon Glazer</p>  | <p>10.15-10.40 PA: 21<br/><i>Four corners of the Diaspora: comparisons of Jewish acculturation in New Zealand, Australia, Canada and the United States</i><br/>Michelle Amie Gezentsvey</p> |  |

Break 10.40- 11.00

|   |   |  |  |               |
|---|---|--|--|---------------|
| <p>⌚</p>  | <p>Room A</p>   | <p>Room B</p>  | <p>Room C</p>  | <p>Room D</p> |
| <p>Symposium VII (continued)<br/>The role of religion and values on acculturation and intercultural relations<br/>Convenors: Vassilis Saroglou &amp; Jan Pieter van Oudenhoven.</p> | <p>Symposium VIII<br/>The role of religion within the process of acculturation:<br/>Convenor : Önver Cetrez</p> | <p>Symposium IX<br/>Intercultural relations between immigrants and hosts: New empirical contributions<br/>Convenor: Karen Phalet</p> | <p>Paper session<br/>Globalization and societies (II)<br/>Chair: Robin Goodwin</p> |               |

|   |   |   |   |
|---|---|---|---|
| <p>11.00-11.25</p> <p><i>Religious beliefs, acculturation, and psychological well-being among North African immigrants in Belgium</i></p> <p>Mike Friedmann &amp; Vassilis Saroglou</p> | <p><i>Role of religion in negotiating personal and social identity: Experiences of identity adaptation and conflict among Assyrian youth in Sweden</i></p> <p>Önver Getrez.</p>                   | <p><i>Are perceived discrepancies in acculturation orientations a problem for the acculturation process?</i></p> <p>Joke Meeus &amp; Norbert van Belsaere</p> | <p>11.00-11.25 PA: 22</p> <p><i>Osmosis in the Dutch society</i></p> <p>Hans Spijkerman</p>   |
|   | <p><i>Religion as a vehicle in the acculturation process: the case of Muslims in Poland</i></p> <p>Halina Grzymala-Moszczyńska</p>  | <p><i>Ethnic versus civic political mobilisation among second-generation Turks</i></p> <p>Gulseli Baysu</p>   | <p>11.25-11.50 PA: 23</p> <p><i>To whom should I turn for help with my child? Helping attitudes among immigrant and host parents</i></p> <p>Gabriel Horenczyk &amp; Moshe Tatar</p> |
|   | <p><i>The psychological function of meaning-making rituals for negotiating majority-minority acculturation strategies: experience from the Swedish school system</i></p> <p>Valerie DeMarinis</p> | <p><i>The 'Integration paradox' of highly educated and acculturated Dutch-born Muslim youth</i></p> <p>Veronique Van de Zande &amp; Karen Phalet</p>          | <p>11.50-12.15 PA: 24</p> <p><i>The Guanxi Reinforces the Service Quality: The Insurance Industry in Taiwan</i></p> <p>Meiling Wong</p>   |
|   |   |   | <p>12.15-12.40 PA: 25</p> <p><i>Globalisation, nationalism and ethnicity: the De la Rey phenomenon in post-apartheid South Africa</i></p> <p>Eliree Borrmann</p>                    |

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|--|--|---|---|
| <p style="text-align: center;">Lunch 12.40 – 14.00 (posters are being exhibited)</p> | <p style="text-align: center;">Special Session: Globalization and Intercultural Conflict:<br/>Exploring Collaborations and Projects to Reduce Large Scale Intercultural Conflict<br/>Convenor: Rosita Albert, Presentations: Rosita Albert &amp; Dharm Bhawuk<br/>Room B</p> | <p style="text-align: center;">KEY NOTE: Fons van de Vijver<br/>Multiculturalism<br/>Introduced by Karen van der Zee<br/>Room A</p> | <p style="text-align: center;">Break and Poster session</p> |
|  | 13.00-14.00  | 14.00-15.00   | 15.00-17.00   |

|   |   |  |  |
|---|---|--|--|
|  15:00-17:00 | <p>Room M. 164</p> <p>Poster session I</p> <p>Acculturation of immigrants and international students</p> <p>Immigrants:</p> <p><i>Enculturation and acculturation: Chinese immigrant adolescent experiences</i><br/>June Li</p> <p><i>Acculturative stress and nostalgia in immigrant adolescents: Changes in time and the predicting variables</i><br/>Eugene Tartakovsky</p> <p><i>The impact of socio-economic status and attachment styles on urban hosts' attitudes towards adaptation strategies of rural migrants in China</i><br/>Huadong Yang</p> <p><i>Who Are These Young Assyrian Women? Participatory Action Research For, With and About Young Assyrian Women</i><br/>Philippa Collie</p> | <p>Room M.55</p> <p>Poster session II</p> <p>International business and expatriates</p> <p><i>Expatriates in contact with host nationals</i><br/>Marian van Babel</p> <p><i>The need for inclusion of host nationals in cross-cultural trainings</i><br/>Martina Maletzky</p> <p><i>The Validation of Intercultural Business Corruptibility Scale (IBCS)</i><br/>Chan-Hoong Leong</p> <p><i>Cultural Traits, Post-merger Cross-Cultural Strategies and Employee Satisfaction after International Mergers and Acquisitions</i><br/>Frank Cao &amp; Jinna J. Song</p> <p><i>Investigating adjustment to domestic and international personnel transfers: Towards addressing conceptual and methodological deficiencies</i><br/>Thomas Hippler</p> | <p>Room M.155</p> <p>Poster session III</p> <p>Culture and psychological problems</p> <p><i>Reporting Sexual Harassment in Argentina, Brazil, and Chile</i><br/>Rebecca Merkin</p> <p><i>Counseling in Multicultural Societies in an Era of Globalization: Challenges and Pitfalls</i><br/>Moshe Tatar</p> <p><i>Employment Discrimination against Arabs: Results of a Correspondence Study in a Large Dutch Metropolitan Area</i><br/>Eva Derous</p> <p><i>Workforce diversity: sexual orientation discrimination in Thailand</i><br/>Chetsada Noknoi</p> <p><i>The SON-R nonverbal intelligence tests</i><br/>Peter Tellegen</p> |
|---|---|--|--|

*Cosmopolitan identity – the overlooked element  
in policies on immigrants' adaptation*

Elzbieta Polek & Jan Pieter van Oudenhoven

*Integration & Citizenship*

Jacqueline Rothfus

*Cognitive Development of Chinese Children in  
the Netherlands*

Wu Yingxiang

*Why value congruence is not a path to peace*

Nathalie van Meurs

| Students:  | Poster session IV<br>Intergroup attitudes and cultural identities   | Poster session V<br>Cultural differences: Diversa   |
|--|---|---|
| <p><i>Domestic vs. International adaptation. The case of French and Canadian vs. Vietnamese students in France and Canada.</i><br/>Camille Brisset</p>                         | <p><i>French children's ethnic attitudes: in-group and out-group evaluations</i><br/>Julie Rousseau</p>   | <p><i>Relation between intercultural sensitivity and demographics</i><br/>Hsiao-Yin Chen</p>  |
| <p><i>Asian students' cultural adaptation in France. A comparative study between Chinese sojourners students and Vietnamese international students</i><br/>Camille Brisset</p> | <p><i>Perception of the Potential Enemy: How Israeli and Palestinian Students Perceive Each Other's Values</i><br/>Veronique Eicher</p>                             | <p><i>Diversity makes the Difference: The Influence of Leadership and Organizational Climate on Diversity Outcomes.</i><br/>Frouke de Poel</p>              |
| <p><i>Effects of a Wellness Program on International Students' Adjustment</i><br/>Karen Hung</p>   | <p><i>The development of Basque identity: School and Family influences. Basque identity, Subjective vitality, Ethnic consciousness.</i><br/>Elorri Garat Bidart</p> | <p><i>The impact of cultural diversity on the design and usability of consumer products</i><br/>Chajoonng Kim</p>   |
| <p><i>Psychological profile of Chinese Student Sojourners in France</i><br/>Laura Neulat</p>   | <p><i>The openness of ethnic identity in Estonia</i><br/>Anneli Veisson</p>   | <p><i>Interpersonal trust across cultures</i><br/>Merisa Mealy</p>  |
|  | <p><i>Virtues in the Islamic religion as viewed by Dutch imams</i><br/>Anand Blank</p>  | <p><i>Assessing the developmental context of minority children: Adaptation of the HOME Scale for Turkish-German toddlers</i><br/>Berrin Ozlem Otyakmaz</p>  |
|  | <p><i>Turning Points in Intercultural Marriage: Experiences of Japanese Wives in the American Culture</i><br/>Yoko Sugihara</p>                                     | <p><i>How Taiwan's teacher education programs promote future teacher's knowledge of curricula that foster bilingualism in children</i><br/>Lan-Yin Chou</p> |
|  | <p><i>The Stage of Culture Shock and Styles of Coping in Another Culture</i><br/>Anna Jurek</p>   | <p><i>Factors of Dutch values</i><br/>Boele de Raad &amp; Jan Pieter van Oudenhoven</p>   |
|  |   | <p><i>Mutual Self-Enhancement in Japan and the United</i><br/>David Dalsky</p>  |

|             |   |
|-------------|---|
| 15.30-17.00 | <p>Workshop: Theory, measurement and pursuit of ideal partners:<br/> Can subjective ideals in intimate relationships be systemized by objective profiles and quantitative indices?</p> <p>Convenor: Oliver Tzeng;<br/> Discussants: Dan Landis, Ken Cushner, Dwarm Bhawuk, Rosita Albert<br/> Room A.</p>   |
| 15.30-17.00 | <p><i>Review of the TORP-n-LQ Model and introduction to eLovePrism website, including information webpages, questionnaires, memberships, and data types</i><br/> Oliver Tzeng</p> <p><i>Implementation of eLovePrism website and international service capabilities</i><br/> Scott Lister, Albert Lai &amp; Oliver Tzeng</p> <p><i>Illustrations of international empirical applications</i><br/> Annmaria Lammel &amp; Jeaw-Mei Chen</p> <p><i>Maintenance and coordination of international services</i><br/> Federwisch &amp; Liyun Lai</p> <p><i>A user's report and evaluation (from the audience)</i><br/> Ming-ts Lai</p> <p><i>Implications for scientific studies and clinical and social services</i><br/> Oliver Tzeng, Annmaria Lammel &amp; Jeaw-Mei Chen</p> <p><i>International operations and communications</i><br/> Liyun Lai &amp; Diana Tzeng</p> |

Visit to the Groninger museum 17.15 – 18.30

Free Evening

Thursday July 12

| Room C  |  |  |
|---|--|--|
| Room A  | Room B   | Room C   |
| <p>⌚</p> <p>Symposium X<br/>Integration and mutual accomodation of cultural groups in the Netherlands<br/>Convenor: Karen van Oudenhoven-van der Zee<br/>National policy for ethnic minorities; the case of the Netherlands<br/>Chan E.S. Choenni</p> | <p>Paper session<br/>Identity and intergroup attitudes (I)<br/>Chair: Michael Curran<br/>9.00-9.25 PA: 26<br/>National identity development among Palestinian students in paradoxical socio-political contexts<br/>Ibrahim Makkawi</p> | <p>Paper session<br/>Intercultural communication<br/>Chair: Vassilis Saroglou<br/>9.00-9.25 PA: 29<br/>Sociocultural adaptation and intercultural sensitivity among international instructors of Teaching English as a Foreign Language (TEFL) in universities and colleges in Taiwan<br/>Cheng-ji Lai</p> |
| <p>Support for multiculturalism among main-streamers and Turkish immigrants in Flanders and the Netherlands<br/>Fons J.R. van de Vijver, Thijs Maes &amp; Krista van Mourik</p>   | <p>9.25-9.50 PA: 27<br/>Intercultural relations including Central Eastern Europe: An identity negotiation perspective<br/>Wim Swaan</p>  | <p>9.25-9.50 PA: 30<br/>Cultural intelligence/language: A barrier to success<br/>Jennifer Crimiel &amp; Jeanette S. Martin</p>   |
| <p>Ethnic, religious and national identity among Turkish-Dutch Muslims<br/>Maykel Verkuyten</p>   | <p>9.50-10.15 PA: 28<br/>Intercultural contact and sojourner adjustment: An identity negotiation perspective<br/>Jane Jackson</p>  | <p>9.50-10.15 PA: 31<br/>Building intercultural business communicative competence through conceptual curricula: For Chinese learners<br/>Frank DC. Cao &amp; Jinna J. Song</p>   |
|   | <p>10.15-10.40<br/>Globalization and job performance<br/>Maria Assumpta Aneas Alvarez</p>  |  |

Break 10.40 – 11.00

| ⊕ | Room A  | Room B  | Room C   | Room D   |
|---|---|---|--|--|
|   | <p>Symposium X (continued) Integration and mutual accommodation of cultural groups in the Netherlands<br/>                     Convenor: Karen van Oudenhoven-van der Zee</p> <p><i>Accommodation in intercultural interactions: The effects of different influential messages in police interviews as a function of culture</i><br/>                     Ellen Giebels &amp; Karlijn Beune</p> <p><i>Colourfulness as a challenge or a threat? Reactions to diversity in the domain of work</i><br/>                     Karen van der Zee</p> | <p>Paper session<br/>                     Identity and intergroup attitudes (II)<br/>                     Chair: Sabine Otten</p> <p>11.00-11.25 PA: 32<br/> <i>Acculturation by way of religion? Identity strategies of Moroccan adolescents in the Netherlands</i><br/>                     Susan Ketner</p> <p>11.25-11.50 PA: 33<br/> <i>Cultural factors in intergroup attitudes: Individualism-collectivism and attitudes toward the White and Black Others</i><br/>                     Anna Kwiatkowska</p> | <p>Paper session<br/>                     Communication within organizations<br/>                     Chair: Gabriel Horenczyk</p> <p>11.00-11.25 PA: 36<br/> <i>The transformation of the cultural dimensions</i><br/>                     YiHong Wang</p> <p>11.25-11.50 PA: 37<br/> <i>Diversity in organizations: On the effects of culturally diverse workforces in the New Zealand context</i><br/>                     Astrid Podsiadlowski</p> | <p>Paper session<br/>                     Culture: Diversa<br/>                     Chair: Chan-Hoong Leong</p> <p>11.00-11.25 PA: 40<br/> <i>Cultural Intelligence: Scale development and Psychometric properties</i><br/>                     Ly Phan</p> <p>11.25-11.50 PA: 41<br/> <i>Investigating the influence of ethnic identities and intergroup contact on anxiety/uncertainty and communication satisfaction – a study of three Chinese ethnic groups</i><br/>                     Steve Kulich</p> |

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|--|---|---|---|
|  | <p>11.50-12.15 PA: 34<br/><i>Autonomy and relatedness orientations among German and Turkish-German students</i><br/>Berrin Özlem Otyakmaz &amp; Cigdem Kagitcibasi</p>    | <p>11.50-12.15 PA: 38<br/><i>Individual differences in self-representation: development of a measure of identity orientation and implications for diversity in work groups and organizations</i><br/>Menno Vos, Karen I. van der Zee &amp; Bram Buunk</p> | <p>11.50-12.15 PA: 42<br/><i>Comparative research on social and cognitive models of minority ethnic identities: Totonacs (Mexico), Guadeloupean (France), Hungarian (Romania), and Jewish (Argentina)</i><br/>Annmaria Lammel</p> |
|  | <p>12.15-12.40 PA: 35<br/><i>When the nail that stands out is not pounded down: priming vertical individualism in Japan and in the United States</i><br/>David Dalsky</p> | <p>12.15-12.40 PA: 39<br/><i>Can online interactions lead to changes in attitude towards those of another culture? An exploratory study with French and American university students</i><br/>Rosita Albert &amp; Grace Coggio</p>                         | <p>12.15-12.40 PA: 43<br/><i>Preferred organizational cultures: A search for general as well as culture-specific characteristics</i><br/>Catherine T. Kwantes &amp; Cheryl A. Boglarsky</p>                                       |

Lunch 12.40 – 14.00

KEY NOTE : Colleen Ward:

Thinking outside the Berry Box:

New perspectives on Identity and acculturation

Introduced by John Berry

14.00- 15.00, Room A

Break 15.00 15.30

| Ⓢ  | Room A  | Room B   | Room C  |
|--|---|--|---|
|  | <p data-bbox="194 1291 316 1848">Symposium XI<br/>Intercultural interaction in the military<br/>Convenor: Joseph Soeters</p>  | <p data-bbox="194 693 324 1249">Paper session<br/>Identity and intergroup attitudes (III)<br/>Chair: Huadong Yang</p>  | <p data-bbox="194 63 324 661">Paper session<br/>Organizational behavior across cultures<br/>Chair: Anette Rohmann</p>   |
| 15.30-17.10  | <p data-bbox="535 1291 657 1848"><i>Dutch Muslim troopers deployed in Muslim societies</i><br/>Fatima Ait Bari &amp; Femke Bosman</p> <p data-bbox="535 1291 657 1848"><i>Management during military peace operations: Novelty or necessity?</i><br/>Andrea van Dijk &amp; Joseph Soeters</p>               | <p data-bbox="535 693 657 1249">15.30-15.55 PA: 44<br/><i>Different ways to get insulted: Individual and cultural factors in shaping emotional reactions</i><br/>Dianne van Hemert</p> <p data-bbox="535 693 657 1249">15.55-16.20 PA: 45<br/><i>Is There Culture in Acculturation Studies?: Critical Analysis of the Current Acculturation Research</i><br/>Valerie Chirkov</p> | <p data-bbox="535 63 657 661">15.30-15.55 PA: 47<br/><i>Leadership in Western Europe: Five broad behavioral dimensions</i><br/>David Beech</p> <p data-bbox="535 63 657 661">15.55-16.20 PA: 48<br/><i>A comparative study on the influences of organizational communication tactics and procedural justice on Japanese and U.S. workers' attitudes and behavior</i><br/>Ikushi Yamaguchi</p> |
|  | <p data-bbox="787 1291 909 1848"><i>How about pasta and beer? Challenges of German-Italian cooperation in Kosovo</i><br/>Maren Tomforde</p> <p data-bbox="787 1291 909 1848"><i>Everyday life in Kabul; Experiences from Belgian soldiers working in a multinational context</i><br/>Delphine Resteigne</p> | <p data-bbox="787 693 909 1249">16.20- 17.10 PA: 46<br/><i>From acculturation theory to intercultural training: An adequate theoretical model for applied science</i><br/>Pavel Boski</p>  | <p data-bbox="787 63 909 661">16.20-16.45 PA: 49<br/><i>Multiple approaches toward explicating the core of culture</i><br/>Steve Kulich</p> <p data-bbox="787 63 909 661">16.45-17.10 PA: 50<br/><i>Social support and job satisfaction across 13 countries</i><br/>Jeffrey Berlin &amp; Sharon Glazer</p>  |
| <p data-bbox="1209 735 1372 1218" style="text-align: center;">Farewell Dinner at the Lake<br/>Life time award speech: Dan Landis<br/>Introduced by Dharm Bhawuk<br/>18.00- 22.00</p> |   |  |   |

SY: Symposium  
PA: Papersession  
PO: Postersession  
A,B,C,D: Conference Rooms

# Theory, Method, and Applicability of International TORP-n-LQ Model for Assessing Love Quotients (LQ) and 50+Relationship Determinants

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**SY1: Tue: 9.00-10.40: A**

Discussants in presentation order:

Dan Landis,  
Ken Cushner  
Dharm P.S. Bhawuk  
Rosita Albert

This symposium is designed to report the scientific, clinical and sociological foundations about our recent development of an internet services model on intimate relations. The major topics include:

1. Backgrounds, standards, goals and functions of the TORP-n-LQ model and domain related issues
2. Important commonalities and uniquenesses of cultures
3. Measurement goals and strategies (from psychometric, international and clinical perspectives)
4. Issues and requirements for internet website services
5. International social and clinical potentialities of new psychological constructs

As a whole, the above topics represent the sequential progressions of our long-term endeavors toward the development of theoretical TORP-n-LQ model foundations for subsequent development of empirical internet services. This model provides comprehensive frameworks for the in-depth assessment of any relationship status (e.g., romantically involved boy/girl friends, engaged couples, live-in partners, married spouses, formal spouses and ex-boy/girl friends). The theoretical frameworks will enable to predict (as well as post-dict) the "prognostic symptoms" of any relationship status simultaneously across six possible psychological stages (from Attraction, Romance, Commitment, Conflicts, Dissolution, to Divorce). Comparisons of over 50 underlying dimensions, with a chosen target person and the chosen (norm) group of people with similar demographics, will enable each user to define (or redefine) his/her destiny of love relationships. In short, the symposium demonstrates the feasibilities in harmonizing diverse issues between theoretical considerations and societal practicalities, between indigenous cultural specialties and cross-cultural compatibilities between layperson inference and professional attributions and between clinical diagnoses and quantitative predictions. With such backgrounds, the empirical development and promising outcomes of our service program will be presented in the workshop.

## Cultural Maintenance and Cultural Adaptation among Moroccan and Turkish Immigrants in Belgium: Measurement Issues and Relationships with Cognitive and Emotional Functioning

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SY2: Tue: 9.00-10.40: B

In acculturation research there is one dominant model that guides both theoretical developments and empirical research, namely the acculturation model of Berry. According to this model, immigrants have to answer two questions: (1) do they want to maintain their heritage culture, and (2) do they want to adapt to the host culture. According to the Berry model the answers to these two questions are independent from one another. Based on the answers to these two questions, Berry distinguishes four types of acculturation, namely assimilation (low on maintenance and high on adaptation), segregation (high on maintenance and low on adaptation), marginalization (low on maintenance and low on adaptation), and integration (high on maintenance and high on adaptation). While the model of Berry has generated a lot of research, it has been heavily criticized for its measurement procedure (e.g. Rudmin). Based on the research that has been done at Tilburg University (The Netherlands) by Judit Arends-Toth and colleagues, a new measurement procedure has been developed to measure acculturation in a psychometrically sound way on the basis of self-rated behaviours, namely the Behavioural Acculturation Scale (BACS). This instrument demonstrates good psychometric properties as investigated by both exploratory and confirmatory factor analysis. It confirms the independence of the cultural maintenance and cultural adaptation dimensions as predicted by the Berry model among adolescent and adult immigrants. The BACS has been used to investigate cognitive functioning and emotional well-being among Turkish and Moroccan immigrants in Belgium. Both the construction of this new instrument and the relationships of cultural maintenance and cultural adaptation with cognitive and emotional functioning will be presented in the symposium.

# The Impact of Acculturation on the WISC-III Differences between Belgian and Immigrant Adolescents

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SY2: Tue: 9.00-10.40: B

The effect of the acculturation status of immigrant adolescents on the subtests scores of the WISC-III have been investigated in a sample of 290 Flemish (Dutch-speaking Belgians) and 260 Moroccan and Turkish immigrant 13 till 16 year old adolescents. Next to the WISC-IIIINL, the immigrant adolescents additionally took the Behavioural Acculturation Questionnaire. Immigrant adolescents that scored high on adaptation and low on maintenance outperformed the other immigrant adolescents (a total IQ of 96 versus 80 for the other groups). Moreover, for each subtest, the difference between Flemish and immigrant adolescents was computed as well as the relationship of each subtest with acculturation within the immigrant group. There was a very strong relationship between both ( $r = .81$ ): The more a subtest related to acculturation within the immigrant group, the larger the average score difference between Flemish and immigrant adolescents on the subtest. These results demonstrate the relevance of taking acculturation into account when interpreting intelligence scores.

## Assessing the Factorial Validity of the Behavioral Acculturation Evidence for a Bi-Dimensional Model

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*Hans Groenvynck, Koen Beirens, Judit V. Arends-Toth,  
Johnny R. J. Fontaine  
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SY2: Tue: 9.00-10.40: B

A behavioral acculturation questionnaire was developed and assessed for its factorial validity. The instrument contains eight items referring to the mainstream culture and eight items referring to the heritage culture. An item pool consisting of 40 behavioral acculturation statements belonging to five broad content domains (language, culture, cultural activities, behavioral rules, social relationships) was generated. Based on a sample of 306 Turkish and Moroccan immigrants living in Dutch-speaking part of Belgium, the scale was reduced to a 16-item version, containing items from all content domains. By applying confirmatory factor analysis on the 16-item version, two unrelated factors (maintenance and adaptation) were identified. Moreover, this structure was confirmed in a second sample of adult immigrants (N = 306) and a third sample of immigrant adolescents (N = 283) of Turkish and Moroccan origin. The results support that cultural maintenance and cultural adaptation are two independent factors that can be measured in a psychometrically sound way.

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SY2: Tue: 9.00-10.40: B

It has often been reported in the literature that migration and acculturation lead to a higher prevalence of distress symptoms and a decreased well-being. In the present study it has been investigated whether self-reported maintenance and self-reported adaptation relate to well-being of Moroccan and Turkish immigrants in Belgium. Three questionnaires were administered to a sample of 148 Turkish and Moroccan immigrants: the Behavioral Acculturation Scale, the Leuven Emotion Scale and the Somatic Symptoms and Sensations Scale. While previous research almost exclusively focused on the lack of well-being (complaints and negative emotions), the domain of well-being has been represented more representatively in the present study. In the Leuven Emotion Scale the frequency of both negative and positive emotions has to be rated. Quite unexpectedly, the strongest relationship was found with positive emotions: Immigrants that scored high on behavioral adaptation reported more positive emotions. The research also revealed that immigrants that score high on behavioral maintenance report significantly more experiences of anger. The findings contradict the predictions made by the Berry model, namely that psychosomatic well-being is characteristic of high cultural adaptation combined with high cultural maintenance.

## Strengths and Difficulties of Adolescents of Turkish Descent in Belgium

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*Emine Karanfil, Koen Beirens, Johnny R. J. Fontaine*  
*Ghent University, Belgium*  
*emine.karanfil@ugent.be*

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SY2: Tue: 9.00-10.40: B

In adolescence literature, a broad distinction is made between internalizing and externalizing psychological problems. The Strengths and Difficulties Questionnaire has been developed to measure not only these internalizing and externalizing psychological problems in childhood and adolescence (difficulties), but also psychological strengths (such as prosocial behaviour). Based on the acculturation model of Berry, it is to be expected that the strengths and difficulties among immigrant adolescents are related to the way these adolescents deal with the heritage and the host culture. The model predicts that adolescents that both maintain the heritage culture and adapt to the host culture will experience the least psychological difficulties, while adolescents that do not maintain the heritage culture, neither adapt to the host culture will experience acculturative stress and thus psychological difficulties. The effect of the two acculturation dimensions and their interaction on adolescent strengths and difficulties is investigated with the Behavioural Acculturation Scale and the Strength and Difficulties Questionnaire. These instruments were administered to a sample of 155 Turkish adolescent immigrants. Results indicate that adolescents that adapt more to the host culture report more prosocial behaviour (strength), whereas adolescents that maintain more their heritage culture report less difficulties, especially less internalizing emotional symptoms.

## The negative and positive effects of diversity on expectations of group outcomes.

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*Elze Ufkes, Karen van der Zee, Paul Paulus*  
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PA1: Tue: 9.00-9.25: C

In the present study we examined the effect of ethnic diversity on members' expectations of group outcomes. Previous research on group diversity showed mixed results; on the one hand studies demonstrated that diversity has a negative effect on affective group outcomes, like group identification or enjoyment. On the other hand, diversity was demonstrated to have a positive effect on performance outcomes, like productivity. In the current study we tested the effect of group diversity on individuals' expectations for both affective and productive group outcomes. We expected a negative effect of diversity on all outcome measures. Additionally, we expected that this effect of diversity would be moderated by ethnic background of the participants. An experiment was conducted in which undergraduate students ( $n = 199$ ) perceived pictures of groups of varying composition. Participants were asked to imagine being part of those groups and subsequently to rate the groups in terms of; (1) perceived diversity, (2) level of identification and enjoyment (affective outcomes), and (3) level of capability and personal benefit (productive outcomes). As predicted, participants gave more diverse groups lower ratings for identification and enjoyment. However, contrary to our expectations our participants expected the more diverse groups to be more capable and beneficial. In other words, our results demonstrated that expectations about affective group outcomes were effected negatively by group diversity whereas expectations about productive outcomes were effected positively. Additionally, our results showed an effect of participants' ethnicity for anticipating on affective group outcomes. Previous evidence for both negative and positive effects of group diversity was based on different studies, focusing on either positive or negative consequences of diversity. To our knowledge this is the first study showing that group diversity has both positive and negative consequences within the context of one particular study.

## Cultural Diversity in Organizations: enhancing identification by valuing differences

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PA2: Tue: 9.25-9.50: C

The present research investigated the role of perceived similarity in cultural values (associated with diversity in cultural backgrounds) and an intercultural group climate in predicting identification with both the organization and the work team. The relevance of similarity in cultural values for identification was shown in a questionnaire study among 124 employees from various organizations (Study 1). Study 2 among 75 employees from a diverse organization showed that perceived similarity in cultural values is positively related to identification with workgroups. In this vein, cultural diversity can hinder identification. Therefore, we focused on an intercultural group climate, in which cultural diversity is perceived as positive, as an alternative way to ensure employees' identification in diverse work groups. Results confirmed that employees report high levels of identification with both the organization and the work team, when the intercultural group climate is strong. In addition, when an intercultural group climate is strong, employees still report high levels of identification with the organization *despite* low perceived similarity in cultural values. We conclude that an intercultural group climate can compensate for low similarity in values on an organizational level. This finding offers an optimistic starting point for organizations struggling with diversity and for research focusing on the content of diversity climates.

**Determinants of work outcomes in culturally diverse groups at work:  
The role of diversity perspectives, intercultural group climate, and negative meta-stereotypes**

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*Sabine Otten, Kyra Luijters, Josje van Duin, Martine Hoefsloot*  
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**PA3: Tue: 9.50-10.15: C**

The present research investigated the impact of diversity perspectives, intercultural group climate, and negative meta-stereotypes on work outcomes in culturally diverse groups. Based on Ely and Thomas (2001), we assumed and found that the perspective that is guiding the introduction of cultural diversity in work teams has an impact on possible positive work outcomes (such as work satisfaction or cohesion). Three perspectives are distinguished: integration-and-learning, access-and-legitimacy, and discrimination-and-fairness. Whereas the first two perspectives see a direct added value in diversity for a team's functioning, the latter implies the neglect of cultural differences and a demand for assimilation within the team. In a first study, the diversity perspectives were identified in structured interviews with team managers (N = 20), and intercultural group climate (Harquail & Cox, 1993) as well as work outcomes were measured for a total of 140 employees in the corresponding teams. Results show that the discrimination-and-fairness perspective was associated with the least positive effects on work outcomes. Moreover, this perspective was reflected in markedly low scores on intercultural group climate. However, when including both diversity perspective and intercultural group climate in a regression analysis, results indicate that the effect of perspectives on work outcomes cannot properly be described as fully mediated by an intercultural group climate. Study 2 builds upon the findings of study 1, but measures the three perspectives as perceived by the team members and includes negative meta-stereotypes (Vorauer et al., 1998) as further predictor of positive outcomes in diverse work groups.

## Measuring Intentions and Behaviour: Allocentrism and Idiocentrism in Cultural Contexts

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*Catherine T. Kwantes, Sobia Ali, Ben C. H. Kuo*  
*Shelagh Towson University of Windsor, Canada*  
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PA4: Tue: 10.15-10.40: C

Allocentrism and idiocentrism are individual level variables that have been accepted for two decades as reflecting culturally learned value systems. Measures operationalizing these constructs have typically consisted of mixed attitudinal and behavioural items. The link between values and behaviour, however, is affected by numerous factors. This scenario based research explicitly examines the extent to which individuals select behaviours that reflect allocentric or idiocentric values as well as the extent to which those behaviours are consistent with allocentric or idiocentric intentions. Building on work by Sinha et al (2002) in the Indian context, a research instrument that explicitly examined both allocentric/idiocentric intentions and behaviors was developed for a Western context with a Canadian sample. This paper reports the validation of that instrument, as well as a comparison between cultural values and personality variables such as self-monitoring on the selection of behavioral strategies by individuals. Undergraduate students ( $n = 151$ ) in a university in southwestern Ontario responded to scenarios related to job behaviors, family interactions, and friendship situations. Responses were coded as reflecting allocentric behaviour with either an allocentric or an idiocentric intent, idiocentric behavior with either an allocentric or an idiocentric intent, or reflecting a blend of both allocentric and idiocentric intentions and behaviors. It was hypothesized that idiocentric individuals would have more consistency between their intentions and behaviors than allocentric individuals. The influence of other demographic factors, such as education and family socioeconomic status, on the consistency between cultural values and behaviors are also explored.

The Green green grass of home: a study of re-entry to Ireland

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SY3: Tue: 11.00-12.40: B

Data were collected for this study on recent Irish 'returnees'. For centuries Ireland experienced net out migration. In the past decade however, due to an upturn in the economy the 'pull-factor' associated with the Celtic Tiger phenomenon, has led to net in-migration.

Two rural areas in the west of Ireland were targeted. Focus groups were convened and questionnaires were distributed to migrants who had returned and to those who were currently in transit. Responses to the quantitative study could also be made on-line at the *returning to Ireland* website: R-2i.com.

One finding showed that some of those who had returned 'home' after 20/30/40 years, and who had looked forward to ending their days in 'the old sod', now seemed to regret it. Indeed there were examples of those who had gone back again to England or even further afield. Housing and health and sharp practices by some professionals are among the issues quoted. However the Irish 'quality of life' and comparatively free top-class education is a bonus for the younger returnees with families. Those who have been well prepared by a relevant organization or who had the support of family and friends, seem to settle in better.

The pilot study includes recommendations which will hopefully influence church and state integration policies in the Republic and Northern Ireland. A much larger study is now envisaged, using this study as a template.

## Cultural Transition and Change in Social Identity: Mlal's Returned Volunteers

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SY3: Tue: 11.00-12.40: B

The hypothesis on which this research is based is that the participation in a project of developmental cooperation, in its characteristic of encounter with a culture "other", has a significant impact on the social identity of returned volunteers. Specifically, the intention of this study is to take into consideration the identity change measured through the relationship with the artifacts of the culture, such as values, ideologies, work, objects, and the way of looking at things. The protagonists of this thesis are the returned volunteers of MLAL. MLAL, "Movimento Laici America Latina", is an Italian non governmental organization (NGO) of international volunteering for developmental cooperation.

The methodology chosen for this research consists in a qualitative study of five cases conducted through semi-structured interviews based on an interview protocol. The interview protocol is structured on the three main phases of the experience of the volunteers, which are: (I) before departure, (II) during the project, (III) the return. The last one focuses the discussion on the changes occurred in habits, ways of life, in the relationship with work, with places, time and objects of everyday life. And, through these changes, investigates the change in the cultural identity of the subjects interviewed. In order to choose the subjects for the interviews a criterion has been identified which is based on a hypothetic subdivision of the volunteers into three prototypic figures based on the working follow-up after the return. The main theoretical reference used for the analysis of the interviews is Nan Sussman's Cultural Identity Model (2000).

The data show that in the experience of the returned volunteers interviewed it is possible to identify three of the four results suggested by the CIM, specifically: additive identity shift, subtractive identity shift, and global/intercultural identity shift. Quantitative data need to be added to this research and further discussion is suggested on the crucial role that training before departure could play.

## Immigrants' stories of migration and return in the Israeli context

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**SY3: Tue: 11.00-12.40: B**

The study focuses on the experience of remigration, as reported in the narratives of thirty-two adults who emigrated from Israel with the intention of staying abroad permanently, but eventually returned. The paper explores central themes emerging from the narratives—language and identity, idealization and reality, the role of the wider social ethos in affecting the personal experiences of first migration and return—and analyzes them in light of two central models: Berry's acculturation model and Sussman's cultural identity model, with reference to the unique Israeli context.

## Hong Kong Remigration, Cultural Identity, and Psychological Consequences

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SY3: Tue: 11.00-12.40: B

Between 1984 and 1997, one-sixth of the population of Hong Kong emigrated, in advance of the handover in sovereignty from Britain to the People's Republic of China. In the years since, approximately 350,000 of these immigrants have returned to live and work in Hong Kong. This study focused on the psychological effects of re-migration with a particular focus on cultural identity and its consequences for family and professional life. The Cultural Identity Model (CIM) of Cultural Transitions was the theoretical foundation of the study and identity profiles

Fifty remigrants, both male and female, were recruited via snowball sampling, to participate in the study. All had immigrated to either Canada or Australia, selected due to their similar immigration policies. They lived in their immigrant country at least one year prior to returning to Hong Kong. Participants were interviewed individually in two-three hour sessions. A semi-structured interview schedule was used and the participants then completed a packet of psychological scales. These included measures of acculturation, self-construal, and self-descriptions.

Interviews were recorded and transcribed. They were then coded for thematic concepts using the computer program NVivo. Participants exhibited all four identity profiles, Additive, Subtractive, Affirmative and Global. However, the largest percentage of participants held additive identities contrasting with the normative Subtractive identity among Western repatriates. Quantitative data supported these findings: Hong Kong remigrants held levels of independent self-construals similar to Westerners and levels of interdependent self-construals similar to other Hong Kongers.

## Social Identity Conflicts in Organizational and Cultural Context: Triggers, Responses and Leadership Strategies

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*Convenor: Vijayan Munusamy*  
*Center for Creative Leadership, Singapore*  
*Discussant: Dharm P.S. Bhawuk*  
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SY4: Tue: 11.00-12.40: C

Social identity conflicts have a long history in our civilization and have their roots in our fundamental sense of who we are. Though different social identity groups have characterized the demographics of many nations for many decades, it is not until recent years, they have been the characteristic of the workplace. The increased inclusion of and interactions between different social identity groups in the workplace can be attributed among others to the policies of affirmative action, equal opportunity, immigration, changing demographics, and changing social norms.

While the emergence of a diverse workforce can be an asset for organizations in facing the local and global realities of market competition, workplace conflicts associated with social identity is an unwanted experience. Hence, research on how to reduce social identity conflicts has been an important topic for many academics as well as for practitioners in the last few decades. However, the majority of studies examining social identity theory and conflict due to categorization have been conducted in laboratory settings using student samples. This symposium is in response to these limitations and the increasing global awareness of social identity issues. This symposium is divided into three presentations. The first presentation will introduce and evaluate a model to understand what triggers social identity conflicts. The second presentation will explore how social identity conflicts should be managed from the perspective of employees across organizational levels and the final presentation will review a qualitative study examining leadership strategies for bridging social identity differences based on data collected in sixteen organizations (both for-profit and nonprofit) located in eight countries. Data for this study were collected from multiple sources: qualitative interviews, an organizational assessment, scenario-based questionnaires, and archival data.

## Events Triggering Social Identity Conflicts

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SY4: Tue: 11.00-12.40: C

In today's rapidly changing world, leaders in all types of organizations are challenged by an increasing incidence of social identity conflicts. This paper focuses on events which trigger social identity-based conflicts. Triggers are important because these events bring tensions between social groups out to the forefront and create demands for leaders to respond. The focus is on events which trigger conflicts and transform underlying tensions in society to full blown problems in organizations. This is part of the larger study, presented in this symposium, designed to understand ways leadership can address social identity differences in organizations. Our model is based on data from a pilot investigation conducted for purposes of understanding the embedded leadership challenges in organizations characterized by global, ethnic, religious, or racial diversity and tested with a sample of critical incidents drawn from other countries. This pilot study identified 5 major types of triggering events: the clash of values (i.e. when the organization expects an individual or group to do something that violates fundamental beliefs about right and wrong), insulting remarks, assimilation, differential treatment, and mere contact.

This typology of triggering events is examined in the context of a much larger sample of data from a variety of countries. The presentation will look at how well this typology generalizes to a larger sample. Using a social identity approach to leadership (Haslam, 2001; Hogg, 2001), the final part of the paper will discuss implications of this analysis for leaders and leadership processes.

## Managing Identity Conflicts: Perspectives Across Organizational and Cultural Level

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*Kelly Hannum*

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**SY4: Tue: 11.00-12.40: C**

One of the goals of leadership in a diverse workplace is to bring the diverse workforce together to accomplish a larger purpose and virtually all people in leadership roles manage social identity conflicts in order to achieve that goal. Managing social identity conflicts is not solely a responsibility of those in formal leadership positions. Assuming all employees have a role in addressing social identity conflicts, we developed two scenarios; one based on gender identity conflict and the other on religion identity conflict and asked the employees to rate possible actions on a scale from "Very Helpful" to "Very Harmful". These actions were developed from the literature and discussion with practitioners. The survey was administered to sixteen organizations in eight countries. In this presentation, we will share our findings on how social identity conflicts in regards to gender and religion should be managed from the perspective of employees across the different levels in these organizations. Cultural variations of which actions are endorsed most strongly in different countries will be also presented.

## Leadership Strategies for Bridging Social Identity Differences

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**SY4: Tue: 11.00-12.40: C**

In a globally interconnected and diverse world, a major challenge is the need for effective leadership across groups of people of different racial, religious, gender, ethnic, and cultural identity. Social identity theory (Turner & Giles, 1981) and self-categorization theory (Ashforth & Mael, 1989) have created a strong theoretical basis for understanding the importance of social identity group membership and the potentially positive and negative outcomes that result when members of different social identity groups interact. Recently, researchers have begun to consider strategies based on the processes outlined in social identity theory (e.g., decategorization, recategorization, subcategorization, and cross-cutting) to help improve the quality of contact between diverse groups and to bridge social identity differences (Chrobot-Mason, Ruderman, Weber, Ohlott, Dalton, 2006).

Although an accumulating body of research has been conducted on categorization strategies, this work has received criticism with regard to its applicability to organizations. Empirical research examining social identity theory has generally been conducted using laboratory experiments, often with student samples, and therefore lacks generalizability. Further, there is limited knowledge as to how organizations may actually implement these and other leadership strategies in real world settings. Lastly, we have little understanding at present how these approaches may vary in different country and organizational contexts.

To link theory and practice, this presentation explores evidence of leadership strategies for bridging social identity differences. Extending on earlier research (i.e., Chrobot-Mason et al., in press), we will present findings of the leadership strategies identified in sixteen organizations located in eight countries. In so doing, we offer to further bridge theoretical and applied perspectives concerning globalization and diversity.

**Acculturation and adaptation among second generation  
immigrant youth in Montreal and Paris**

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*Colette Sabatier*  
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PA5: Tue: 11.00-11.25: A

Research with immigrant youth has shown that they take a variety of courses through their acculturation process. These different paths have often been described in terms of assimilation, integration, marginalisation and separation (AIMS). This research has also shown that there are variable adaptation outcomes to acculturation. Of greatest importance is the finding that these variations in adaptation are usually related to how youth engage acculturation. Generally, those who involve themselves in both their heritage culture and that of the national society (by way of integration) have the most positive psychological well-being, and are most adjusted in school and in the community; in contrast, those who are minimally involved with either culture (the marginalisation course), are least well-adapted; and those who are primarily oriented towards one or the other culture (assimilation or separation) generally fall in between these two adaptation poles. The present study examines the generality of this pattern by comparing samples from two societies that have very different policies and practices with respect to immigration and acculturation: Canada and France. We measured acculturation attitudes along the two basic dimensions of cultural maintenance and social contact, and then cross-tabulated them, creating the four acculturation orientations. In both societies the usual pattern is replicated: youth who prefer integration have higher self-esteem scores than those who are marginalised, with assimilation and separation youth falling in between. This pattern was stronger in Canada than in France, a finding that is interpreted in terms of the differential social context faced by youth in the two societies, particularly their experience of discrimination.

## Gender differences and well-being among iranian refugees in the Netherlands

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PA6: Tue: 11.25-11.50: A

Co-workers :

*Hubert Korzilius Radboud University Nijmegen, The Netherlands; Fons J. R. van de Vijver Judit Arends-Tóth, Sjaak Kroon, Tilburg University*

This study examines gender differences in well-being, perceived discrimination and perceived acceptance of 232 Iranian refugees in the Netherlands. Many Iranians made the decision to flee their home country and many of them had hardly any time to prepare their departure and to say goodbye to friends and relatives. Many had to flee via Pakistan, India or Turkey before they arrived in their countries of intended settlement, such as the Netherlands. How Iranian women and men deal with the impact of a bicultural background on their lives is the main theme of this study. More specifically, this study focuses on the gender differences in the impact of acculturation on the psychological and sociocultural functioning of Iranian refugees. The integration policy in the Netherlands seems to take for granted that sociocultural adaptation, such as participate in the Dutch socio-economic life, and speak Dutch well, automatically will lead to integration into the Dutch society. The psychological part of the acculturation process, such as perceived acceptance, the consequences of discrimination, feeling uprooted, and traumatic flight experiences, is often left out of consideration, or gets attention when people experience serious psychological problems. This study aims at getting more insight in the acculturation conditions, intervening conditions and the sociocultural and psychological (positive and negative) outcomes of the acculturation process. Especially, the study looked at the gender differences in perceived acceptance and discrimination, acculturation orientations and sociocultural and psychological adjustment of Iranian refugees. Women reported less discrimination, more positive and less negative acculturation outcomes than did men. Results will be discussed.

## Microanalysis of processes of acculturation of exchange students in Russia

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PA7: Tue: 11.50-12.15: A

This study addresses microanalysis of processes of acculturation of exchange students in Russia. We were interested in the determining of acculturation trajectory by measuring psychological adjustment (self-esteem, homesickness, and well-being) and sociocultural adjustment (actual behavior, i.e. contacts with compatriots and Russian hosts) of the exchange students at four different times. Data were collected in a sample of exchange students in Moscow, who come from China, Iran, sub-Saharan African countries, Latin American countries and countries from the former Soviet Union (Georgia and Armenia). Students were asked to fill out the questionnaire one month, three months, six and ten months after arrival in Russia. In addition, a diary method was used; participants were asked about their actual behavior, self-esteem, homesickness and psychological well-being daily during a period of one month. Results will be discussed.

## Attachment and acculturation attitudes: a study among different age groups

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*Jacomijn Hofstra & Jan Pieter Van Oudenhoven*  
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PA8: Tue: 12.15-12.40: A

This study focused on the relationship between majority members' attachment styles and their attitudes towards adaptation strategies of immigrants. We compared four different age groups: 212 14-years and 510 17-years old adolescents, and two groups of adults (N =243, mean age 37;and N = 260, mean age 50, respectively). The four age groups did not differ in their appreciation of the four acculturation strategies. Integration was the most preferred strategy. Remarkably, attachment does not have a differential influence on the acculturation attitudes until adulthood. Among the group of adults, as predicted, the secure style was positively related to the attitude towards integration and the fearful attachment style was negatively related to integration. Finally, preoccupied attachment was negatively related to separation. Furthermore, we examined the stability of the attachment styles. The stability coefficients were considerably higher for the fifty years old group (on average .66) than the stability coefficients for the group with a mean age of fourteen (on average .41).

Studying culture is asking for trouble

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*Geert Hofstede*

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KS1: Tue: 14.00-15.00: A

Geert Hofstede will discuss his research into national cultures over the last three decades.

## Performance and Adaptation Abroad: Recent findings about critical success factors

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*Dianne A. van Hemert*

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**SY5: Tue: 15.30-17.10: B**

Expatriation remains a key challenge for internationally operating companies. The costs of expatriation are immense; a typical assignment involves up to 2 or 3 times the yearly salary of the expatriate, i.e., about \$ 300,000 a year. The PriceWaterhouseCoopers survey also shows that more than 40% of international companies do not provide programs to prepare their employees for the assignment abroad – even though such programs can lead to huge savings due to an increased success rate. Given the financial investments of globally operating companies and the psychological investments of both the expatriates and their families, research into factors that support success abroad is immensely relevant. Currently there is an array of research into such factors. The proposed symposium aims to bring together 4 such research approaches, each of which offering important insights into how such assignments can be turned into a success. By bringing the studies together in one symposium, we hope to initiate fruitful exchange between researchers and participants about this field of research, while at the same demonstrating the richness and depth of different research approaches into expatriation currently pursued today. In the first contribution, Albrecht and Deller will present on their findings on motivation for international assignments among more than 600 expatriates assigned to 7 different clusters as specified in the GLOBE study. In the second contribution, Leong will present on his findings on personality factors predicting success, as assessed by the Multicultural Personality Questionnaire (van Oudenhoven & van der Zee, 2002). Six intercultural competences were assessed in-depth in a culture-general Assessment Center (AC) developed by Prechtl. The study's primary objective was to test the predictive validity of the AC method. Finally, associations between country-level factors (socioeconomic indicators and cultural values) and intercultural competence patterns will be the focus of the study by Van Hemert and Brinkmann.

## Like it or leave it? Taking initiative in international assignments

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**SY5: Tue: 15.30-17.10: B**

The number of expatriates is increasing and so is the amount research being published on expatriates. While there is some research exploring the motivation to send people to work abroad from an organizational point of view (Harzing, 1997; 2001), there is little research taking on the employees' perspective. Why do people take on international assignments? Does the willingness to go matter, once people are abroad? So far more than 600 German speaking expatriates in seven cultural clusters as defined by project GLOBE (e.g., Gupta & Hanges, 2004) have been interviewed. Expatriates are asked who initiated the assignment. Adjustment and job performance is rated by expatriates and knowledgeable others. First results indicate, that there are relevant group differences between those having initiated the assignment themselves and those being told to go by their company with regard to adjustment and job performance. A smaller sample of expatriates ( $N \approx 80$ ) has been asked about their reasons to take on the international assignment. Implications for practice and further research will be discussed.

**Predictive validity of the Multicultural Personality Questionnaire: A longitudinal study on the socio-psychological adaptation of Asian undergraduates who took part in a study-abroad program**

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**SY5: Tue: 15.30-17.10: B**

The study examines the predictive validity of the Multicultural Personality Questionnaire (MPQ) on socio-psychological adaptation. The current research is based on a longitudinal research design with two comparative samples of Singaporean undergraduates. One group attended an international exchange program and a sample of sedentary students did not (i.e., control group). Both samples were concurrently surveyed at two time periods. The assessments included the five dimensions of intercultural effectiveness (Cultural Empathy, Open-mindedness, Social Initiatives, Emotional Stability and Flexibility) and outcome indices relating to socio-psychological adaptation. After controlling for the influences from the T1 outcome and the demographics and covariate, increased (T1) Social Initiatives predicted a reduction in (T2) behavioral and psychological difficulties. Compared to the sedentary group, the exchange sample reported higher ratings on most intercultural dimensions. As predicted, the MPQ dimensions accounted significantly more variance in the exchange sample than the sedentary group.

## Cross-cultural patterns in intercultural competences

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**SY5: Tue: 15.30-17.10: B**

The Intercultural Readiness Check (IRC) is a 60-item self-assessment questionnaire measuring 4 intercultural competences: Intercultural Communication, Intercultural Sensitivity, Building Commitment, and Preference for Certainty. Data are presented for more than 5,000 employees from 106 different countries. A pancultural, individual-level analysis did not provide much insight into the impact of individual characteristics such as age, gender, and previous experience abroad. However, analyses on a subset of 29 countries revealed meaningful patterns of the IRC scales with socioeconomic indicators and values at country level, demonstrating the relevance of cultural background. In a more in-depth analysis, relations between international aspirations, previous experience abroad, gender, and age with the IRC scales are explored across different clusters of countries. The results are discussed in terms of practical implications for working with expatriates and theoretical issues concerning cross-cultural analysis of intercultural sensitivity.

## Predictive validation of an intercultural assessment centre

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**SY5: Tue: 15.30-17.10: B**

An intercultural assessment centre aiming at culture - general assessment of intercultural competence is validated. The assessment centre consists of several exercises (like role-plays, group exercises, written scenarios and questionnaires) and assesses six intercultural competences. It is used as a tool helping to assess a candidate's potential for intercultural encounters before being sent abroad. The sample consists of 112 subjects tested before their assignment and 45 rated on-assignment on such criteria as international effectiveness, dual commitment and interpersonal contact. In the presentation, an approach to predictive validation of the intercultural assessment centre is demonstrated. The approach is to analyze incremental validity of the assessment centre over biographical information such as previous experience overseas and language competences. The assessment centre proves incremental validity and does explain more variance in intercultural success. Success is both rated by the expatriate and an employee of the foreign organisation. Implications of these findings on international HRM are discussed.

## Internationalizing Youth and Young Adults

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**SY6: Tue: 15.30-17.10: A**

### Purpose and Goals of Symposium:

This symposium will explore research and programmatic lessons related to assisting youth and young adults to become sensitive, curious, comfortable, and competent in intercultural and international situations. Most of us are keenly aware of the importance of fostering the development of intercultural skills among younger people. The stakes here are high both for their personal and professional development, and for insuring that each nation in the global community has people prepared to interface with culturally diverse peoples at home and internationally. Some note that American intervention in Iraq would never have occurred if appropriate information about culture and ethnicity had ever been considered and if senior decision makers had had the capacity to interpret this information. Recent work in American local government programs suggests that future capacity for effective intercultural relations often lies largely with younger members of the workforce; at school and elsewhere, many have grown up navigating cultural complexity occasioned by new immigration and change in local demographics. It seems as if many older public servants who grew up in more culturally homogenous circumstances may have missed a critical phase of their development.

Five paper presenters, a discussant, and the audience hopefully can pool knowledge and sharpen foci for inquiry during this symposium. It is hoped that a publication will emerge from proceeding that will consolidate existing knowledge to foster better training programs, international education, and related research.

Specifically presenters are preparing papers sharing very distinct insights that arise from work with different age groups, but also addressing some of the following questions:

1. Should we construe international and intercultural capability as essentially the same phenomena—or instead as in some way distinct and non-overlapping?
2. What are some successful pedagogical and programmatic models?
3. What are critical or sensitive periods for promoting international/intercultural development, with recognition that there are possibilities of failure to challenge, optimal learning, and aversive overload during successive developmental moments between early adolescence and early adulthood?
4. To what extent are knowledge and practice here necessarily local or national, restricted for instance more to the U.S. or elsewhere—or instead generic and world-wide? Are there etic models for helping the young develop interculturality?
5. Are there ways we can make better use of domestic diversity as an opportunity for life experience, research, and training for young people? Can we discover at home less elite and expensive alternatives to overseas work and study?
6. How might we better prepare and recruit bi-and multicultural youth to become training and supervisory resources for peers and possibly for elders too?
7. Dharm P.S. Bhawuk, our discussant, will comment on programmatic and developmental issues for adults in their mid and later twenties, before his overall commentary on the program.

Discussant: Dharm P.S. Bhawuk, College of Business Administration, University of Hawaii at Manoa.

Promoting intercultural sensitivity in young people: developmentally appropriate practice.

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SY6: Tue: 15.30-17.10: A

In working with large numbers of youth and young adults in a wide array of programs, I have become sensitive to the need to offer developmentally appropriate opportunities if participants are to engage effectively with others. Young people bring with them a range of experiences, both positive and negative, that significantly impact their readiness and ability to learn with and from those different from themselves. In my portion of the session, I will address critical developmental periods for promoting international and intercultural development as well as pedagogic strategies appropriate for varying developmental levels, while paying particular attention to potential obstacles that may result in the failure to achieve the desired learning.

## Secondary school study abroad: a first step in life-long intercultural learning?

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*Bettina Hansel*  
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**SY6: Tue: 15.30-17.10: A**

We see plenty of evidence of a lack of intercultural competence in the world today, as polarizing divisions within and between nations pit opposing cultural groups in competition for power. And yet there are others who take a larger view, who navigate readily in culturally diverse waters, expanding their understanding and building new relationships. What is it that makes the difference, and how can we promote this larger view? Answering this question is central to the mission and goals of AFS Intercultural Programs and has been a key theme in my twenty-six years working with AFS. Recent research conducted by Dr. Mitchell Hammer with AFS students from nine countries and a control group reconfirmed our previous findings, but also challenged old assumptions. I will discuss how AFS has been using the research to strengthen our program content and explore with the symposium participants our new hypotheses and related research underway about the role of secondary school exchange in life-long cultural learning.

The identification of formal and informal elements of international education impacting intercultural awareness of college age youth.

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*Les McCabe*  
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**SY6: Tue: 15.30-17.10: A**

Study abroad programs claim that they foster life-altering experiences for students - a durable reshaping of their way of thinking about themselves and others. These programs provide students with a certain level of cross-cultural exchange that informs their emerging global perspectives. With our symposium participants I will discuss a continuum of four dimensions that impact global perspective development, as well as characteristic "formal" and "informal" elements of study abroad programs that appear to influence these dimensions and subsequent student perspectives on the world. Assuming study abroad programs contain certain formal features that are designed to enhance learning (e.g. curriculum plans, course materials, special lectures, field programs, etc.), one should also consider the power of informal, not intentionally designed elements that shape student experience. These may include elements such as "proximity" of interaction with others and "casual" sojourner encounters that allow social comparisons and promote the increase of intercultural awareness. My presentation will conclude with a discussion of the implications of these dimensions and elements for existing theories of global perspective development and education abroad.

Promoting intercultural sensitivity and curiosity through a self-study process.

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*Robert C. Weigl*  
*George Washington University, USA*  
*weiglrg@aol.com*

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**SY6: Tue: 15.30-17.10: A**

In taking successive groups of Americans undergraduates overseas for study, I discovered accidentally that there were quantum leaps in the sophistication, empathy, and complexity of ethnographic work among those students who first were required to complete a disciplined, tightly structured cultural self-study project. Growth in understanding culture in oneself and in others appears to be profoundly interlinked. After ten years of using cultural self-study in college classrooms, I have developed and polished a self-study protocol that accelerates intercultural learning and often leads to sudden increases in motivation for studying and working in culturally complex situations. Relying in large part on my work as a clinical psychologist, I discuss and illustrate the dynamics that underlie a very underused, but powerful pedagogical strategy. Preliminary work with public sector workers shows reflexive methodologies that have promise for promoting learning and change well beyond the undergraduate classroom.

## Socio-cultural and psychological adaptation of russian-speaking minorities in Estonia

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*Larissa Kus & Toomas Niit*  
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PA9: Tue: 15.30-15.55: C

During the last decade most Russian-speaking minorities have been facing difficulties in adapting to the societal changes after restoration of independence in Estonia. The changes in early 90's exposed them to stress-provoking situations, which have clearly required adaptive resources and coping responses. However, changes in the surrounding context and people's lives do not imply that all Russian-speaking minorities experience adaptation problems, since the adaptation is interrelated with several other psychological factors.

This presentation will expose results of a study which was carried out among Russian-speaking minorities (N=271) in Estonia with two aims: (a) to examine the characteristics differentiating between low and high socio-cultural and psychological adaptation levels, and (b) to identify the predictors of socio-cultural and psychological adaptation. The results indicated that the variables describing differences between low and high levels of socio-cultural and psychological adaptation were mostly overlapping. It was revealed that better socio-cultural and psychological adjustment was associated with positive indicators on inter-ethnic contact variables, self-efficacy, social support, perceived discrimination, success perception and economic situation. In addition, better socio-cultural adjustment was more linked with assimilation, whereas the low socio-cultural adjustment was related with the separation option. Better psychological adjustment was related to integration, while low psychological adjustment was associated with marginalization option. Regarding the second research aim, results revealed that socio-cultural adaptation was predicted by inter-ethnic contact variables, perceived discrimination, and psychological adaptation. Psychological adjustment was dependent on self-efficacy, social difficulty, success perception, social support and perceived discrimination. This study confirmed the general notion that the two adaptation forms are predicted by different variables – interethnic contact and language variables predict socio-cultural adaptation, whereas variables associated with stress and coping approach predict psychological adaptation. Perceived discrimination, which has been conceptualized as a contextual variable, was predictor of both socio-cultural and psychological adaptation in this study.

## Acculturation and adaptation of immigrant adolescents of the Diaspora in Greece

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PA10: Tue: 15.55-16.20: C

The purpose of this study was to examine the relationship between acculturation factors on the one hand, and school adjustment and psychological well-being of immigrant adolescents of the Diaspora in Greece, on the other. The sample consisted of 165 Pontian immigrants of Greek origin and of 272 Albanian immigrants (mean age = 13 yrs). School adjustment was assessed through school grades, absenteeism, teacher ratings on conscientiousness (6 items,  $\alpha = .92$ ), and disruptive behaviour (5 items,  $\alpha = .89$ ). Psychological well-being was assessed with Rosenberg's (1965) self-esteem questionnaire ( $\alpha = .77$ ) and Goodman's (1994) SDQ emotional symptoms scale ( $\alpha = .64$ ). Acculturation was measured with Phinney's (1992) Multi-group Ethnic Identity measure ( $\alpha = .54$  to  $.82$ ) and Nguyen's and Von Eye's (2002) acculturation scale ( $\alpha = .89$ ). The results partially corroborated our hypothesis that orientation toward the ethnic culture would be a better predictor of psychological well-being, and orientation toward the national Greek culture would be a better predictor of school-adjustment. Factors such as the attitudes of the natives and of the school system toward the presence of immigrants in Greece will be discussed as possible explanations of the results.

## Eastern European migration to Britain

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PA11: Tue: 16.20-16.45: C

Since the expansion of the European Union into Eastern Europe in May 2004, half a million workers from these 'A8' states have registered for work in Britain. Such immigration has recently become a topic of some political controversy, with one Member of Parliament claiming such immigration may be 'unsustainable'. Yet how are people from Eastern Europe adjusting to their new life in Britain? We consider this question in our review of recent and emerging studies in the field. The largest study to date interviewed 600 migrants and 500 employers. The study found that A8 migrants were working primarily in low-pay jobs, and were over-qualified for their current work. Relations with employers were often unsatisfactory, and workers were likely to change their jobs relatively frequently. Nevertheless, workers saw their work in the UK as a 'trade-off' between relatively poor working conditions and a chance to improve their English and work experience. More than 60% of the new A8 workers in the UK are from Poland. A smaller interview study on Polish migrants shows that whilst adaptation to the British environment is generally positive, some individuals – particularly mothers with young children and older parents who have moved to support their children's family – are feeling far more socially isolated. A further Polish project finds a strong degree of individualism and tensions when competing with other Poles, built partly on class lines, in the UK. At the same time, the latest data from the European Social Survey shows Poles in Poland are relatively low on individualism. This suggests that the present Polish diaspora may exhibit significant differences with the majority population 'back home'. We consider the findings of this emergent research in the context of continuing debates about EU enlargement, and in particular the accession of Bulgaria and Romania to the union.

The immigrant of today is the host of tomorrow.  
Changing perspectives on immigration between nations and within nations

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PA12: Tue: 16.45-17.10: C

In this paper I discuss a number of studies on migration in several countries. The paper describes the evolution of acculturation theory and the growing importance of the mutual relations between immigrants and host societies. It mentions the development of Western Europe as an immigration area and the diverse reactions of Western European nations to immigrants: some reactions are relatively open, others are quite defensive. Some research on immigrants in the Netherlands is presented. In addition, I will discuss the results of a large survey of the experience of a large sample of older Dutch immigrants in four Anglo countries: Canada, the USA, Australia, and New Zealand. Finally I make some recommendations for the course of future research. Specifically, it is recommended to clearly distinguish between cultural heritage and cultural identity, to take transnational contacts into account in models of acculturation, and to examine the concepts of pluralism and creolization as outcomes of culturally heterogeneous host societies.

## Rethinking the Diversity Paradigm - South African Practices

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PA13: Tue: 17.10-17.35: C

This paper presents the findings of a national research project on Diversity and Equity interventions conducted in South Africa (DEISA). The three year research project was funded by SANPAD (South African-Netherlands Partnership for Alternatives in Development) whose interests lie in transformation, especially through inputs to policy-making.

For the last ten years, South Africa has seen a growing 'industry' in 'diversity' work, where agencies offering consultancy on diversity (and related issues) have mushroomed. There is no proper register of such agents, nor are there any standards by which such work can be categorised or assessed, especially regarding outcomes aimed at 'management of difference' vs. 'transformation'. The intention of this project was to theorise diversity and transformation from a South African position as well as to deepen the discussion around marginalisation, gender, culture and power etc. in the South African context. The study attempted to answer questions such as: 1. What is the nature/rigour of the equity/diversity interventions taking place in South African organisations, and is there a need to set standards/guidelines for this work in South African organisations? 2. How relevant are international frameworks for working with diversity to the South African context? What 'works' and why? What doesn't 'work' and why not? 3. How does our analysis of the previous two questions challenge/corroborate/qualify the way in which diversity is generally theorised from the dominant intellectual areas of the North? What stays the same? What changes? Are there some basic themes which are overarching? If so, what are they? Are there some themes specific to South Africa and if so, what are they? How does/should this affect the way change agents go about working in organisations. Using a triangulated data collection strategy, the researchers gained 'thick' data for each of ten case studies, and the paper will speak to this.

## The role of religion and values on acculturation and intercultural relations

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SY7: Wed: 9.00-10.40: A

The present symposium will focus on the role religion and values - both in terms of individual differences and cognitive representations - play with regard to the immigrants' acculturation process and to intercultural relations in general. The research presented in this symposium was conducted within two highly secularized European countries where multiculturalism is an emerging social reality, i.e. Belgium and the Netherlands. An emphasis will be given to Muslim immigrants originating from North Africa and Turkey, and the corresponding results will be compared to findings from immigrants from other countries and world regions, as well as native citizens of Belgium and the Netherlands. An emerging conclusion from these studies is that, somewhat surprisingly, similarities between immigrants and native citizens seem to be more frequent and meaningful than differences. Finally, the role of different (religious vs. non-religious) sources of moral influence on values favoring the quality of intercultural relationships will be examined.

Religion, multiple identities, and acculturation: A study of Muslim immigrants in Belgium

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SY7: Wed: 9.00-10.40: A

In the present study, we examined how the religiousness of European (Belgian) Muslim immigrants is related to multiple collective identities (origin, new country, European, and cosmopolitan), attachment to one (origin or new) or both cultures, and acculturation as a process realized through a variety of domains in personal and social life. Two groups were included: young Muslims born of immigration from Muslim (Mediterranean) countries and, for comparison, young non-Muslims born of immigration from other countries. In both groups, high religiousness predicted attachment to origin identity and culture; low religiousness and religious doubt- ing predicted identification with the host country and acculturation. Interestingly, the religiousness of Mus- lim immigrants also predicted high identification as citizen of the world, whereas the religiousness of the other immigrants was related to low European identity. Finally, identification with the host country was found to mean different things comparatively to the acculturation measure. Interpretations are provided on both a general level (psychology of religion and immigration) and a contextual level (specific to Muslim Euro- peans).

Can the Post-Critical Belief Scale be used among Muslim immigrants in Belgium? Comparing internal structure and relationships with value priorities

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SY7: Wed: 9.00-10.40: A

The Post-Critical Belief Scale (PCBS) is a multidimensional religiosity scale developed by Hutsebaut (1996, 1997). The PCBS contains four religiosity scales, namely Orthodoxy, Second Naiveté, Relativism, and External Critique. They each operationalize one quadrant of the two-dimensional theoretical religiosity model of Wulff (1996). The two dimensions of this model are accepting versus rejecting transcendence and literal versus symbolic approach. The aim of the present study was to investigate whether this scale and the underlying theoretical model can also be applied to study religiosity among Muslim immigrants in Belgium. In total 174 Flemish (Dutch-speaking Belgians) (57% male) and 123 Moroccan and Turkish immigrants (52% male) responded to the PCBS and the Schwartz value questionnaire. It was found that the internal structure was very comparable between the two ethnic groups. Moreover, very similar relationships were observed across the two groups between the first religiosity dimension and value priorities: accepting transcendence was positively related with conformity and tradition values, and rejecting transcendence was positively related to self-direction, stimulation and hedonism values in both groups. However, for the second dimension (literal versus symbolic approach), the relationships with values differed somewhat between the two groups.