Intercultural Communication Apprehension and Conflict Mode of Employees in Multicultural Offices

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Thesis Title   Intercultural Communication Apprehension and Conflict Mode of Employees in Multicultural Offices

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ABSTRACT

Decent communication skill is required to support academic and work activities. Difficulties are expected to arise during communication process, furthermore with individuals from different cultural backgrounds. It is important to identify one of several obstacles, which intercultural communication apprehension (ICA). Different levels of fear and anxiety certainly affect individuals' physiological state to maintain or initiate communication, particularly intercultural communication. Employing mixed method with sequential explanatory strategy, the study primarily used questionnaire and semi-structured interview as data collecting instruments. A total of 130 employees working for ASEAN countries embassies participated in the study.

The data obtained were then analyzed using software package employing several ways of analysis: Mediation analysis with PROCESS Macro tool, one-way ANOVA, and discrimination analysis. This study investigated causal relationship between ICA and its association with other variables, such as conflict presence, conflict mode, generation, and work duration.

The study revealed that ICA was a perfect mediating variable between generation and conflict. ICA was also found to has discriminant ability over conflict mode ($p < .001$). Additionally, this study discovered that work duration was positively associated with ICA ($p = .003$). The result of this study has implications for future research in academic and application level, which can be reflected in educational environment.

ACKNOWLEDGEMENT

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INTRODUCTION

1. Background

Recently, communication skill is considered as one of the fundamental soft skills to support both work and academic activities. To reduce confusion which might occur during social interaction, the ability to express and convey idea properly is certainly required. Difficulties are expected to arise during communication, specifically among individuals from different cultural backgrounds. Therefore, to support academic and work activities in multicultural environment, it is important to identify one of several obstacles, which is Intercultural Communication Apprehension (ICA). Different levels of fear and anxiety certainly affect individuals' physiological state to maintain or initiate communication, particularly intercultural communication. ICA is defined as anxiety or fear associated to anticipated or real interaction with individuals from different cultural backgrounds (Neuliep and McCroskey, 1997). Based on this concept, high ICA level individuals have a tendency to avoid interaction with individuals from different groups, as in different cultural backgrounds.

Different cultural backgrounds can lead to differences in communication styles, national cultures, and native language. Currently, English language is commonly used at international level. Numerous non-native speakers may encounter difficulties in expressing their views as they might find themselves inferior and ruled out. Native speakers, however, tend to appear more confident in conveying their thoughts (Dowling and Welch, 2004). Providing language training for employees can be conducted to overcome potential language barriers. However, become proficient in a foreign language is insufficient for individual or groups to communicate well with people with culturally different backgrounds, they have to understand the non-verbal language as colors, distance, perception, mimics, gestures, and even kinetics (John *et al.*, 2004).

In contrast, differences caused by cultural backgrounds are harder to avoid. Culture certainly affects the way people interact with each other as it determines how they interpret messages and comprehend their surroundings (Samovar and Porter, 1991). Numerous studies which inspected CA's factor (McCroskey and Sheahan, 1976;

McCroskey *et al.*, 1989; Booth-Butterfield and Cottone, 1991; Colby *et al.*, 1993; Proctor *et al.*, 1994; Zhang *et al.*, 1996; Freeman *et al.*, 1997; Neuliep and Ryan, 1998; Martin *et al.*, 2002) reported that high ICA level in international student was affected by their cultural background (Neuliep and Ryan, 1998). Consequently, employees working in multicultural environment must cross cultural boundaries during the interaction to complete their tasks successfully (Dowling and Welch, 2004), and lower level of ICA is necessary.

Apart from its function to support work and task performance effectively, lower level of ICA is desired to create positive relationship among colleagues. In 1997, an ethnographic study conducted in Japanese factory investigated that 75 per cent of communication occurred within the organization is informal (Kilduff *et al.*). O'Reilly *et al.* (1998) stated that conflict certainly arises in interaction among culturally different individuals due to diversity as it generates different norms, expectation, attitude, beliefs, and way in performing task and work. To lessen conflict possibility in multicultural environment, maintaining positive relationship with colleagues will advantage employees in the future. Successful conflicts resolution is determined by the quality of existing relationship among team members (Glaser, 2010). A team consisting members with positive relationship among others will probably show better efforts in solving conflict and vice versa. Therefore, to support intercultural communication and prevent unnecessary conflict, lower level of ICA is then considered compulsory.

Previous studies suggested that high ICA level individuals were less involved in conversation with their surrounding which affected their communication skills (Nelson and Webster, 1991). Several studies reported that high ICA level was recognized to cause low CGPA and lower score in college entrance exam (Adler, 1980). The studies claimed that student's self-esteem which leads to less competency, attractiveness and motivation in career advancement was affected by high ICA level (Daly and Leth, 1976; McCroskey and Andersen, 1976; McCroskey and Daly, 1976; McCroskey *et al.*, 1976).

To portray multicultural office, one of biggest international organizations which located in Jakarta is ASEAN Secretariat. The Association of Southeast Asian Nations (ASEAN) is a regional organization that promotes economic, political, and security

cooperation among its members (Albert, 2017). ASEAN was established on August 8, 1967 in Bangkok, Thailand by the Founding Fathers of ASEAN, such as Indonesia, Malaysia, Philippines, Singapore and Thailand. Then Brunei Darussalam, Vietnam, Lao, Myanmar, and Cambodia joined together and making up what is today the ten Member States of ASEAN.

According to 2014 figures, ASEAN countries have a population of more than 622 million people and a combined GDP of \$2.6 trillion (2015). The ASEAN Community has three pillars, named the ASEAN Political-Security Community, ASEAN Economic Community and ASEAN Socio-Cultural Community. To establish an integrated community, they enhanced a program called ASEAN Connectivity 2025 to actualize the vision of narrowing the development gap by infrastructure, institution, and human resource improvement. The program is expected to be actualized by 2025 and ASEAN will be characterized by free movement of goods, services, and investments as well as free flow of capital and human resource.

The development of ASEAN continues to grow rapidly, and it is necessary for employees in ASEAN countries to be able to communicate and work with other ASEAN countries citizens. Lower ICA level is expected to increase cooperation among colleagues and reduce conflict in multicultural office. Office with multicultural environment can be reflected in workplace such as embassy. Embassy employees certainly conduct direct engagement with foreigners while performing their work. Multicultural office which will be discussed in this study is Embassies to ASEAN countries which consist of ten Permanent Representatives (ASEAN Countries) office and ten Dialogue Partners office.

Table 1. List of Dialogue Partners and Years of Commencement

PARTNERS	YEARS
Japan	1973
Australia	1974
European Union	1975
New Zealand	1975

Canada	1977
United States	1977
Korea	1991
India	1995
China	1996
Russia	1996

Note. Reprinted from Dialogue Partner in the ASEAN Development: Their Significance, by ASEAN Secretariat. Retrieved from www.asean.org copyright 2015 by Associatron or Southeast Asian Nations.

With the urgency of human resource development in ASEAN, embassies to ASEAN countries are expected to illustrate multicultural office and good subject for conducting study of ICA. Therefore, this study discovered the causal relationship, differences of group comparisons, and correlation among variables under investigation with conflict experience.

2. Research Problems

Lack of theoretical development in this field is mostly due to limited geographical factor (Gudykunst and Nishida, 1989). Most studies were conducted in North America, Europe, and East Asia. Thus, further research in various cultural environments will benefit this field (Kim, 2002). Moreover, most studies in intercultural communication were mainly focused on student as participants (Rahmani and Croucher, 2017).

Although lower ICA level has been ideally expected as a possibility to reduce or even prevent conflict, but the question of whether the level of ICA actually impacts the emergence of potential conflict in multicultural environment needs to be addressed. Age has been reported as a factor affecting ICA level (Watson *et al.*, 1988; Watson *et al.*, 1989), however, the information regarding difference of ICA levels in certain generation groups has not yet been clarified.

Several studies have shown that intensity of intercultural experience affected ICA. The intensity of intercultural experience, which is reflected in work duration, rose a question of how long the interaction will take place to impact has not yet been reported.

Previous studies have shown that ICA is associated with conflict (Rahmani and Croucher, 2017), but the question of whether ICA has discriminant ability over conflict mode has to be addressed. The information of differences in ICA level can lead to different conflict modes has not yet been reported.

Therefore, this study aims to present model considers ICA as a variable that may exist between generation and conflict in multicultural office. This study reports the result of the investigation on the causal relationship between generation, ICA, and conflict presence in multicultural office; differences in work duration which may cause differences in ICA level; and ICA's discriminant ability over conflict mode. It also presents the correlation among variables under investigation with conflict experience, several characteristics which help adaptation process, and the differences in ICA which may cause differences in conflict mode.

3. Research Objectives

In order to answer the research questions, there are three research objectives:

1) To study causal relationship amongst generation, ICA, and conflict.

2) To compare the differences in ICA between employee with different work durations.

3) To study the differences in conflict handling mode between employees with high and low ICA.

4. Research Questions

This study attempts to answer these following research questions:

1) What is the relationship amongst generation, ICA, and conflict? How ICA of employees with different generations are related to conflict?

2) What are the differences in ICA level between employees with different work durations?

3) Does ICA influence employees' mode in handling conflict? What are the differences in conflict mode between employee with different ICA levels?

5. Research Significance

This study has implications for future research of ICA in both academic and education level. Very few studies in ASEAN countries addressed these issues, furthermore in Indonesia. Most of the studies were using students as participants. In general, this study presents combination of variables that were never found in previous study.

i. Theoretically:

a) to add new information regarding causal relationship among ICA, generation, and conflict in multicultural office in Jakarta, Indonesia.

b) to add new information about ICA level of employees with different work duration in multicultural office in Jakarta, Indonesia.

c) to add new information about ICA correlation with conflict mode in multicultural office in Jakarta, Indonesia.

ii. Practically

a) to provide data and ideas to assist in academic level, particularly in ASEAN countries. Adding new insight will assist university, office, or government to provide appropriate program to lower ICA level in students and employees.

b) to offer valuable insight of benefits knowing the importance of lower ICA in multicultural environment, such as office and school.

6. Research Scope

1) Content: The scope of this study was to investigate the causal relationship among ICA, generations, and conflict. This study also investigated the ICA level difference and its correlation with conflict mode in multicultural office in Jakarta, Indonesia.

2) Variables: There was five variables discussed in this study: generation, work duration, ICA, conflict, and conflict mode.

3) Limitations: This study has several limitations. First, study is focused on Embassies to ASEAN countries employees in Jakarta, Indonesia and their intercultural experience are different caused by variety of tenor and previous posts. Therefore, participants' opinions, attitude, and experiences at that particular moment in time represent the limitations. Second, the participants were limited by age, not including younger and older population. Third, the participants were limited by nationalities, which only consisted of members from 20 nationals (10 ASEAN countries and 10 Dialogue Partners countries).

7. Definition of the Key Terms

To get definitive understanding of the research, the following definitions are clarified:

1) **Anxiety** in this study is defined as feeling of tension, apprehension, or uneasiness which people have in regards to what will happen when they communicate with other from different culture (Stephan and Stephan, 1985).

2) **ASEAN (The Association of Southeast Asian Nations)** is a regional-intergovernmental organisation founded in 1967, to promote peace and stability, sustain economic growth, shared prosperity and social progress

3) **Conflict** is involving a perceived or a real *incompability* of goals, values, expectations, processes, or outcomes between two or more *interdependent* individuals or groups (Martin and Nakayama, 2010). In this research, this definition is used to characterize conflict that occur in workplace with multicultural environment.

4) **Conflict caused by cultural differences** in this research could be interpreted as the conflicts occur in the team as a result of diversity, because it makes a difference in performing tasks and work, caused by differences in expectation, attitude, beliefs, and norms adopted by each members (O'Reilly *et al.*, 1998).

5) **Conflict mode** is five specific styles of managing and deal with conflicts (Thomas and Kilmann, 1974; Rahim, 1986; Rahim and Magner, 1995):

6) **Embassy** is a body of diplomatic representatives; a mission abroad undertaken officially especially by an ambassador (*Merriam-Webster dictionary*).

7) **Employee** is an individual who is in the performance of some compensated duties and has the right to control and direct (Dau-Schmidt and Ray, 2004). In this research, employees are those who were working in 20 embassies to ASEAN countries with various nationalities, native languages, and educational backgrounds. The head office of ASEAN is located in Jakarta, Indonesia, as well as the embassies to ASEAN countries.

8) **Generation** is an identifiable group that shares birth years, age, location, and significant life events at critical developmental stages (Tolbize, 2008). This research specifically investigated the two latest generations:

    a) Generation X (born between 1964 and 1980), approximate of 50 million employees

    b) Generation Y (born between 1980 and 2000), approximate of 80 million employees

9) **Intercultural communication** is specific communication occurs between people from different cultural background (Hall, 1959).

10) **Intercultural communication apprehension** is the feeling of anxiety or fear resulted from real or anticipated communication with individuals from different culture or ethnic groups (Neuliep and McCroskey, 1997).

11) **Misunderstanding** is a failure to understand; misinterpretation (*Merriam-Webster dictionary*).

12) **Multicultural** is a coexistence of nations coming from different roots in terms of language, religion, nationality, culture, history, and geography (Yılmaz, 2016).

13) **Work duration** is continuance in time (*Merriam-Webster dictionary*) of working period. In this research, work duration is interpreted as the total time of working in years.

OUTLINE

Chapter 1: Introduction

This chapter aims at presenting background knowledge and objectives of this study. This part consists of research problem, research objectives, research questions, research significance, research scope and definition of the key terms.

Chapter 2: Literature Review

This chapter aims to present wider understanding about ICA. This chapter mainly discussed ICA definition, factors, and association with other variables: conflict, conflict mode, generation, and work duration. ICA cases and facts from all over the world were presented to highlight the empirical situation.

Chapter 3: Methods

This chapter aims to present the methodology to collect and process data of this study. It discussed the research design, participants and sampling method, measurement method, try out and pilot study, data collection, and data analysis.

Chapter 4: Results

This chapter aims at presenting the results and findings of this study. It mainly discusses the process of data analysis and discussion of research findings.

Chapter 5: Discussions and Recommendations

This chapter aims to present the discussion of this study. First was to study the causal relationship of ICA, generation, and conflict. Second objective was to estimate the association between work duration and ICA. Third objective was to estimate the association between ICA and conflict mode. In this part, the finding to answer the three objectives were discussed.

LITERATURE REVIEW

This chapter aims to present wider understanding about ICA. This chapter mainly discussed ICA definition, factors, and association with other variables: conflict, conflict mode, generation, and work duration. ICA cases and facts from all over the world were presented to highlight the empirical situation.

1. Anxiety and Communication

Most people think that knowing the native language of the other party is an effectual step for successful communication process among individuals with different cultural backgrounds. However, become proficient in a foreign language is insufficient for individual or groups to communicate well with people with culturally different backgrounds, they have to understand the non-verbal language as colors, distance, perception, mimics, gestures, and even kinetics (Daniels *et al.*, 2004). When culturally different people communicate and the receiver does not have same social values and cultural variables, cultural awareness become crucial to achieve mutual understanding (Beamer, 1992).

1.1 Intercultural Communication

Specific communication between people from different cultural backgrounds is referred as intercultural communication, a term that first used by scholar Edward T. Hall in 1959 (Hall, 1959). Importance of intercultural interactions gradually increased along with the growth of international student which represented modern higher education, and multicultural organizations workforce (Durant and Shepherd, 2009).

The definition of intercultural communication was described beyond nationality differences, but to include differences in ethnicities and/or beliefs (Arasaratnam and Doerfel, 2005; Durant and Shepherd, 2009). In general, previous study reported that intercultural communication investigations take one of three approaches (Gudykunst, 2005; Gudykunst, 2005):

a) Theories emphasizing the combination of communication process and culture (e.g., coordinated management of meaning, speech code theory, constructivist theory)

b) Theories demonstrating or describing the change of communication among different cultures (e.g., face-negotiation, expectancy violation theory, Hofstede's culture variability dimensions)

c) Theories asserting or explaining effective communication between individuals from different cultural backgrounds (anxiety/uncertainty management theory, cultural convergence theory, effective decision-making theory).

Intercultural communication is also referred to behaviors and non-verbal interaction, which may be influenced by historical background between interacting cultures (Durant and Shepherd, 2009). Casrnir (1999) pointed out that the understanding that humans are constantly changing is essential in intercultural communication. Therefore, the knowledge that culture is fluid and chaotic environment, instead of endpoint, should be acknowledged. He also argued that understanding and contributions to cultural changes are influenced by intercultural communication.

Competent intercultural communication can be identified by interpersonal communication themes (e.g., eye contact and listening). Individual who shows effective communication or openness to others can recognize and show respect to differences, and has enough experience to recognize these differences, is considered competent intercultural communicator (Arasaratnam and Doerfel, 2005). Individuals who is excited to experience new things generally have higher intercultural communication competence (ICC) than those who do not (Arasaratnam and Banerjee, 2011)

Earlier study investigated a model of ICC in which positive attitudes toward individuals from different cultural backgrounds influence the motivation to communicate with them Arasaratnam (2006), which may lead to experiences that improve ICC. It has been reported that American medical staff who lived abroad for more than three months were found to possess higher ICC level, suggesting the positive association between effectiveness of IC and intercultural experience (Gibson and

Zhong, 2005). It is supported by Chen (2010) that IC improvement is resulted from positive feeling from intercultural experience and respect of other cultures.

The suggestions from intercultural communication field indicate that exposure to intercultural communication increases competence. Moreover, previous studies reported that intercultural communication apprehension (ICA) and ethnocentrism delay intercultural communication (Shuya, 2007; Chen, 2010; Neuliep, 2012). The findings suggest that higher ICC can be achieved by reducing ICA.

1.2 Intercultural Communication Apprehension

ICA functions as a distinct context of CA, like dyadic or public speaking. ICA is experienced when interacting with culturally different individuals. Intercultural communication frequently includes high uncertainty. Anxiety is related to individual's feelings, meanwhile uncertainty is related to individual's knowledge (Neuliep, 2017). Anxiety is influenced by uncertainty in communication (Berger and Calabrese, 1975). Uncertainty in communication with individual from other cultures resulted in a particular type of anxiety known as ICA (Neuliep and McCroskey, 1997). If uncertainty increases, anxiety will also increase. Since intercultural communication is frequently associated with uncertainty, which also initiate anxiety, it resulted as ICA.

Neuliep and McCroskey (1997) have defined ICA as the fear or anxiety linked to anticipated or real communication with culturally different individuals. According to this concept, individuals with high ICA level more likely to keep distance from communication with individuals from different groups.

Capability to deal anxiety and uncertainty is the basis of effective intercultural communication. There is a significant positive relationship between uncertainty and ICA. Additionally, since individuals with high ICA possibly maintain distance or withdraw from communication with culturally different individuals, they are less likely to involve in interaction tactics that minimize uncertainty. Individuals who usually do not experience apprehension communicating with culturally different individual interact easily, thus helping minimizing uncertainty. In earlier research, it has been

demonstrated that, individuals' satisfaction with communication enhanced as they minimize uncertainty. Another two conditional features which are capable to enhance anxiety are dissimilarity and novelty. Conditions involving atypical, new, or obviously different stimuli are expected to enhance anxiety. Intercultural communication is mostly full of dissimilarity and novelty. Communicating with unknown person inside the limits of unfamiliar and novel context probably develop ICA level which prevent the capacity of an individual to minimize uncertainty. Additionally, ICA and CA may or may not be certainly related. That is, a low CA individual may experience high ICA due to the enhanced uncertainty in an intercultural encounter.

Cognitive disengagement leads to uncertainty, that triggers both emotional and physiological anxiety (Goldin *et al.*, 2009). That kind of anxiety can lead to sensitive physiological stimulation, hypervigilance to bodily reactions, fear of visual analysis, dread of showing the anxiety, and apparent loss of control (Horwitz, 2002). The higher uncertainty of individuals during intercultural communication encounters, the more anxiety increased (Neuliep). It results in higher ICA level and individuals are less ready to involve in these communications (Lin and Rancer, 2003). This can cause increased disrespect and decreased tolerance toward culturally different individuals. Individual's willingness to interact with another culture can be increased if ICA levels can be decreased (Lin and Rancer, 2003; Chen, 2010; Neuliep, 2012).

2. Factors Affecting Intercultural Communication Apprehension

It has been studied that ICA level is not associated with the frequency of traveling outside hometown, hometown size, or the number of individuals with the same race in participants' hometown (Wrench *et al.*, 2006). Former study in US documented that teaching assistants with higher ICA rated their insights of student rating and their relationship with the students to be less satisfactory (Roach and Olaniran, 2001). It has been documented that female participants had lower ICA level than male, more eager to involve in intercultural interaction, and less ethnocentric (Lin and Rancer, 2003).

2.1 Generation and Intercultural Communication Apprehension

Peltokorpi studied about expatriates and Japanese employees, it showed that age is affecting directly on how much and with whom Japanese employees are encouraged to communicate (Peltorkopi, 2006).

Diverse generations have distinct values, philosophies, and ways of communicating (Strauss and Howe, 1997). According to current data, Gen Y or millennium generation (those born between 1982-2001) are more globally oriented, diverse, and well-informed about computers and recent technology compared to older generation. Gen Y also recognized as more care to help their society, more optimistic, and interested in life balance among personal life and work than Gen X (born between 1961-1981) (Strauss and Howe, 2006). These variations also reflected in the way they learn and work, for example, in technology, communicate, multitasking, etc. (Martin and Nakayama, 2010).

Conflict could happen occasionally at workplace when different generations collaboratively work. For example, in the digital generation, young individuals who joined the workforce have not much loyalty to the company where they are working and tend to think less when a better opportunity comes. Conversely, workers who were born in the earlier generation, they have a tendency to prioritize work loyalty in their workplace while focusing on progressively moving forward for promotion (Howe and Strauss, 2007).

In general, there are four generations employed in the workplace according to current research (Reisenwitz and Iyer, 2009; Deyoe and Fox, 2012):

a) Traditionalist (born between 1922 and 1946), approximate of 16 million workers

b) Baby boomers (born between 1946 and 1964), approximate of 76 million workers

c) Generation X (born between 1964 and 1980), approximate of 50 million workers

d) Generation Y (born between 1980 and 2000), approximate of 80 million workers

Work-value conflict can happen because of miscommunication, technology-use differences, work–life balance problems, and other problems between the four generations (Carver and Candela, 2008). These issues also involve collaborative work problem and younger supervisor = older worker dyadic relationship problems (Collins *et al.*, 2009).

Generational work-value conflict also influences the productiveness of organization-wide plans, concepts, and products (Sessa *et al.*, 2007).

Given the number of work-value conflict events that happen among the four generations in the workforce, managers are concerned with giving the most efficient and productive supervision in a multigenerational workplace. It is important for managers to understand how to minimize work-value conflict among the generations.

These distinctions in the view of individuals from different generational associates can create tension in the workplace. "Baby Boomers consider Xers as lazy, cynical, and all-but-illiterate whiners. The Xers consider Baby Boomers as smug workaholics who play corporate politics and who are distant from current economic realities" (Sirias *et al.*, 2007), p. 752). It is supported by Icenogle (2001) that intergenerational conflict in the work environment is established in varying work ethics and life experiences between the generations.

Management inability to address generational work-value differences has been revealed to outcome in improved turnover, less organizational morale, and lessened profits (Carver and Candela, 2008). Several researchers reported poor interaction and other organizational problem can cause conflict among employees with different generations (Arsenault, 2004). Arsenault (2004) argued that organizations will not be globally competitive if they do not take advantage on the strengths generational diversity can offer to the workplace, such as the sharing point of view promoting to innovation and creativity.

Twenge *et al.* (2010) employed a time-lag research design to study the work-values differences among 16,507 Generation Y, Generation X, and Baby Boomer workers. Survey information from 2006 Generation Y, 1991 Generation X, and 1976 Baby Boomers was compared for each of these generations at the same time in their life stage. This method effectively separated generational-cohort differences from age-related life stage differences (Twenge *et al.*, 2010). Twenge et al. found that Generation

Y workers value relaxation time significantly more than Baby Boomers and Generation X workers, and that Generation X views work less significantly than the Baby Boomers. These work-value variations can cause conflict among the generations (Arsenault, 2004). Smola and Sutton (2002) investigation of generational work values reported that the formation of work values not necessarily age-related life stages, but more a result of generational experiences, and each generational cohort build up a unique common value system shaped by different lifetime experiences that usually cause conflict among the generations.

The Conflicts among Generation Group in Workplace

Generation group conflict is mainly caused by the differences in experiences, principles, attitudes, behavior and other quality between the generation that has achieved in present work environment including the new generation Millennial and what companies or organizations can do to get ready for these developing potential workforces. According to Murphy and Gibson (2010) on these issues:

> The challenges of dealing with different generation workforce, with its potential for conflict, are generally accepted. The remedy better understanding of what the different generations wants and need. Understanding such variations can help managers design motivation systems, reward and compensation program, and leadership approaches that recognize their associates' fundamental value structures. Finally, managers, working with human resource groups, must recognize the importance of HR interventions in resolving conflict.

Each generations group know about the inconvenience on regard, they want to respect each other but either one is willing to understand the value in each generations. According to Penttila (2009) unresolved conflict can cause lower profits, lower productivity, high turnover and unhappy employees. Number of researches were done on this conflicting matter, some would be said its over-emphasizing these variation on generation group as they are some who are able to collaboratively work well and learning from each other as a team. Nonetheless, there are some who can't stand one another for different reasons. For instance, generation X and Y workers are excessively dependent on technology to do everything for them. Traditionalists or Baby boomers aren't technically sufficiently knowledgeable to keep up with the modern world. Both

groups are taking each other seriously, and there is no respect between group generation. Research by Deyoe and Fox (2012) revealed that the Gen Y has required human resources to reconsider many of their policies and process in an effort to reduce the generational conflict. According to DiRomualdo (2006), two main dissimilarities in the survey were the different interaction styles and work values. However, generational conflict isn't something that recently is new and unknown in these times, only just a simple changing pattern of thinking that has happened before.

2.2 Work Duration and Intercultural Communication Apprehension

Individuals with fair social skill are probably keen to understand others' reactions and expressive gestures. It is important to note that ironically diplomats, business people, foreign students, and those who are usually to have high social skill in their own society, find that their unexpected inadequacy in the new culture is mainly frustrating (Ward et al., 2005).

As Wills and Barham (1994) emphasis, intercultural competence improvement is mostly relied upon individual characteristics (for example, social mindfulness, interest, and respect), personal skills (for example, perception and reflections or communicative competence), and, most importantly, individual's eagerness to learn on the spot, which is extremely determined by individual's past experiences in multicultural background. In other words, intercultural respect and understanding arise from personal experiences with other. Langer led a research that brought about the idea of 'mindfulness' as appropriate and effective management of needed meaning and objectives in intercultural episode (Langer, 1989) which also emphasis on the noteworthiness of combining skills factors, motivational, and knowledge in daily communication. As they understand diversities, they turned out to be more intercultural because of the intensity of their cultural experiences (Kim, 1995; Kim, 2001; Weber, 2005).

The development of information, technology, and individuals in both social and professional context around us is shaping to turn into an issue that we need to figure out (Tesoriero, 2006). Numerous nations began to work together in different areas as

social, political, and financial relations is influencing the present student as a citizen of nations as they will confront worldwide issues (Scott, 1999). To deal with this issue, currently number of universities are offering different program for students to give them a chance to study or work abroad as global exposure which could give them opportunity to learn required abilities that will be most likely valuable for them in the present global business world (Roy, 2006). Many studies (e.g. (Deardorff, 2006; Roy, 2006)) reported that these experiences give individuals required skills, behaviors, and knowledge in intercultural context.

Despite the awareness issue, individuals already have prior ideas and information of culture and it created suggestions for experiential learning, as experience is interpreted as preconceived ideas and previous knowledge (Kolb, 1984).

3. Conflict

Working with multicultural teams isn't simple when compared with working with mono-cultural team as the difficulties and challenges will occur due to different cultural backgrounds. Every individual has the challenge to overcome the differences when working with multicultural team. These differences consist of how to communicate and work, also how everybody tackles the issues in the team.

Understanding intercultural conflict is essential due to social relations and conflict. Conflict cause due to cultural differences, and when it occurs, social background and experience mostly impact how people manage it (Martin and Nakayama, 2010). Culture shapes what people think which thing is important and deserve to fight for, it impacts which action to be taken and the interpretation of other individuals' acts (Ross, 1993). As Martin and Nakayama (2010) pointed out, we need to communicate conflict well as it is known to be an effective method to manage intercultural conflict.

Cupach and Canary (1997) and Wilmot and Hocker (2001) concurred that conflict is defined as "including an apparent or a real incompatibility of goals, values,

desire, processes, or results between at least two interdependent peoples or groups"
(Martin and Nakayama, 2010).

Individual can have the great opportunity to develop strong relationships with others due to conflict, but it can be a troublesome process. However, numerous people make effort to avoid conflict, but the conflict has the possibility to create a positive side. Stronger, healthier, and satisfying relationship is build up after going through positive conflict (Canary *et al.*, 1995). From this point of view, there are benefits in working in teams and through conflict. They can add new information about other individuals or groups, solve more serious conflicts, and increase cohesiveness (Filley, 1975).

Several researches over the most recent three decades demonstrated that travelling and migration caused interaction turns out to be more 'intercultural' and as numerous studies has documented, misunderstanding develop in every conflict (Knapp and Knapp-Potthoff, 1990; Clyne, 1994; Scollon and Scollon, 1995; Thije, 2001). It could be summarized that misunderstandings which could lead to conflict are a vital and unavoidable part of intercultural communication.

Cupach and Canary (1997) and Wilmot and Hocker (2001) have defined conflict as perceived or real incompatibility of expectations, values, processes, goals, or outcomes between two or more interdependent individuals or groups. The way individuals handle conflicts is mainly influenced by their experiences and cultural backgrounds (Martin and Nakayama, 2010). Culture forms individuals' mindset and influences how they act and perceive others' action (Ross, 1993). Decent skills in communicating conflicts are preferred to be an effective way to face intercultural conflict (Martin and Nakayama, 2010).

Nonetheless, conflict is complicated process which requires both financial and emotional investments of all engaged parties. Political communication viewpoint believed that because of the high costs of conflict, groups have tendency to avoid conflict unless group strength is threatened (Lake and Rothchild, 1996). The fear regarding the group's future results from problems of credible commitment and security, as well as information failure (Lake and Rothchild, 1996). Each of these

problems could be influenced by the lack of intergroup interaction. High frequent and quality of intergroup interactions could increase intergroup awareness which offer groups with beneficial information about members. High levels of anxiety or apprehension cause intergroup interaction avoidance which makes conflict inevitable.

3.1 Potential Problem Areas in Understanding and Miscommunication

Rost-Roth (2006) showed that a number of communication issues are directly associated with differences in cultural practice, for instance:

- when making temporary references,

- when expressing urgency, e.g. telling stories, or

- when associating certain terms with a particular institution have different connotations;

- etc.

In several cases, communication issues are possibly associated with the lack of knowledge in non-native language. In other cases, they are associated to more basic institutional issues. Additionally, intercultural contact is a subject to the sort of communication issues and breakdowns that happen in all types of discussion, and ready to interrupt all types of oral communication.

Thereupon, Miscommunication caused by misunderstanding has four basic sources (Rost-Roth, 2006):

- general issues in understanding which can happen in any discussion,

- problems in understanding which can be related to the institutional setting and individuals' roles in discussion,

- problems in understanding which can be found because of differences in native and non-native speakers' language competency and language acquisition issues,

- problems in understanding which show up because of differences in specific cultural knowledge and to cultural contrast in action-related norms and expectation.

Consequently, as Kameyama (2004) stated, a solution of a misunderstanding can be reached by 'ensuring (mutual) understanding', when the parties are retraced back to renowned and habitual structures of knowledge and discourse after having passed insertions as enhancements, modifications, and clarifications. As an option, another approach to solve misunderstandings requires a firm sense of cultural action, for example, that at least one of the parties should propose the interaction to reflection by letting their minds open on the implicit assumptions made and will attempt adjustment of mental structures and strategies, similarly to practices of action, thought patterns, conceptual forms experience, pattern knowledge, which underlie communication.

Rehbein (2006) expressed, when individual act with their assumptions accordingly in regards of standard or regular manner, problems and misunderstandings can develop and it could delay the usual process of their communication, despite the fact this is an expression of unquestioning functioning their assumptions. The individuals need to recognize any issues that might happen during the communication with others, because the problems and misunderstandings are not always observable, but often hidden or so blurred that they are hard to identify. Moreover, assumptions generally changed to prejudice in the event of misunderstanding.

Therefore, the most important part in this context is misunderstandings, which can be hidden, open or unnoticeable, lead the people to detect that it is hard to proceed the communication in the worthy way because of their assumptions don't work consequently and keep away from the important change of action recognizing the acquisition of new assumption.

3.2 Types of Conflict

There are many several types of conflict, as every individual has distinctive style to manage different conflict. Cole (1996) had conducted some interviews with Japanese students and he found the same categories as identified in the United States, these categories as follow:

- *Affective conflict* happens when people understand that their feelings and emotion are not mutual. For example, it happens when one party discovers that their romantic feelings for other party does not have desired response. Conflict caused by contradiction over their different level of affection.

- *A conflict of interest* portrays a situation where the parties have different preferences about particular behavior or action. For example, conflict happens when parents and children argue regarding an acceptable time to *return to* home at night.

- *Value conflict* occurs when the parties have different principle on specific issues. It can be portrayed in situation as when devout religious parents opposed their children's choice regarding abortion.

- *Cognitive conflict* portrays a condition where two or more parties argue about different thoughts or perceptions that they have.

- *Goal conflict* is portrayed in situation where the parties argue regarding preferred outcome.

3.3 Conflict Mode

Ting-Toomey (2005) emphasis, face negotiation theory links cultural values to facework and conflict styles. Facework is a universal concept that demonstrate specific interaction approaches we use to "save" our own or other person's face, it influenced by culture and affect conflict style. Most people learned to deal with conflicts from the experience when they are growing up and watching people around them dealing with it. Therefore, cultural background affects the way they are dealing with conflicts. Some individuals avoid conflicts, some of them chose the opposite way, tend to deal with conflict directly. Every individual has distinctive techniques to manage diverse conflict, there are five explicit styles of managing conflicts (Thomas and Kilmann, 1974; Rahim, 1986; Rahim and Magner, 1995):

- Dominating / Competing

This style has interest for the opposite party and very high interest for the self. They have win-lose orientation, loud and firm verbalization, and tend to win one's position, which may have a contrary outcome from the ideal result. However, this observation might show a Eurocentric bias as members of some cultural groups (including African Americans) notice this style as appropriate in many contexts (Speicher, 1994).

- Integrating / Collaborating / Cooperating

This style has high interest for the opposite party and the self. To accomplish a suitable solution for both sides, they propose open and actual exchange of views. This style generally has fair and equal outcome; therefore, it is viewed as best style to manage with most conflicts. It shows collaboration, empathy, objectivity, creativity, and feelings recognition even though it needs a lot of time and energy (Folger *et al.*, 1993).

- Compromising

This style has moderate interest for both sides, the self and opposite party. It needs sharing and exchanging information in explicit manner that both sides gives something to achieve mutually satisfactory solution. In some cases, this style isn't as much powerful as the integrating style since individuals feel that they are being pushed to give something they value and so have less commitment to the solution.

- Obliging / Accommodating

This style occurs when one party in the conflict settle down the differences and discrepancy and point out similarities that meet other party's benefit. This style can be found when someone values the relationship more than the issue itself, and generally happen when one of the parties has higher status or power than the other.

- Avoiding

This style has low interest for both parties, the self and the opposite party. It is seen as an effort to revoke, evade, deny, or pass through the

conflict which is often viewed negatively in dominant U.S. cultural context. Although in some cultural contexts, this style is viewed as a satisfactory methodology if it used by both parties as it might develop peaceful relationships. Individuals that utilization this technique will in general esteem the relationship more than the issue and this style is suitable if the issue is negligible or if other party can take care the conflict better (Wilmot and Hocker, 2001).

Tendency to pick explicit style began by numerous reasons, which family background as main impact. Some families tend to choose particular style, and children see this style as normal.

4. Underlying Theory

4.1 The Communication Accommodation Theory (CAT)

Howard Giles in 1971 established and developed CAT theory, which aimed at defining communicative behaviors in intercultural relations. Referring to CAT, the utilization of nonverbal and verbal language in various behaviors is accommodated in order to achieve an ideal level of social distance among ourselves as well as other people. The act of accommodation occurs when we have positive feeling towards the opposite party is the basic assumption of this theory (Cargile and Giles, 1996).

Convergence and divergence are the important approaches of this theory. Convergence was defined as individual adaptation process in verbal and nonverbal features towards others' communicative behavior to create similarity. Modifications can include dialects, utterance length, speech rate, pauses, as well as nonverbal features such as smiling and gazing. Meanwhile, divergence was defined as a process opposite to adaptation with others. Divergence accentuates differences and emphasizes distinctiveness between themselves and others based on social groups. This theory suggests that successful communication requires well balanced divergence and convergence.

In intercultural context, CAT highlighted that intercultural communication isn't just about referential exchange of information, but most prominently regarding social attachment and to compromise of social identities (Giles and Noels, 1997).

4.2 Anxiety Uncertainty Management (AUM) Theory

Wrench *et al.* (2008) stated that even though individuals devote time to learn as an effective communicator, they still find difficulties at the point which individuals they are interacting with are from different cultures. They claimed that individuals with high ICA levels have more difficulty in reducing their uncertainty during the initial stages of intercultural condition, which is supported by AUM theory.

Gudykunst (1995) and Mitch Hammer developed the AUM theory. They extended the Uncertainty Reduction Theory (URT) which was established by Berger and Calabrese in 1975. The objective of AUM is to improve the quality of interaction in new cultures and was primarily intended to help intercultural trainings within its theoretical perspective. AUM emphases on anxiety in communication activities, with basic supposition that decent level of anxiety and uncertainty is favored to conduct effective communication. In this context, anxiety is defined as feeling of tension, apprehension, or uneasiness which people have in regards to what will happen when they communicate with other from different culture (Stephan and Stephan, 1985). It will be harder for individuals to make accurate prediction or interpretation regarding others' messages or behaviors when anxiety and uncertainty level is higher (Gudykunst, 1995).

AUM also includes the ideas of mindfulness and communication effectiveness to the extent that interactants can reduce and then manage uncertainty and anxiety, and be mindful. Through this, effective intercultural communication can be achieved. Gudykunst (2005) argued that anxiety and uncertainty management can be applied in practical application in intercultural interaction.

4.3 The Face Negotiation Theory

With regards to this theory, face can be characterized as expectation of how others see and interact with us, and how we react to others regarding their expectation of social self-conception. The word "face" is generally described as sense of interactional identity in a specific condition, while "facework" is verbal and nonverbal communication actions to protect/save mutual, self, or other face (Bennett, 2015). Awareness to manage intercultural facework is able to present multiple perspective in a conflicting relationship. The conflict of Face Negotiation Theory (FNT) was developed by Stella Ting-Toomey in 1998 to present factors based on culture, individual, and situational which shape tendencies in conflict approach.

5. Conceptual Framework
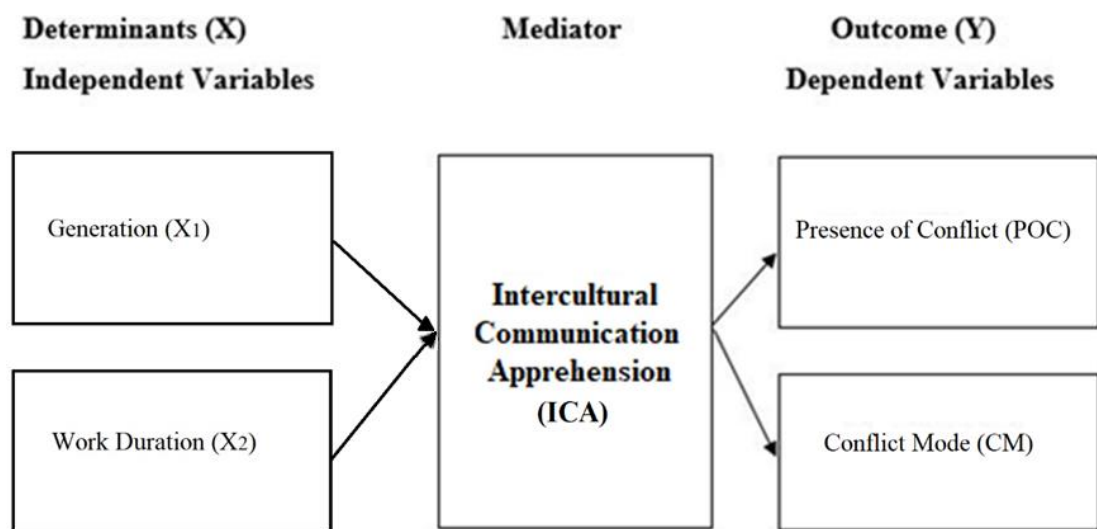
Figure 1. Conceptual Framework of Research

6. Hypotheses

Three main hypotheses are developed based on research's objectives:

1. ICA is mediating variable between generation and conflict.

2. Employees with different work durations have different levels of ICA.

3. ICA has discriminant ability over to conflict mode. Employees with high ICA level has different style in handling conflict than employees with low ICA level.

METHODOLOGY

This chapter aims to present the methodology to collect and process data of this study. It discussed the research design, participants and sampling method, measurement method, try out and pilot study, data collection, and data analysis.

1. Research Design

This study used a mixed methods approach with sequential explanatory strategy to offer better understanding towards research problem. Sequential explanatory strategy is characterized by collecting and analyzing quantitative data as the first step, then followed by qualitative data. The quantitative data become the primary priority in this strategy, and the two methods are combined during the interpretation phase. Survey is employed in the beginning of data collection to generalize the result from the population, then continued with detailed qualitative data to gather specified views from participants (Creswell *et al.*, 2003). The qualitative data is used to add more insight in the interpreting and discussion phase.

2. Participants and Sampling Method

Samples that can represent the population require an appropriate sampling method. According to Diplomatic List 2016 issued by Ministry of Foreign Affairs of the Republic of Indonesia, and Updated Diplomatic List by each embassy, in 2017 total number of foreign and local employees of Embassies to ASEAN is 175 people.

To assign the sample size of this study, the Taro-Yamane (Yamane, 1967) method were used. The calculation using this method is as explained below:

$$n = \frac{N}{1+N(e)^2} = \frac{175}{1+175(.05)^2} = 121.73$$

Based on stated method, the recommended number of sample size is 122 participants. For the objectives of this study, 130 employees were chosen participants.

Probability random sampling technique were used in this study. The objective of this technique is to provide the same opportunities to all members of the population. In this study, researcher used stratified random sampling technique to represent not only the overall population, but also key subgroups of the population, particularly small minority groups. Considerations taken by the researchers in choosing samples included choosing employees of Embassies to ASEAN countries, assuming they had direct interaction with individuals from different cultural backgrounds, specially ASEAN countries.

3. Measurement Method

Questionnaire was used to collect required data for this study. This tool was selected to provide most appropriate measurement based on research objectives of this study. The questionnaire was consisted of four different parts: demographic factors, ICA, the presence of conflict, and conflict mode. The details of each part will be elaborated below:

Demographic factors. In the first part, participants filled six socio-demographic information, such as gender, age, nationality, work duration, training experience, and education level. Answer options were provided in all question.

Intercultural communication apprehension. This part was developed by Neuliep and McCroskey (1997) named Personal Report of Intercultural Communication Apprehension (PRICA). It was used to measure participants' anxiety level in communicating with culturally different individuals. This part consists of 14 questions which measured by a five-point Likert scale. Scale 1 indicates strongly disagree and scale 5 indicates strongly agree. The scores varied from 14 to 72: a score of below 32 indicates low level of anxiety, a score between 32 and 52 indicates moderate level of anxiety, and a score above 52 means high level of anxiety. PRICA was reported as stable and consistent with estimated alpha reliability above .90. The example of the items are *1) Generally, I am comfortable interacting with a group of people from different cultures; 2) I am tense and nervous while interacting with people from different cultures; 3) I am calm and relaxed with interacting with a group of people*

who are from different cultures; 4) I have no fear of speaking up in a conversation with a person from a different culture; 5) I face the prospect of interacting with people from different cultures with confidence.

The presence of conflict (POC). This part consists of eight questions associated with participants' experience in facing conflicts. It focused on the frequency of participants' conflict encounters and the cause of the conflict. This part measured by a five-point Likert scale: never, rarely, sometimes, often, and always. Scale 1 indicates never, and scale 5 indicates always. The scores varied from 8 to 40: a score below 13 suggests low presence of conflict, a score above 25 suggests high presence of conflict, and a score between 13-25 indicates moderate level of conflict. A pilot study of 30 participants was employed and Cronbach's alpha coefficient was applied, resulted in alpha reliability of .88 and presented in Table 3. The sample questions for this part are *1) How often do you have conflict with colleagues <u>caused by different cultural backgrounds?</u>; 2)How often do the conflicts <u>arise from the differences in expectations</u> among colleagues from different cultural background?; 3) How often differences in cultural background caused conflict in performing tasks and work?; 4) How often the conflict(s) that occurred are affecting your work performance?; 5) In general, how often you can solve your conflict(s)?*

Conflict mode. This part was used to measure conflict mode. This tool was developed by Thomas and Kilmann (1974), named Thomas-Kilmann Conflict Mode Instrument (TKI). It consist of 30 numbers each consisted of two statements, where participant has to select one statement which is most suitable to participants' characteristic of their own behavior. Cronbach's alpha undervalues the reliability of this tools as there are only four degree of freedom exist among five scale score, hence, it is not the best indicator of reliability for TKI (Thomas *et al.*, 2008). The reliability of TKI was tested with test-retest reliability, convergent test validity, and internal consistency along with The Blake-Mouton instrument (1964), The Lawrence-Lorsch instrument (1967), and The Hall instrument (1969) which focused on five mode of conflict handling mode. Overall reliability coefficient had low to moderate range, which only TKI and The Hall Instrument are correlated across all five modes ($p \leq .05$), and TKI is more consistent and stable (Thomas and Kilmann, 1974).

The sample statements for this part such as *1) A. There are times when I let others take responsibility for solving the problem, or B. Rather than negotiate the things on which we disagree, I try to stress those things upon which we both agree; 2) I try to find a compromise solution, or B. I attempt to deal with all of another's and my concerns; 3) A. I am usually firm in pursuing my goals, or B. I might try to soothe the other's feelings and preserve our relationship; 4) A. I try to find a compromise solution, or B. I sometimes sacrifice my own wishes for the wishes of the other person; 5) A. I consistently seek the other's help in working out a solution, or B. I try to do what is necessary to avoid useless tensions.* This questionnaire classified the type by ranking participants' score on each category.

Table 2. List of Instrument

Factor	Section(s)	Item(s)	Scale
Demographic Factors	1	6	-
Intercultural Communication Apprehension	2	14	1-5 Likert scale
The Presence of Conflict	3	8	1-5 Likert scale
Conflict Mode (Handling style)	4	30	A or B options

4. Instrument Development

The item Objective Congruence (IOC) Index process was used to test "The Presence of Conflict" which consists of eight questions in questionnaire section, and ten questions in semi-structured interview section. This process was reviewed by three experts in Applied Behavioral Science in Thailand: (1) Assoc. Prof. Dr. Kasetchai Laeheem, Faculty of Liberal Arts, Prince of Songkla University; (2) Assoc. Prof. Dr. Wan Depichai, Doctoral Studies, Hatyai University; and (3) Asst. Prof. Dr. Wisanupong Potipiroon, Faculty of Management Science, Prince of Songkla University.

There were several changes suggested by the experts, which main concerned was in paraphrasing. Earlier version of questionnaire was consisted of seven questions

with a five-point Likert scale, while revised version consists of eight questions. Changes made in questionnaire part are explained below:

1. First question, "have you ever faced any conflicts with your colleagues in current workplace?" was eliminated because it was not considered to support a five-point Likert scale. This revision was suggested by Assoc. Prof. Dr. Wan Depichai and Asst. Prof. Dr. Wisanupong Potipiroon.

2. Second question, "how often do you have conflict with colleagues caused by different cultural backgrounds?" is now presented as the first question of the questionnaire.

3. Third question, "how often do you have conflict with colleagues who came from 'specific' cultural background?" was eliminated and moved into interview part as suggested by Asst. Prof. Dr. Wisanupong Potipiroon.

4. Fifth question, "how often differences in cultural background caused conflict regarding expectation, attitude, beliefs, and norms?" was divided into four questions as suggested by Assoc. Prof. Dr. Kasetchai Laeheem. The question was also paraphrased to achieve greater clarity, as suggested by Asst. Prof. Dr. Wisanupong Potipiroon. The question was divided into:

   i. how often do the conflicts arise from the differences in expectations among colleagues from different cultural background?

   ii. how often do the conflicts arise from the differences in attitudes among colleagues from different cultural background?

   iii. how often do the conflicts arise from the differences in beliefs among colleagues from different cultural background?

   iv. how often do the conflicts arise from the differences in norms among colleagues from different cultural background?

In semi-structured interview, paraphrasing and re-arranging the number of questions were suggested. This part consists of ten questions and changes made in this part are explained as follow:

1. Seventh question, "what do you think about the conflict you experienced? Was it necessary?" was considered too broad and changed to *"do you think the*

conflict could have been avoided?" and as suggested by Asst. Prof. Dr. Wisanupong Potipiroon.

2. Tenth questions, "do you think you always solve the conflict well?" was revised by changing the word 'always' to 'generally'.

Changes were made as suggested to fit the objectives of this study. Revised version of questionnaire and semi-structured interview were used in tryout study to receive more insight from participants.

5. Tryout and Pilot Study

5.1 Tryout

Tryout and pilot study were conducted before the actual data collection. Tryout was employed with 10 participants who were employees of international government agencies in Jakarta, Indonesia to ensure the participants' understanding and to assess the questionnaire and semi-structure interview design. Tryout data was collected in one week, from 2-8 April 2018. The questionnaire and semi-structured interview were evaluated and revised according to the result.

5.2 Pilot study

Then, pilot study was employed from 9-22 April 2018 to 30 participants who were employees of bilateral embassies in Jakarta, Indonesia. The objective of pilot study is to measure the reliability of the questions.

Reliability of Quantitative Data

The result of the reliability test is as shown in Table 3.

Table 3. Alpha Reliability of POC

Alpha reliability	= 0.8778
Standarized alpha	= 0.8779

Item	Reliability deleting each item in turn:		
	Alpha	Std.Alpha	r(item, total)
B01	0.8572	0.8585	0.6909
B02	0.8444	0.8461	0.7968
B03	0.8594	0.8604	0.6697
B04	0.8661	0.8658	0.6065
B05	0.8655	0.8651	0.6117
B06	0.8471	0.8435	0.8172
B07	0.8549	0.8556	0.7095
B08	0.8992	0.9003	0.2538

Reliability of Qualitative Data

To ensure the reliability of qualitative data, these steps were conducted:

1. IOC process as presented in Instrument Development on page 33.

2. Tryout which involved 10 participants to assess the semi-structured interview design. Tryout added significant benefit in the preparation of the main data collection. Researcher became familiarized with the questions and received insights in regards of potential data which will be gathered through real data collection.

3. Interview informations which were collected from interviewee had reached saturation point. Researcher found that the information became repetitive, no new themes were generated, and new data will not add new information. This notion is supported by Strauss and Corbin (1998) that saturation occurs when data collection becomes less productive and does not essentially add anything to overall theory. Saturation is general standard in qualitative research to measure application and its quality (Guest *et al.*, 2006; O'Reilly and Parker, 2013; Malterud *et al.*, 2016).

6. Data Collection

Two collection methods were used for this study which employed mixed methods approach. Data collection gathered both numeric information such as in instrument, and text information on interviews to represent quantitative and qualitative information (Creswell, 2003).

Data collection took place from 23 April-23 June 2018. Data collection methods for this study were online based, and online questionnaire platform (google form) was provided. Considerations taken by the researcher was to simplify the data collection method because online questionnaire was paperless, automatically stored the result online, and consumed less time. Online questionnaire was expected to increase researchers' flexibility and mobility.

The strategy of the data collection process was by contacting secretary from each embassy to set an appointment to fill the online questionnaire face to face. In regards of the ethical issue of participation to this study, researchers provided consent form on the introduction part of the questionnaire. The questionnaire was only proceeded after participants read, agreed, and signed written consent form from the researcher. The content of the form stated that the researcher would not identify participants by name in any reports using information obtained from the questionnaire and interview. The researcher would protect the anonymity of individuals and institutions, and participants' confidentiality will remain secured. Researcher provided participants with internet connected devices to complete the questionnaire and assisted them through the process.

After the completion of quantitative data, semi-structured interviews were employed with ten selected participants with extreme case/score results. The considerations of extreme case were participants who had lowest and highest score from each category: ICA, POC, and CM. Interviews were conducted in workplaces or cafes, on lunch or after working hours. Interviews started with introduction of researcher's background and the objectives of this research. Researcher requested participants' permission to record the conversation, which ranged in length from 10 to 25 minutes. The guide of semi-structured interview is attached in Appendix 3.

The purpose of the interview is to offer better understanding and detailed information from the participants. Participants were requested to answer open ended questions and the data was collected in textual format (audio tapes and field notes).

Although the nature of this questionnaire was voluntary, a gift was given as kind gesture to thank participants for their participation. The gift was sent to participants' office in November 2018 after all data collection process finished. It did not influence their answer, rather as appreciation for their time and participation to this study.

7. Data Analysis

7.1 The Analysis of Quantitative Data

To analyze the quantitative data of this study, a computer program was used. There were three parts of the data analysis to answer the research objectives of this study:

1. PROCESS Macro tool was used to test ICA as mediating variable between generation and POC. The model used was adapted from Model 4 of Conditional Process Analysis by Andrew Hayes. Mediation analysis is used to understand and to describe the conditional nature of the mechanism or mechanism by which a variable transmits is effect on another (Hayes, 2013).
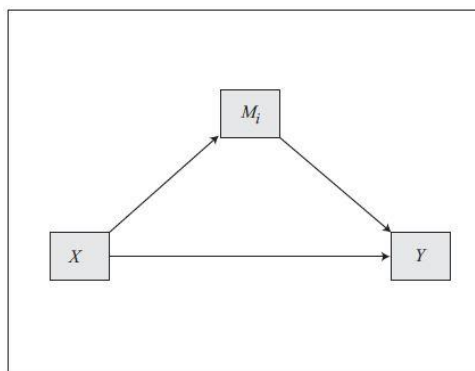
Fig. 2: Concenptual Diagram of Model 4
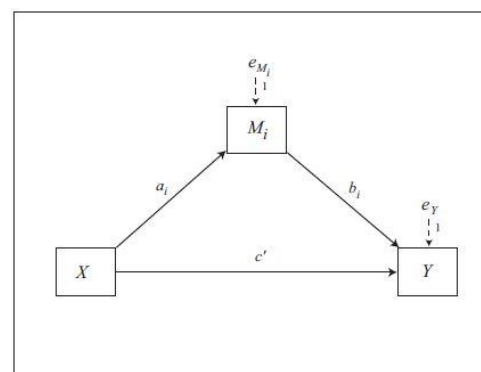
Fig. 3: Statistical Diagram of Model 4

FIske *et al.* (1982) reported that ANOVA offers a limited test of a mediational hypothesis. Meanwhile, using regression-based path analysis, PROCESS Macro tool covers the estimation of various classes of models which allow direct and/or indirect effects to be mediated, the estimation of conditional indirect effects, testing a mediation hypothesis, and how to compare conditional indirect effects.

The model has two types of effects, direct and indirect effect. When the exogenous variable has an arrow directed towards the dependent variable, is direct effect. When an exogenous variable has an effect on the dependent variable, through the other exogenous variable, is an indirect effect. Indirect effect can be seen as the relation of X on Y through $M_i = a_i\ b_i$. Meanwhile direct effect can be seen as the relation of X on Y = c'.

Model 4 was used to analyze data in this particular objective. The model focuses on indirect effects as well as direct effects. The linked variable that caused indirect effects is Mediator. Mediation represents the consideration of how a third variable affects the relation between two other variables (MacKinnon *et al.*, 2007).

The mediator is functioned as third variable which signifies as proper instrument to represent that crucial independent variable is able to effect the interest of dependent variable (Baron and Kenny, 1986). To validate mediation analysis, strong relations between (a) the independent variable and the mediating variable (i.e., Path a), (b) the mediating variable and the dependent variable (i.e., Path b), and (c) when Path a and b are controlled, the relation between the independent and dependent variable (Path c) is no longer significant, with the strongest indicator of mediation occur when Path c is zero (Baron and Kenny, 1986).

Baron and Kenny reported that in the condition of Path c is zero indicated that the mediator is single and dominant. Meanwhile if Path c is not zero, it indicates multiple mediating factors may be present. In most areas of psychology, including social phenomena that have multiple causes, the

realistic goal is to seek mediators that considerably decrease Path c rather than eliminating the relation between the independent and dependent variable.

2. One-way ANOVA (Analysis of Variance) was used to analyze and compare ICA level of employees with different work durations. It was developed by statistician and evolutionary biologist Ronald Fisher. One-way ANOVA is a technique extremely used to compare means of two or more samples and it determines whether any of those means are statistically significantly different from each other. Specifically, it tests the null hypothesis that all population are the same.

3. Discrimination analysis was used to analyze the association between ICA level of employees and conflict mode. Discriminant analysis is a statistical technique which allows the researcher to study the differences between two or more groups of objects with respect to several variables simultaneously. In the other words, discriminant analysis finds a set of prediction equations based on independent variables that are used to classify individuals into groups (Klecka, 1980). There are two possible objectives in a discriminant analysis: finding a predictive equation for classifying new individuals or interpreting the predictive equation to better understand the relationships that may exist among the variables. This study fits into the second objective of discriminant analysis.

7.2 The Analysis of Qualitative Data

To assist in explaining and interpreting quantitative data, qualitative data was analyzed using thematic analysis. Braun and Clarke (2006) explained six phases of thematic analysis as follows:

1. Familiarization with the data

This phase requires immerse reading of data to be fully aware of its content. Re-reading the transcripts, listening to recorded audio file, and taking some notes are also advised.

2. Coding

Researcher needs to generate some labels that identify key points of the data. This phase involves collating all the codes and relevant points from the data to conduct next phase of analysis.

3. Searching for themes

In this phase, researcher will start examining the data as the beginning of the interpretive analysis from the codes. The researcher starts to relate each relevant code to find the relation between codes, subthemes, and themes.

4. Reviewing themes

This phase involves deeper view to check the themes against coded extracts and overall dataset and assessing whether they answer the research question.

5. Defining and naming themes

This phase requires detailed analysis to enhance identified themes. Researcher has to establish theme names and clear definitions to provide cohesive result.

6. Writing the report

After finishing the five phases, the last one is to convert researcher's analysis into written report by contextualizing the analysis which is relevant to the themes, research question, and literature.

Thematic analysis was employed as it allows researcher to merge with the data. The six phases of thematic analysis of this study which adapted from Braun and Clarke (2006) are described in Table 4.

Table 4. Data Analysis Process of Thematic Analysis

Phases	Research Data Analysis Process
1. Familiarization with the data	• Interviews data were transcribed • Data were listened repeatedly to improve researcher's understanding and familiarization • This step followed by notes taking to form the ideas for coding
2. Coding	Notes from previous phase were carefully examined and highlighted to indicate themes and patterns.
3. Searching for themes	• Codes were reviewed and placed into potential themes • Mind-maps were used to organize the themes
4. Reviewing themes	Themes were reviewed to confirm whether the data are sufficient to support each objective of the research and to avoid data overlap.
5. Defining and naming themes	• Thematic map of data was completed • Themes and sub themes were identified
6. Writing the report	Reports were generated based on research objectives.

Source: Adapted from Braun and Clarke (2006)

RESULTS

This chapter aims at presenting the results and findings of this study. It mainly discussed the process of data analysis of research findings.

1. Background of Participants

There were 130 participants in this study with the ratio of 52.3% (n = 62) male and 47.7% (n = 68) female. The participants involved were employees of 20 embassies to ASEAN countries which located in Jakarta, Indonesia. The age group of participants were divided into two major groups, gen Y and gen X. Gen Y covered participants who were in age group of 17-26 years old (n = 21, 16.2%) and 27-36 years old (n = 51, 39.2%). Meanwhile, gen X covered participants who were in age group of 37-46 years old (n = 34, 26.2%), 47-56 years old (n = 24, 18.4%) and over 57 years old (n = 0, 0%). Most of the participants' nationalities were Indonesian (n = 44, 33.8%), followed by American (n = 10, 7.7%), Japanese (n = 9, 6.9%), Chinese (n = 8, 6.2%), Malaysian (n = 7, 5.4%), and Philippines (n = 6, 4.6%). Cambodian, Myanmar, Singaporean, and Thai had total participants of 3.8% (n = 5) each. It was followed by participants from Australia, Korea, India, Canada, Lao, Brunei, European Union, New Zealand, and Russia which together made up less than 21% (n = 26).

The working duration of participants were mostly 3-5 years (n = 35, 26.9%) or 6-8 years (n = 34, 26.2%), with the remainder had been working for 9-11 years (n = 24, 18.5%), 1-2 years (n = 19, 14.6%), or over 11 years (n = 18, 13.8%). Most of the participants (n = 89, 68.5%) had attended training related to intercultural communication, with the remainder (n = 41, 31.5%) never attended any training related to that topic. The participants' educational level was mostly bachelor (n = 76, 58.5%), with master (n = 50, 38.5%) or PhD (n = 4, 3.1%) making up the balance. Table 5 shows profile of the participants.

Table 5. Profile of Participants

Characteristic	Description	Participants	
		n	*%*
Gender	Male	62	52.3
	Female	68	47.7
Age (years)	17-26 (Gen Y)	21	16.2
	27-36 (Gen Y)	51	39.2
	37-46 (Gen X)	34	26.2
	47-57 (Gen X)	24	18.5
	>57 (Gen X)	-	-
Nationality	Brunei Darussalam	2	1.5
	Cambodia	5	3.8
	Indonesia	44	33.8
	Lao	3	2.3
	Malaysia	7	5.4
	Myanmar	5	3.8
	Philippines	6	4.6
	Singapore	5	3.8
	Thailand	5	3.8
	Vietnam	3	2.3
	Australia	4	3.1
	Canada	3	2.3
	China	8	6.2
	European Union	1	0.8
	India	4	3.1
	Japan	9	6.9
	South Korea	4	3.1
	New Zealand	1	0.8
	Russia	1	0.8
	United States	10	7.7
Work duration (years)	1-2	19	14.6
	3-5	35	26.9
	6-8	24	26.2
	9-11	24	18.5
	>11	18	13.8
Training	Attended	89	68.5
	Not attend	41	31.5
Educational status	Bachelor	76	58.5
	Master degree	50	38.5
	PhD	4	3.1
Total		130	100

2. ICA as Mediating Variable between Generation and POC

Mediation analysis was used to explain the first objective of this study. This objective includes three variables: (a) generation as independent variable, (b) ICA as mediating variable, and (c) POC as dependent variable.
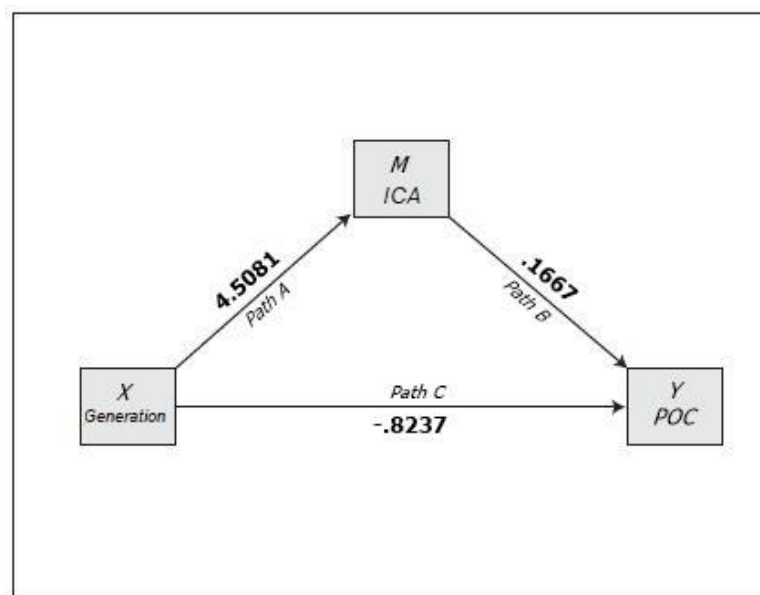
Figure 4. Conceptual diagram of ICA as mediating variable between generation and POC

Figure 4 shows the conceptual diagram of this objective. ICA was a mediating variable between generation and POC. The model presents three paths:

    i.   Path a, the relationship between independent variable (generation) and the mediating variable (ICA).

    ii.   Path b, the relationship between mediating variable (ICA) and the dependent variable (POC).

    iii.   Path c, the relationship between the independent variable (generation) and the dependent variable (POC).

Path a was found to have a coefficient of 4.5081, and Path b with a coefficient of .1667. Path c, or the sum of direct effect of -.8237 and indirect effect of .7513, which resulted -.0724.

Table 6. Outcome Variable: ICA Score

R	R-sq	MSE	F	df1	df2	p
.2773	.0769	61.2182	10.6643	1.0000	128.0000	.0014

	coeff	se	t	p	LLCI	ULCI
constant	34.3194	.9221	37.2191	.0000	32.4949	36.1440
Generation	4.5081	1.3805	3.2656	.0014	1.7766	7.2397

Table 6 displays the result of Path a of this objective, the relation between generation and ICA. Outcome variable of ICA score indicated that there was a statistical difference with $p < .01$. The difference suggested by p indicating that it was statistically significant. The R value of .2773 suggested a low degree of correlation. As shown in the table, R-sq of 7.69% has shown the percentage generation explained of the variance in ICA. An R-sq square lower than 50% is considerably expected in some fields, such as psychology and others that attempt to predict human behavior. Meanwhile, ICA's main effect was significant (F=10.66, MSE=61.21, p<.05).

Table 7. Outcome Variable: POC Score

R	R-sq	MSE	F	df1	df2	p
.2380	.0566	28.5701	3.8121	2.0000	127.0000	.0247

	coeff	se	t	p	LLCI	ULCI
constant	7.7663	2.1659	3.5857	.0005	3.4804	12.0523
Generation	-.8237	.9816	-.8391	.4030	-2.7660	1.1187
ICA_S	.1667	.0604	2.7601	.0066	.0472	.2861

Table 7 shows the result of Path b, the relation between ICA and POC. Outcome variable of POC suggested statistically significant result with $p < .05$. The R-sq value of .2380 indicated total variation in dependent variable, POC, can be explained by the independent variable, ICA. In this case, 5.66% of conflict can be explained by ICA (r= .2380, p<.05).

Table 8. Direct Effect of Generation on POC

Effect	se	t	p	LLCI	ULCI
-.8237	.9816	-0.8391	.4030	-2.7660	1.1187

Table 8 displays Path c, which is the relation between generation and POC. The result of direct effect of X on Y shows negative effect, t= -.8391, p= .4030, 95% CI [.-2.7660, 1.1187]. Lower limit shows negative value, while upper limit shows positive value. Then the coefficient was considered insignificant.

Table 9. Indirect Effect(s) of Generation on POC

Effect	BootSE	BootLLCI	BootULCI
.7513	.3798	.1270	1.6017

In contrast, indirect effect as shown in Table 9 shows a positive value. Indirect effect was performed with bootstrap set at 5000 and ¬95% Confidence Interval. The result of indirect effect of generation on POC was 95% CI of the indirect effect: SE= .3798, 95% CI [.1270, 1.6017]. Lower and upper limit did not include zero, therefore the coefficient was considered significant.

To conclude, there are statistically significant difference between Path a (generation and ICA) and Path b (ICA and POC). Meanwhile the relation represented by Path C (generation and POC) is not significant. Then, these results can conclude that ICA is a perfect mediating variable between generation and POC.

Table 10. Descriptive Table of ICA

	n	Mean	Std. Deviation
Below or 36 years (Gen Y)	72	34.32	7.578
Above 36 years (Gen X)	58	38.83	8.120
Total	130	36.33	8.112

Table 10 shows the summary of the descriptive statistics of ICA. Gen Y includes those who were below or at 36 years old, while Gen X were those who were above 36

years old when the data collection was conducted. Low level of anxiety is suggested by low PRICA, therefore the first group (Gen Y) had lower level of ICA with mean of 34.32, compared to the second group (Gen X) which had mean of 38.83. The study consisted of 130 participants with total mean of 36.33 and total standard deviation of 8.112.

Table 11. Descriptive Table of POC

	n	**Mean**	**Std. Deviation**
Low ICA	59	11.46	4.500
Moderate ICA	70	15.23	5.614
High ICA	1	7.00	.
Total	130	36.33	5.460

Descriptive table of POC is shown in Table 11. ICA levels were divided into three groups: low, moderate, and high ICA. Total mean of POC was 36.33 with standard deviation of 5.460. The low ICA group had lower mean of 11.46 which suggested less conflicts, compared to moderate ICA group with mean of 15.23. However, one participant in high ICA group had mean of 7.00 which was also considered as low conflict.

The result of quantitative data has shown that generation affected ICA score. Meanwhile, ICA had positive effect on POC. This study also found that participants with different ICA scores responded differently towards intercultural communication and conflict in multicultural environment. Participants with varied ICA levels were asked regarding their thoughts of ICA and experience in handling conflicts to support this statement.

One participant with high level of ICA stated in the interview that,

> "Mostly, I feel quite tense and nervous when interacting with foreigners, especially my supervisor. Sometimes, I feel inferior to them, I don't know how to approach them."   (Participant V, 17 June 2018)

The statement showed anxiety felt by participant which might associated to their attitude towards intercultural communication. Further question was asked regarding the reason of tense feeling, the participant responded with,

> "I think maybe because of my attitude that not comfortable when working with foreigner, I just don't have the confidence I guess." (Participant V, 17 June 2018)

Participant claimed that it was not because of language barrier. Participant suggested that low confidence which might resulted in high level of ICA. In the meantime, participant with low level of ICA were questioned about their experience interacting with people from different cultural backgrounds and the participant responded,

> "So interesting and also so many opportunity[ies], and also many challenging and also so [much] knowledge that you will get from them. For example, maybe you can make a lot of friends from around [other]countr[ies] from another background and also with different cultures, different backgrounds and ethnicities. It can make you think a little bit open [minded]."   (Participant III, 17June 2018)

Contrary, statement given by participant low ICA score was more positive. Participant suggested that having an open mind is one of the advantages of working with culturally different individuals.

The result of quantitative data has shown that ICA had positive effect toward conflict. To gain more insight in regards of conflict in multicultural office, participants then continued to share their experiences when encountering conflict. In this study, conflict cause was divided into five main categories: differences in performing work, expectation, attitude, beliefs, and/or norms. Conflict in performing work, attitude, and expectation were found as the main causes. Conflict caused by differences in performing work was supported by these statements,

"More to like [the] pressure and push. Sometimes, they know it will not work. But sometimes they force us to push somebody else, like people from government." (Participant I, 18 May 2018)

"Ah yes, you know how much pressure you are able to take and how much pressure you are giving to others. If you are giving pressure to others, the pressure will percolate to them, then you will definitely find you know some kind of conflict. So it is better not to percolate the pressure what you are getting to your subordinates. I think then you will not have conflict." (Participant II, 18 May 2018)

Participants agreed that one of the differences in performing work was reflected in working pressure that they received or gave to others. Giving too much pressure on your colleagues undoubtedly would create conflict. Another difference in performing work which could cause conflict was working pace, as stated by one of the participants,

"Maybe little bit in working activity, Indonesian has a little bit relax, what you called it "slow", it's different with Singaporean, Singaporean wants to do fast, make it fast." (Participant III, 17 June 2018)

Different working paces were mentioned as a source of conflict. In this example, participant argued that Indonesians tend to have slower working paces compared to Singaporeans.

Then, conflict caused by different expectations was described as claimed by some participants,

"Sometimes they don't understand what [are] our rules here. You know like they are not a local here, and they want to apply their local rules here, but it cannot be done like that." (Participant I, 18 May 2018)

Participant claimed that the conflict took place due to different expectation in government regulations. Sometimes diplomats expected that the regulations in host country could be applied in the same way as those in their home countries.

While conflicts caused by attitude was reflected in these responses,

"Sometimes, they assume that Indonesians are incompetent." (Participant IV, 17 June 2018)

"They think they are smarter than us, superior than us, they really undermine us as a team, especially, Indonesians. When they hang out, when they have meeting, they didn't include Indonesians on the meeting. In fact, we were excluded from the meeting as well, just because we are Indonesians, we are not included in the meeting." (Participant IV, 17 June 2018)

Participants experienced conflict with another person from different cultural backgrounds because of attitude, which further explained as superior acts shown by the other party. Superior acts include undermining participant, to excluding participant in informal occasions and meetings.

Next, conflict caused by different beliefs expressed in this response,

"So most of my friends have conflict about the praying times. The foreigner thought that praying five times a day is such a waste of time." (Participant IV, 17 June 2018)

Participant claimed that conflict occurred by religious activities happened during working hours. Hence diplomats frequently felt disturbed.

While differences in norms was experienced by one of the participants,

"Last month, I went to Myanmar, I didn't know that the term 'Burmese' for them is quite offensive if it is said by outsider. Yeah, then I mention that "Hey, you are Burmese blabla" and then one of them got angry 'you should address us as Myanmarese, not Burmese'. Yeah, I was confronted by them by telling directly." (Participant IV, 17 June 2018)

This conflict was caused by unawareness of social cues and norms of others. Participant did not notice that several terms could be offensive to other parties.

The interview then continued to ask several questions concerning the feelings of participants when experiencing conflict. They responded that experiencing conflict could bring up uncomfortable feeling in workplace.

"I don't feel good to be honest. I feel like stepping back." (Participant II, 18 May 2018)

Furthermore, conflicts which occurred while working in multicultural environment affected participants' work performance,

"Yeah, maybe like it will make me don't want to talk." (Participant I, 18 May 2018)

"Of course, you don't feel like [working], you feel disturbed mentally. So, I feel to keep [the] conflict aside. Keep it away from yourself that is better." (Participant II, 18 May 2018)

"For three or four days, yeah, whenever I have to deal with particular guy and I have no working mood. He destroyed my working mood." (Participant IV, 17 June 2018)

Participants experienced negative emotions towards conflict that occurred in workplace. They further claimed that it also reduced their productivity and performance in working.

Then, participants were asked whether they experienced conflicts only with people from specific cultural backgrounds. Several participants claimed that they experienced conflicts only from people from several nationalities, such as Singapore, Cambodia, France, and Germany. Then, they were asked further about their difficulties in communicating with the people from those mentioned countries,

"Yes, somehow, I have a little bit miscommunication with some people from ASEAN Countries maybe like the pronunciation, different languages. Yes, like Singapore English, Cambodian English which is different from Indonesian English." (Participant III, 17June 2018)

"Yes, maybe different cultural background." (Participant III, 17June 2018)

"Like my latest story that I told you that the German being racist." (Participant IV, 17 June 2018)

Participants emphasized that pronunciation, accent, racial problem, and different cultures were the main reasons.

3. ICA and Work Duration

In this study, ANOVA was employed to describe the second objective.
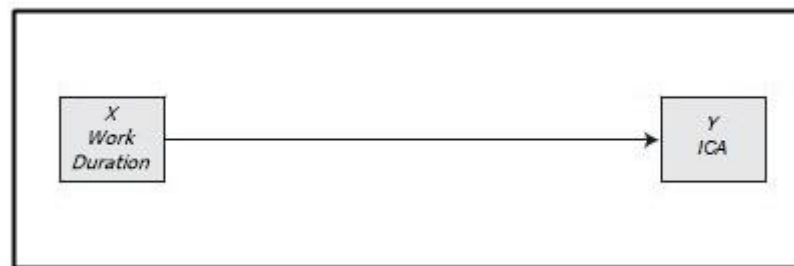
Figure 5. Conceptual diagram of work duration and ICA

The conceptual diagram of this study is shown in Figure 5. It includes two variables: (a) work duration as independent variable, and (b) ICA as dependent variable. To compare the work duration and ICA level of employees, one-way ANOVA was employed. It is a test that provides a global assessment of a statistical difference in more than two independent means.

Table 12. Descriptive Table of ICA

	n	Mean	Std. Deviation
1-2 yrs	18	33.72	9.342
3-5 yrs	35	34.86	6.652

6-8 yrs	35	36.97	6.947
9-11 yrs	23	41.74	7.111
above 11 years	19	33.79	9.830
Total	130	36.33	8.112

The summary of descriptive statisics of ICA is shown in Table 12. The independent variable, work duration, was divided into five groups of working tenure in years. The mean varied from 33.72 to 41.74 with standard deviation ranged from 6.652 to 9.830. This study consisted of total 130 participants with total mean of 36.33 and total standard deviation of 8.112. The first group (1-2 years) with mean of 33.72 had the lowest ICA. It was followed by the last group (over 11 years) with mean of 33.79 and a standard deviation of 9.830.

Table 13. ANOVA: ICA as Dependent Variable

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1008.316	4	252.079	4.212	.003
Within Groups	7480.461	125	59.844		
Total	8488.777	129			

From Table 13, it was observed that the significance value is < .01, which was below .05. ANOVA ($F(4,125) = 4.212$, p = .003) suggested that difference among groups was statistically significant. The result of significant p value rejected the null hypothesis that not all of the population means are equal.

Post-hoc test was further conducted to follow significant overall test of ANOVA to control the wise error rate with alpha ≤ .05. Fisher's Least Significant Difference (LSD) was conducted to compare the mean of the five groups. It was found that there was significant difference among the groups at the .05 and .001 level.

Table 14. Multiple Comparisons, ICA Score as Dependent Variable

	1 1-2 years	2 3-5 years	3 6-8 years	4 9-11 years	5 above 11 years
Work Duration (Mean)	33.72	34.86	36.97	41.74	33.79
1	-	-	-	-	-
2	1.135	-	-	-	-
3	3.249	2.114	-	-	-
4	8.017***	6.882***	4.768*	-	-
5	.067	1.068	3.182	7.950***	-

*. The mean difference is significant at the 0.05 level.
***. The mean difference is significant at the 0.001 level.

Multiple comparisons of ICA score as dependent variable is shown in Table 14. It was found that group of 1-2 years and over 11 years of working duration in multicultural environment had significantly lower anxiety than the other groups. The fourth group had higher significance than the rest. This can be interpreted as low ICA score can be improved after working in multicultural environment after 11 years, as other groups have lower score.

Therefore, the result suggests that different work durations positively result in different levels of ICA score based on one-way ANOVA analysis. To support this hypothesis, participants with different levels of ICA were further questioned in semi-structured interview.

Participants were further questioned to share their perspective and adaptation process in regards to add more understanding about working experience with culturally different individuals in multicultural environment. Participant with low ICA score with over 11 years of experience was asked about his/her opinion behind his/her low anxiety score and responded with,

> "Nothing, it is just… you know, basically no training, but since our profession is like that, that you keep on moving to various countries, and keep on meeting people from different community, from different

cultures, so you get to know basically. So I think it's like part of the job, so you are able to mingle with them, you are able to understand [them], and plus I feel it is an individual who decide how I have to conduct, whether I have to be flexible or not. With somebody who is not of my own culture, who is not maybe from my own country, or it is a person who is from a different category from, you know, what I am. I think it depends on individuals."(Participant II, 18 May 2018)

There was no intercultural training was attended by participant. Participant claimed that the skill was a part of her job as a diplomat. Communication ability was enhanced by traveling to various countries and experience with culturally different people. Participant stated that individual actually has the ability to accommodate the interaction, and it depends on her/himself to conduct or not.

To work with people from different countries and cultural background can be overwhelming, therefore longer work duration will certainly give more experience. Participants then further were questioned about their perception and experience of adaptation with culturally different people in multicultural environment.

"If you are ready to adjust yourself and you have the feeling of containment, that you can find that the person is fine. Everybody is correct in his/her own perspective, if you see. The other person is right, it is not the person is wrong, it is the only perspective which matters. If I take it, you know, [I think] that [is] okay, this is his culture, he has to behave like this. This is part of his. It can be anything, that this is the way he behaves, this is the way he has been brought up, this is the way he has been conducting things, so I think it should be [more] understanding. We should understand others' perspective from different cultures, I feel. So that's make life easier for yourself." (Participant II, 18 May 2018)

"I just try to understand them first, rather try to telling what I want from others. I think by trying to understand them first, I can see their point of view, and relate to them better." (Participant VI, 17 June 2018)

Participants explained that understanding is important. Differences will always exist and to understand others' perspective and opinion will create good relation, which certainly support adaptation process.

> "Individuals I feel [they should be] more flexible, more adjusting, more adopting. Because what I feel is that you actually learn from others. If you see, learning is a process, you know, you learn from others at any age. And it is not that I can learn only when I am studying, or I am doing graduation to higher studies, not only that. You learn from others, you learn from their experiences, you learn from their behavior." (Participant II, 18 May 2018)

> "Yeah, maybe it is because the internet of course, like seriously like 9gag and youtube it helps made you so much to understand to comprehend the other culture, like I never knew that Japanese has kind of weird holidays and I knew that from 9gag." (Participant IV, 17 June 2018)

Participants agreed that enthusiasm to learn from prior experience affects their ability to communicate and adapt with people from different cultures. Individuals must be flexible, adjusting, and adopting others' culture to learn from others' experiences and behaviors. Participant mentioned that to enrich knowledge about other cultures, internet is a good source to learn.

> "I just live with professionalism, usually when it comes to work. I am never, they interfere my personal life. So yeah, I let them know that [I] come to work just for work and no other chit chat, unless they ask me. I'll answer the personal life, but I will avoid the personal chit chat." (Participant IV, 17 June 2018)

Participant pointed out that it is important to maintain professionalism. Communication with others in professional manner will support adaptation process in multicultural environment. It is expected that reducing unnecessary conversation will minimize conflict and create good relation.

"I think the reason, I easily adapt to new environment is to be a person who start conversation early, not shy to introduce yourself to new environment. When you are new to environment it is very important for you to listen, to learn, to understand the environment, starting from the people, the culture, norm, law. Such thing can make your adaptation faster, so it can support your work." (Participant VII, 17 June 2018)

Another participant added that to initiate conversation between culturally different people is a necessary step. Some individuals hesitate to interact with people from different multicultural backgrounds. To understand a new environment, individuals must listen and learn others' culture, norm, and law.

To conclude, experience in interacting with culturally different people in multicultural environment will ICA and add benefit to intercultural communication skill. Adaptation in such environments requires understanding, enthusiasm to learn from previous experience, professionalism, and initiative.

4. ICA and Conflict Mode

To explain the last objective of this study, discrimination analysis was mainly used.
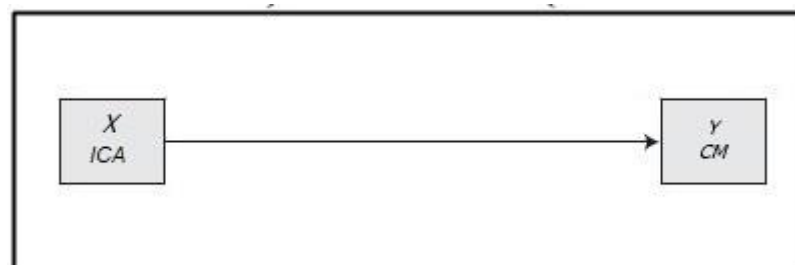
Figure 6. Concenptual Diagram of ICA and CM

Figure 6 displays the conceptual diagram of this study, which includes two variables: (a) ICA as independent variable, and (b) conflict mode (CM) as dependent variable. Discrimination analysis was used to seek ICA's discrimination ability over

conflict mode. Then, it was followed by one-way ANOVA to test the differences between groups. Next, post-hoc test was conducted and Fisher's Least Significant Difference (LSD) was conducted to compare the mean of the five groups of conflict mode.

Table 15. Group Statistics

CM		n	Mean	Std. Deviation
Cooperating	ICA_Score	10	29.00	6.831
Compromising	ICA_Score	51	39.86	7.082
Avoiding	ICA_Score	54	35.43	7.842
Accommodating	ICA_Score	15	32.47	7.836
Total	ICA_Score	130	36.33	8.112

The summary of the group statistics of CM is presented in Table 15. The independent variables had five groups of different conflict handling styles namely competing, cooperating, compromising, avoiding, and accommodating. There are only four group presented on the table as no participant was categorized into competing mode. The mean varied from 29.00 to 39.86 with standard deviation ranged from 6.831 to 7.842. The cooperating group has the lowest mean of 29.00 and the lowest standard deviation of 6.831. In contrast, the compromising group has the highest mean of 39.86 with a standard deviation of 7.082. This study consisted of total 130 participants with total mean of 36.33 and total standard deviation of 8.112.

Table 16. Tests of Equality of Group Means

	Wilks' Lambda	F	df1	df2	Sig.
ICA_Score	.830	8.593	3	126	.000

In Table 16, *p* was observed statistically significant. Based on discriminant analysis, we found that the determinants were positively correlated with conflict handling mode at the $p < .001$ level.

Table 17. Eigen Values

Function	Cumulative %	Canonical Correlation
1	100.0	.412

a. First 1 canonical discriminant functions were used in the analysis.

Next, Table 17 reports the canonical correlation coefficients. The canonical correlation is the measure of association between the discriminant function and the dependent variable, with the square of canonical correlation coefficient is the percentage of variance explained in the dependent variable. As shown in Table 17, the canonical correlation is .412 with an explained variance of the correlation of 17%. This number can be verified by noting that the sum of Wiks' Lambda.

Table 18. Wilks' Lambda

Test of Function(s)	Wilks' Lambda	Chi-square	df	Sig.
1	.830	23.548	3	.000

The Wiks' Lambda calculation was showed in Table 18. Wiks' Lambda is multivariate statistic which is a product of the values of (1 - canonical correlation2). Smaller values of Wiks' Lambda suggests higher discriminant ability of the function. The associated chi-square statistic tests the canonical correlation of the function is equal to zero. It evaluates the null hypothesis that all the functions not entitle to discriminating ability. The p-value presented in Table 18 is linked to chi-square statistic in the given test. The significant $p < .001$ rejects the null hypothesis that all smaller canonical correlations and a given function's canonical correlation are equal to zero.

To conclude, the result suggests that ICA has discriminating ability over conflict handling mode. Next, reversed one-way ANOVA was used to test the differences between CM groups. In this analysis, CM becomes independent variable, and vice versa.

Table 19. ANOVA: ICA as Dependent Variable

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1441.801	3	480.600	8.593	.000
Within Groups	7046.976	126	55.928		
Total	8488.777	129			

Descriptive table can be referred to Table 16. Table 19 reports the p value of the function, ANOVA ($F(3,126) = 8.593$, $p = .000$). It is shown that there is statistical difference between groups, therefore null hypothesis was rejected. Overall significant test of ANOVA requires post-hoc test to control the wise error rate with alpha = .05. Fisher's Least Significant Difference (LSD) was performed to compare the mean of the groups. The result of the test found that there was significant difference between groups at the .05 and .001 level.

Table 20. Multiple Comparisons, ICA Score as Dependent Variable

	1 Competing	2 Cooperating	3 Compromising	4 Avoiding	5 Accommodating
Conflict Mode (Mean)	-	29.00	39.86	35.43	32.47
1	-	-	-	-	-
2	-	-	-	-	-
3	-	10.863***	-	-	-
4	-	6.426*	4.437***	-	-
5	-	3.467	7.396*	2.959	-

*. The mean difference is significant at the 0.05 level.
***. The mean difference is significant at the 0.001 level

The results in Table 20 shows that cooperating and compromising had higher significance than other groups. Cooperating group had the lowest anxiety level than compromising group had the highest anxiety level. It can be interpreted as participants with lower ICA score tend to have cooperating as conflict mode. Meanwhile, participants with higher ICA score tend to have compromising as conflict mode. The

result from one-way ANOVA test indicated that different levels of ICA lead to different conflict modes.

Based on result in quantitative data, ICA was found to has discriminant ability towards conflict mode. The result also shown that different levels of ICA resulted in different conflict modes as well. To support these findings, participants with different ICA scores were further participated in semi-structure interview.

To add more insights on differences in conflict mode, participants were requested to share their experience and perspective in handling conflict while working with individuals from various cultural backgrounds. Participants with lower ICA score and **cooperating** conflict mode were asked about their opinions in handling conflict and responded with,

> "I don't like to have enemy, so if I have a problem, I have to confront them and to try to find solution together and then the problem is clear. Trying to be a problem solver." (Participant III, 17 June 2018)

> "I tried to give better understanding regarding what I expect, while also trying to listen what their views about my expectation, in working." (Participant VI, 17 June 2018)

Participants pointed out that collaboration on solving the problem is crucial. Individuals need to have the initiative to open the discussion regarding conflict resolution. Conflict resolution requires effort from both parties, it is important to create the possibility to exchange ideas and expectation.

Then, participants with higher ICA score and **compromising** conflict mode were questioned regarding their experience in handling conflict. Participant was asked whether he/she confronted the other party during conflict and responded,

> "I didn't confront them directly. I went to the supervisor, I wrote an email that I raise my point and that the supervisor wrote me back, say sorry and I don't know, maybe they [are] talking to each other and ask him not to do that again." (Participant IV, 17 June 2018)

Participant claimed that he/she raised complaint regarding his colleague behavior and reached settlement. Participant decided to involve third party, their supervisor, to settle the conflict in working place.

> "If I can, you know do something to you know sort it out definitely I try to do that. But if you know the other person attitude, again the thing isn't [going] to understand, then you just to leave it and let it be." (Participant II, 18 May 2018)

Another participant added that initiate conflict resolution is vital, but if after several occasions the conflict still happen with the same person and problem, it is better to just leave it.

In addition, participants with avoiding and accommodating conflict mode were also questioned about their opinions in handling conflict. Participants in **avoiding** group of conflict mode responded with,

> "I try to understand them [and] to avoid conflict because that just not me. So, I will just say "okay, yeah, okay" but then I don't do it, to be honest." (Participant I, 18 May 2018)

> "Yeah, and maybe the next day or after sometimes I will try to explain to them." (Participant I, 18 May 2018)

Participant claimed to just avoid the conflict when it happens. Participant showed agreement towards the other party to minimize the argumentation. Participant stated that he/she will voice his/her opinion in another day after the situation has calmed down.

> "I think regarding this conflict, just simply say sorry and give them explanation, and moving on, just don't make a big fuss about it." (Participant VII, 17 June 2018)

Another participant from avoiding group added that he/she preferred to just apologize and try to give reasons. Participant explained that after apology, it is better to move forward and try to not talk about the conflict.

Meanwhile, participants with **accommodating** as conflict handling mode claimed,

> "First, I try to understand what exactly they want me to do. Then after that, I try to discuss this with my local colleagues, asking for help, if I'm missing something or misunderstood something. After that, I try to do the job referring to what we have discussed earlier." (Participant V, 17 June 2018)

> "Maybe because my conflict is minor thing, so it is not a big problem, usually as the time goes by, the conflict solved by itself. Sometimes, I try to understand them better and having discussion with my peers to solve the conflict." (Participant V, 17 June 2018)

> "The key is to understand their point of view and give your point of view. It works best when we are able to accommodate their needs and try to follow the rules. Then there will be no big issue or problem." (Participant VII, 17 June 2018)

Participants pointed out that during conflict, understanding others' point of view is crucial. In order to reach a solution, it is best to recognize other parties' interest and intention to reduce further damage and unnecessary conflict. Furthermore, if the conflict is categorized as minor and could have been avoided. Participant was also added that generally minor conflict will be solved over time.

To summarize, different levels of anxiety in intercultural communication resulted in different modes in handling conflict. Conflict mode of participants is explained in multicultural working environment. Different modes were reflecting difference in handling conflict.

DISCUSSION AND RECOMMENDATIONS

This chapter aims to present the discussion of this study. First was to study the causal relationship of ICA, generation, and conflict. Second objective was to estimate the association between work duration and ICA. Third objective was to estimate the association between ICA and conflict mode. In this part, the finding to answer the three objectives were discussed.

1. Discussions

1.1 ICA as Mediating Variable Between Generation and Conflict

This study investigated the causal relationship of ICA, generation, and conflict. The outcome showed that ICA was a perfect mediating variable between the other two variables. Generation accounted for 7.69 % of the variance in ICA, whereas ICA explained 5.66 % of the variance in conflict. The direct effect between generation and POC was negative (.8237), whereas the indirect effect was positive (.7513). This model explained that the indirect effect of generation differences could potentially lead to conflicts, mainly because it was mediated by the level of ICA.

According to results, outcome variable of ICA score had $p < .01$, suggested that generation was positively related to ICA. Moreover, Gen Y had lower level of ICA than Gen X. The results support former studies which reported that generation was one of the factors that might be associated to ICA. Additionally, different ways to communicate was found to be possessed by different generations (Strauss & Howe, 1997), which may lead to different levels of ICA. Gen Y is referred to for their modern characteristics, for example, global oriented, sociable, diverse, and keen on current or ongoing technology updates compared to former generation. Gen Y could easily access and share data online, resulting in various methods for learning and communicating.

As shown in the result, outcome variable of POC score had $p < .05$, suggesting it was statistically significant. It was noticed that ICA affected POC. Numerous researches over the most recent three decades have demonstrated that travelling and migration have made communication more intercultural, and it has shown that

misunderstanding is established in every encounter (Knapp and Knapp-Potthoff, 1990; Clyne, 1994; Scollon and Scollon, 1995; Thije, 2001). Misunderstanding which potentially lead to conflict, is an unavoidable and essential of intercultural communication.

In addition, participants with low level of ICA were found to encounter less conflict caused by cultural differences compared with those participants with higher ICA level. Low ICA level is expected to create and maintain positive relationship with colleagues in multicultural environment. As past studies have reported, successful conflict resolution is mostly affected by the quality of relationship among team members (Guilherme *et al.*, 2010). A team consisting members with positive and good relationship among others will likely demonstrate greater efforts in conflict resolution and vice versa. In order to achieve that state, frequent interactions are required, and low level of ICA certainly holds an important role (Axelrod, 1984; Ostrom, 1990).

Nevertheless, this study found that participant with high level of ICA experienced low conflict as well. Participant argued that he/she had less experience in multicultural environment as he/she just recently joined the current office. The participant stated the feeling of anxiety while interacting with those who have different cultural backgrounds. It resulted in avoiding unnecessary interaction during work. As presented in previous studies, individuals with high CA level appeared to censor themselves in case of disagreement with others during communication (Hayes *et al.*, 2005). High CA individuals are more likely to accommodate or maintain a distance from conflict and disagreement. Nevertheless, in this case, there was just a single participant found to have high ICA. To add more insight on individuals with high ICA and their conflict experience, further research must be conducted.

As demonstrated at the end of the result of qualitative data, ICA was observed to be a perfect mediating variable between generation and POC. ICA was function as third variable which showed that generation, as independent variable, had the capacity to influence the interest of POC as dependent variable. Mediation analysis concerned three strong connections among three paths. Path a (generation – ICA) and Path b (ICA – POC) were significant. Path c (generation – POC), or direct impact, yielded negative value of - .8237 which suggested that ICA was a perfect mediating variable among generation and POC. Moreover, indirect effect of generation and POC was observed to

have a positive value of .7513. If Path a and b are significant, the relation among dependent and independent variable is deemed insignificant (Baron and Kenny, 1986).

The result of qualitative data was integrated to help the result of quantitative data. The participant from low and high ICA levels had extreme distinction in term of experience in communicating with foreigner or individuals from different cultural backgrounds. Low ICA level participant was found to have positive feelings, for example, excitement, interest, and decent perception while interacting with individuals from different cultural backgrounds. On the other hand, the participant with high ICA showed to possess such negative feelings as fear, anxiety, and low confidence. This outcome supported Anxiety Uncertainty Management (AUM) theory by William B. Gudykunst and Mitch Hammer. In a condition when people experience high state of anxiety and uncertainty, they most likely will not be able to interpret others' behaviors or messages precisely (Gudykunst, 1995). For this situation, individuals are expected to decrease their anxiety level to have the capacity to interact and communicate well with individuals from different cultural backgrounds.

Concerning to conflicts experience, the participants disclosed numerous reasons driving conflicts events in multicultural environment. The results were in agreements with former studies that differences in performing task and work, expectation, attitude, beliefs, and norms created by diversity might cause conflict in intercultural communication (O'Reilly *et al.*, 1998).

The participants explained that conflict happened due to differences in performing task and work were mostly because of working pressure and pace. Different cultural backgrounds shape how individuals think and act (Ross, 1993), which may reveal the reason with respect to why the participants claimed that different nations had different working pace. Those differences in working pressure and pace at that point lead to conflict.

Another source of conflict was differences in expectation. It was found that conflict occurred because of different expectations among participants and their colleagues concerning government regulations in host country. In this case, diplomats from developed country seemed to have high expectation on government regulations in host country, which is a developing country. They expected better speed, service, and performance of government in host country.

Then, attitude was likewise found to create conflicts in multicultural environment. The participants encountered that their colleagues had demonstrated superior acts and undermined them as equal colleagues. This act was thought about as excluding them on formal and casual meetings. The participants supposed that this act happened due to their nationality as an individual from a developing country. It was agreement with former studies which documented that native English speaker usually seemed superior and more confident about expressing their thoughts (Zoels and Silbermayr, 2010).

To proceed, differences in beliefs were also found to create conflict. As described by participant's experience, colleagues from different countries found that religious exercises in host country sometimes were viewed as disturbance since certain employees will in general use it as purpose to have longer break time during working hours.

Meanwhile, difference in norms covered verbal and non-verbal acts which considered as rude, inappropriate, or offensive. Verbal acts include calling or addressing to individuals from different cultural backgrounds with terms which are viewed as offensive. In this case, the participants experienced conflict as they frequently address their colleagues with improper terms. Conflict happened due to participant's lack of knowledge in their colleague's cultures. Non-verbal acts were exemplified by a few participants as touching head and pointing with feet, which are not suitable in some cultures. When people from different cultures communicate and the recipient does not have same cultural variables and social values, cultural awareness is crucial so as to achieve mutual understanding (Beamer, 1992). This condition fits one noteworthy hypothesis of The Communication Accommodation Theory (CAT), norms impact the accommodation process which varies in the level of appropriateness. Former study proposed that to accomplish desired communicative exchanges, a decent balance of convergence to build up interest to communicate, just as divergence to create a healthy sense of group identity is required (Cargile and Giles, 1996).

Feeling while encountering conflict were specified by the participants as negative. They explained that they felt as they were stepping back. Other than experiencing negative feelings, conflict was also found to influence work performance. This result was described by number of participants as negative effects which could

resulting working inactivity. The participants explained that they would not like to work and to speak with others when they were having conflicts in the workplace. They described that it may destroy working mood and create the feeling of mental disturbance.

Some participants explained that they often encountered conflicts with individuals from specific cultural background. The participants referred some nationalities, for example, Singapore, Cambodia, France, and Germany. The reason of those conflicts was mainly pronunciation or accent of individuals from ASEAN countries. Some non-native English speakers as their second or third language have ability to interact in English, yet barely articulate several words correctly. They completely lose the accent. This leads to difficulties for others to comprehend and appropriately interpret their messages. In the meantime, different reasons were race-prejudice, superior act, or general cultural differences. Superior act and race-prejudice were shown by individuals from developed country to individuals from developing country.

This study mainly proposed the relationship between generation, ICA, and conflict. Present study suggested a correlational model of conflict in multicultural environment, generation, and CA. Theoretically, the proposal of this model is to emphasis on the role of anxiety and apprehension in conflict and generation. The model recommended that younger generation has lower anxiety compared to older generation. Meantime, lower anxiety level proposes less conflict occurrence. The model recommended that generation and conflict is related when it is mediated by anxiety. Inability to communicate the anxiety and apprehension in a proper and effective way causes conflict unavoidable.

1.2 Differences in ICA between Work Duration

Difference in work duration in employees with various levels of ICA was explored in this study. The outcome was statically noteworthy with p-value at .003. Post hoc test was directed with Fisher's Least Significant Difference (LSD) and resulted

significant difference between group at .05 and .001 level. Lowest ICA level was found in employees with 1-2 years of experience compared to others group. It was followed by slight difference of group with more than 11 years' experience.

Outcome of result showed that variable of ICA score had $p < .01$ which was interpreted that work duration was certainly associated with ICA. The longer work duration in multicultural environment suggested longer time of participants' interaction with individuals from culturally different background. It helps prior investigation which revealed intercultural development as a result of both formal and informal learning from regular activities in multicultural contexts (Mendez Garcia and Perez Canado, 2010).

Nevertheless, the lowest ICA level was possessed by participants from 1-2 years of experience, who came from Gen Y, or younger generation. It has been documented for that generation is one of the factors that related with ICA (Watson *et al.*, 1988; Watson *et al.*, 1989). Numerous studies have reported that different generations introduced different approaches to communicate (Strauss and Howe, 1997), which probably lead to different levels of anxiety. Younger generation is acknowledged for their capacity to operate most recent technology, for example, internet, to share and access information. This advantage lead to various methods for communicating and learning. In addition, younger generation will in general have current attributes, for example, global oriented, diverse, and sociable.

Based on the results, anxiety level consistently increased due to the longer the work duration, which proposed the older age and generation also. Although, it is interesting to find that the last group (more than 11 years of experience) had low level of ICA with just a slight difference of .07 from the first group (1-2 years of experience). It can be explained that ICA will reduce after 11 years of involvement in multicultural environment. This finding supports Langer's research (1989) which aims on the combination of skills, knowledge, and motivation to support management of goals in intercultural context. It additionally supports numerous past investigations that the intensity of intercultural experience leads to more diverse and intercultural personality (Kim, 1995; Weber, 2005).

It was discovered that the result of quantitative data was supported qualitative data. Participant with more than 11 years of experience and low level of ICA claimed that his/her own experience brought about a capacity to communicate well with

culturally different individuals. Although no intercultural training was attended, the procured expertise was claimed because of day by day communication with individuals with culturally different backgrounds, which was an aspect of his/her responsibilities as a diplomat. This finding supports previous studies that individuals with prior experience abroad, or in multicultural environment, will have better communication skills in intercultural context than other people who do not have (Wills and Barham, 1994).

Individuals with low ICA level clarified how they adjust in multicultural environment in order to establish appropriate communication with culturally different individuals. It was discovered that understanding, learning from previous experience, maintaining professional, and initiative are great points to note in adaptation process.

Initially, understanding was found to help adaptation process in multicultural environment. In this state, to comprehend others' perspective and to have the capacity to picture their point of views are essential. To begin a decent relation with culturally different individuals, individuals are expected to show some communication adjustment, for example, understanding. It fits The Communication Accommodation Theory's (CAT) significant hypothesis, that the accommodation of the verbal and nonverbal language is utilized to accomplish favored level of social gap between individuals (Cargile and Giles, 1996). This demonstration of accommodation includes having the capacity to comprehend others' perspective and adjust response accordingly.

At that point, to learn and to improve from prior experiences were claimed to support adaptation process. These experiences were clarified in specific forms, for example, learning from others' experiences, behavior, or even internet. Individuals who work in multicultural environment are required to be flexible so as to learn from others' experience and behavior. Meanwhile, internet was referenced as a good source to enhance the knowledge about other cultures. This discovery fits prior investigation that intercultural respect and understanding which are recently referenced, are set up from individual experience with culturally different people (Wills and Barham, 1994).

Next, professionalism was found to support exceeding adaptation process. To be professional was likely to decrease misunderstanding which can cause conflict by lessening pointless discussion. Separating work and individual issues was disclosed by participant to keep up positive relation outside and inside office in professional manner.

As prior investigations have shown, communication issues were mostly associated with general institutional issues. One of its fundamental sources is due to misunderstanding which is connected to institutional setting and individual's role in discussion. To add, it tends to be shown in storytelling and communicating urgency (Rost-Roth, 2006).

Finally, member described that initiative was mandatory to accomplish effective adaptation in multicultural environment. As described by Anxiety Uncertainty Management (AUM) theory, people with high level of ICA have uneasy, tension, or anxiety to interact with people from different cultural backgrounds (Gudykunst, 1995). This concept is upheld by Anxiety/Uncertainty Management (AUM) theory which expressed that minimum level of anxiety and uncertainty is mandatory to conduct and continue communication process (Gudykunst, 1995).

To conclude, the main recommendation from the present study is the intensity of interaction with individuals from different cultural background will advantage individuals regarding reducing ICA. This investigation proposed a comparison model of ICA based on work duration in multicultural environment. The model suggested that longer intensity of intercultural exposure can lower ICA level. To lessen the level of anxiety and uncertainty, cultural adaptation is required. A study in the US was accounted for the reduction of intergroup anxiety and uncertainty increased the level of intercultural adaptation (Gao and Gudykunst, 1990). This investigation likewise suggested that so as to make successful interaction and adaptation between culturally different individuals in multicultural environment, it is expected to exhibit a few characteristics, for example, understanding, learning from experience, professionalism, and initiative.

1.3 Association between ICA and Conflict Mode

The differences of conflict mode between employees with various ICA levels described in this study. The study found that ICA has discriminant ability over conflict mode. Participants from cooperating group of conflict mode were found to have the lowest ICA score of 29.00 compared to other groups. This followed by participants from accommodating, avoiding, and compromising with the highest ICA score of 39.86.

As shown in the results, p value was observed to be significant at $< .001$ level and described 17% variance of the correlation based on discriminant investigation. Further reversed ANOVA was applied and demonstrated the significance value of .003. Post-hoc with Fisher's Least Significant Difference (LSD) was employed and reported significant difference between group at .05 and .001 level. The outcome was interpreted as different conflict modes has different ICA levels.

No participant was found to have competing mode therefore only four group of conflict mode were shown. This result was in agreement with The Face Negotiation Theory (FNT) which has the fundamental presumption of saving "face" is one of main concerns when individuals are handling conflict. Individuals from different cultures have different priorities of saving "face" (Ting-Toomey, 2005). In former studies, individual from individualistic cultures, for example, American, are worried about saving their own faces in conflict situation, in this way they will in general use competing conflict handling mode. On contrary, individuals from collectivist societies, for example, South Korea, China, Taiwan, and other Asian countries are worried in saving the other person face, therefore they will in general use cooperating, accommodating, or avoiding style to deal with conflict (Oetzel and Ting-Toomey, 2003).

The lowest ICA score was found to have in participants from cooperating group. Cooperating mode has seen as the best style to manage with most conflict. This style shows collaboration, empathy, objectivity, creativity, and feelings recognition (Folger et al., 1993). It also includes open and real exchange of thoughts as an effort to accomplish a proper solution for both parties (Folger *et al.*, 1993). Lower anxiety level is needed in order to exchange thoughts with opposite party during conflict. This concept is also supported by Anxiety/Uncertainty Management (AUM) theory which indicated that low anxiety level is desired to continue and conduct communication process (Gudykunst, 1995). Participants from cooperating group claimed that they will in general confront the opposite side to open a discussion to resolve the conflict together. The discussion included sharing and exchanging expectation and opinion. It supports prior investigation that to manage intercultural conflict effectively, it is important to communicate the conflict (Martin and Nakayama, 2010).

In the meantime, the highest ICA score was observed to be in compromising group. In order to resolve conflict with colleagues, the participants from compromising group claimed that they raised a complain to supervisor in working place. Participants also pointed out that they will make effort during conflict, however if conflict frequently happening it is better to ignored. Compromising mode has moderate interest for the both sides. Compromising isn't as much successful as cooperating as they have less interest to the solution (Rahim, 1986; Rahim and Magner, 1995).

Then, participants from avoiding group will in general show understanding during the argument to avoid the conflict. Participants won't do the interest of opposite party, however rather attempting to convey their idea the following day or later after the condition has calmed down. Another participant added that he/she will sincerely apologize, regardless of his/her fault, to leave the conflict. It fits prior investigation that this style demonstrates low interest to the issue which can be reflected in the decision to deny, evade, or pass through the conflict which is often viewed negatively in dominant U.S. cultural context. Although in some cultural contexts, this style is viewed as a satisfactory methodology if it used by both parties as it might develop peaceful relationships. Individuals that utilization this technique will in general esteem the relationship more than the issue and this style is suitable if the issue is negligible or if other party can take care the conflict better (Wilmot and Hocker, 2001).

Next, participants from accommodating group argued that to understand the intention of opposite party is important to resolve conflict. Participants made greater effort to accommodate others' interest in order to make solution and keep up the good relationship. It supports past finding that this style is preferred when people value the relationship more than the conflict, and usually happened when one party has higher power or status than the other (Thomas and Kilmann, 1974; Rahim and Magner, 1995). In spite of the fact that conflict is considered as difficult procedure, yet through conflict people can build up the strong relationship. After experiencing positive conflict, it builds up a stronger, healthier, and more satisfying relationship (Canary *et al.*, 1995). They can add new information about other individuals or group, to solve more serious conflict, and increase cohesiveness (Filley, 1975).

To conclude, the principle suggestion of this study is the level of ICA score can discriminate conflict handling mode. Reducing anxiety level in intercultural interaction

will advantage people to achieve better conflict resolution in multicultural environment. The model suggested that lower ICA score can result in better conflict mode, which is cooperating mode.

2. Conclusion and Recommendations

2.1 Conclusion

This study discovered that ICA was a perfect mediating variable between generation and conflict. The result suggested that generation had indirect effect towards conflict, when it was mediated by ICA. Different generations were found to have different ICA levels, with Gen Y had lower anxiety compared to older generation, Gen X. Differences in performing task and work (working pressure and work pace), expectation, attitude, beliefs, and norms were discovered to cause conflict in multicultural office. Employees with low ICA level were found to have less conflict than those with higher anxiety level. Work performance and mood were found to be affected by conflict occurrence. It further resulted in less productivity in office. To add, conflicts might occur only with individuals from specific cultural background. It was caused by lack of ability in communicating in common language, superior act, and racial-prejudice which this study found to mainly happen to members of developing country.

This study also found that work duration certainly related to ICA. Distinctive work duration lead to various ICA levels. ICA level of group with more than 11 years of experience was significantly lower than other group with less experience period, aside from group of younger generation with 1-2 years of experience. This investigation recommends that ICA will reduce after 11 years of working in multicultural environment. Additionally, this study has discovered that specific qualities were viewed as important to build up strong connection with people from different cultural backgrounds. These qualities were referenced, for example, understanding, enthusiasm to learn from past experience, professional, and initiative supports adaptation process in multicultural environment.

Additionally, ICA was found to has discriminant ability over conflict mode. Different conflict modes were found to have different levels of ICA. The ICA score of

cooperating group was significantly lower, and compromising group had the highest score. This study suggests that lower level of ICA tend to have cooperating conflict mode, which is the recommended mode of handling and dealing with conflict.

2.2 Recommendations

This study featured on better comprehension of decreasing ICA to help better interaction with individuals from different cultural backgrounds. The outcome will benefit to avoid and settle unnecessary conflict and expected to improve employees' performance when they are required to work in multicultural environment. Nevertheless, work experience is not the only way to build the intensity of interaction with culturally different individuals.

1. Educational and cultural plans could be advantageous in supporting employees to reduce their CA and improving their intercultural communication quality. Company and university are encouraged to offer different projects to study or work abroad to get global and intercultural experience, for example, cultural program, course, or training. A case of accessible training reference is Theory Based Adjustment Training which was adjusted from AUM Theory.

2. More knowledge on these discoveries required further examination on various cultural groups with more diverse methodological and theoretical considerations to less-studied group, for instance senior citizens or retiree. This topic is significantly recent in ASEAN countries, thus, to lead this research with bigger members among ASEAN nationals is respectfully recommended.

Prior studies of ICA were examinations on majority groups, special geographical region, and student samples. This investigation answered to fill in the gap by revealing ICA differences of representatives of Embassies to ASEAN countries in Jakarta, Indonesia and give a theoretical model which shows a theoretical relational model of which describes ICA and its association with generation, work duration, conflict and conflict mode.

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APPENDIXES

Appendix 1

Sample

No.	Office	Population			Sample			Check Sample
		Amount	Female	Male	Amount	Female	Male	
1	BRUNEI DARUSSALAM	5	3	2	3	2	1	TRUE
2	CAMBODIA	7	3	4	5	2	3	TRUE
3	INDONESIA	16	6	10	11	4	7	TRUE
4	LAO	6	1	5	4	1	3	TRUE
5	MALAYSIA	9	6	3	6	4	2	TRUE
6	MYANMAR	7	4	3	5	3	2	TRUE
7	PHILIPINES	8	4	4	6	3	3	TRUE
8	SINGAPORE	7	3	4	5	2	3	TRUE
9	THAILAND	11	8	3	8	6	2	TRUE
10	VIETNAM	5	1	4	3	1	2	TRUE
11	USA	21	7	14	15	5	10	TRUE
12	AUSTRALIA	8	5	3	6	4	2	TRUE
13	CANADA	7	4	3	5	3	2	TRUE
14	EUROPEAN UNION	3	2	1	2	1	1	TRUE
15	JAPAN	21	7	14	15	5	10	TRUE
16	CHINA	11	4	7	8	3	5	TRUE
17	NEW ZEALAND	4	4	0	3	3	0	TRUE
18	KOREA	8	4	4	6	3	3	TRUE
19	RUSSIA	2	0	2	1	0	1	TRUE
20	INDIA	9	4	5	6	3	3	TRUE
	TOTAL	175	80	95	123	58	65	

Appendix 2

Questionnaire

Conflict Experience and Mode of Employees Working in Multicultural Environment

1. This questionnaire consists of four parts and will take approximately 7-10 minutes in total.

2. Your study data will be handled as confidentially as possible. If results of this study are published or presented, individual names and other personally identifiable information will not be used.

3. Should you require further assistance, you may contact the researcher, Ms. Handini Trisasanti, at (+66) 80-208-1014 or (+62) 811-6111-915, and email h.trisasanti@gmail.com

Research purpose can be accessed here:
http://bit.ly/RPurpose
Cover letter from Prince of Songkla University can be accessed here: http://bit.ly/CovLetter

To value the time given by participants, researcher provides souvenir from Thailand that could be delivered to participant's office in July and September 2018. If participants wish to receive the souvenir, please kindly write name and office in the section provided.

* Required

Email address *

Your email

Name & Office

Your answer

Consent *

☐ I understand that the researcher will not identify me by name in any reports using information obtained from this interview, and that my confidentiality as a participant in this study will remain secure. Subsequent uses of records and data will be subject to standard data use policies which protect the anonymity of individuals and institutions.

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NEXT

Demographic Informations

This part consists of 6 (six) socio-demographic questions.

1. What is your gender? *
○ Male
○ Female

2. What is your age? *
○ 1. 17-26 year olds
○ 27-36 year olds
○ 37-46 year olds
○ 47-56 year olds
○ Over 57 year olds

3. How long have you been working in multicultural environment? *
e.g. years working in embassy since your first post/any other company with international exposure
○ 1-2 years
○ 3-5 years
○ 6-8 years
○ 9-11 years
○ Over 11 years

4. Have you ever attended training/seminar related to intercultural communication? *
○ Yes
○ No

5. What is your nationality? *
○ Brunei Darussalam
○ Cambodia
○ Indonesia
○ Lao
○ Malaysia
○ Myanmar
○ Philippines
○ Singapore
○ Thailand
○ Vietnam
○ Australia
○ Canada
○ China
○ European Union
○ India
○ Japan
○ Korea
○ New Zealand
○ Russia
○ United States
○ Other:

6. What is your education level? *
○ Bachelor Degree
○ Master Degree
○ PhD

Page 2 of 5
BACK   NEXT

Intercultural Communication Apprehension

This part consists of 14 questions with 1-5 scale answer, which 1 indicates strongly disagree and 5 indicates strongly agree.

1. Generally, I am comfortable interacting with a group of people from different cultures. *

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

2. I am tense and nervous while interacting with people from different cultures. *

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

3. I like to get involved in group discussion with others who are from different cultures. *

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

4. Engaging in a group discussion with people from different cultures makes me nervous. *

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

5. I am calm and relaxed with interacting with a group of people who are from different cultures. *

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

6. While participating in a conversation with a person from a different culture, I get nervous. *

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

7. I have no fear of speaking up in a conversation with a person from a different culture. *

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

8. Ordinarily I am very tense and nervous in a conversation with person from a different culture. *

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

9. Ordinarily I am very calm and relaxed in conversations with a person from a different culture. *

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

10. While conversing with a person from a different culture, I feel very relaxed. *

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

11. I am afraid to speak up in conversations with a person from a different culture. *

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

12. I face the prospect of interacting with people from different cultures with confidence. *

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

13. My thoughts become confused and jumbled when interacting with people from different cultures. *

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

14. Communicating with people from different cultures makes me feel uncomfortable. *

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

BACK   NEXT

The Presence of Conflict

This part consists of 8 questions with 1-5 scale answer, which 1 indicates never and 5 indicates always.

1. How often do you have conflict with colleagues caused by different cultural backgrounds? *

	1	2	3	4	5	
Never	○	○	○	○	○	Always

2. How often differences in cultural background caused conflict in performing tasks and work? *

	1	2	3	4	5	
Never	○	○	○	○	○	Always

3. How often do the conflicts arise from the differences in expectations among colleagues from different cultural background? *

	1	2	3	4	5	
Never	○	○	○	○	○	Always

4. How often do the conflicts arise from the differences in attitudes among colleagues from different cultural background? *

	1	2	3	4	5	
Never	○	○	○	○	○	Always

5. How often do the conflicts arise from the differences in beliefs among colleagues from different cultural background? *

	1	2	3	4	5	
Never	○	○	○	○	○	Always

6. How often do the conflicts arise from the differences in norms among colleagues from different cultural background? *

	1	2	3	4	5	
Never	○	○	○	○	○	Always

7. How often the conflict(s) that occurred are affecting your work performance? *

	1	2	3	4	5	
Never	○	○	○	○	○	Always

8. In general, how often you can solve your conflict(s)? *

	1	2	3	4	5	
Never	○	○	○	○	○	Always

BACK   NEXT

Conflict Mode

This is the last part of this questionnaire. This part consists of 30 numbers numbers each consisted of two statements describing possible behavioral responses.
For each pair, please choose the "A" or "B" statement which is most characteristic of your own behavior. In many cases, neither the "A" nor the "B" statement may be very typical of your behavior, but please select the response which you would be more likely to use.

1. *

○ A. There are times when I let others take responsibility for solving the problem.

○ B. Rather than negotiate the things on which we disagree, I try to stress those things upon which we both agree.

2. *

○ A. I try to find a compromise solution.

○ B. I attempt to deal with all of another's and my concerns.

3. *

○ A. I am usually firm in pursuing my goals.

○ B. I might try to soothe the other's feelings and preserve our relationship.

4. *

○ A. I try to find a compromise solution.

○ B. I sometimes sacrifice my own wishes for the wishes of the other person.

5. *

○ A. I consistently seek the other's help in working out a solution.

○ B. I try to do what is necessary to avoid useless tensions.

6. *

○ A. I try to avoid creating unpleasantness for myself.

○ B. I try to win my position.

7. *

○ A. I try to postpone the issue until I have had some time to think about it.

○ B. I give up some points in exchange for others.

8. *

○ A. I am usually firm in pursuing my goals.

○ B. I attempt to get all concerns and issues immediately out in the open.

9. *

○ A. I feel that differences are not always worrying about.

○ B. I make some effort to get my way.

10. *

○ A. I am firm in pursuing my goals.

○ B. I try to find a compromise solution.

11. *

○ A. I attempt to get all concerns and issues immediately out in the open.

○ B. I might try to soothe the other's feelings and preserve our relationship.

12. *

○ A. I sometimes avoid taking positions which would create controversy.

○ B. I will let another have some of their positions if they lets me have some of mine

13. *

○ A. I propose middle ground.

○ B. I press to get my points made.

14. *

○ A. I tell another my ideas and ask them for theirs.

○ B. I try to show him the logic and benefits of my position.

15. *

○ A. I might try to soothe the other's feelings and preserve our relationship.

○ B. I try to do what is necessary to avoid tension.

16. *

○ A. I try not to hurt the other's feelings.

○ B. I try to convince the other person of the merits of my position.

17. *

○ A. I am usually firm in pursuing my goals.

○ B. I try to do what is necessary to avoid useless tensions.

18. *

○ A. If it makes the other person happy, I might let them maintain their views.

○ B. I will let the other person have some of their positions if they let me have some of mine.

19. *

○ A. I try to get all concerns and issues immediately out in the open.

○ B. I try to postpone the issue until I have had some time to think it over.

20. *

○ A. I attempt to immediately work through our differences.

○ B. I try to find a fair combination of gains and losses for both of us.

21. *

○ A. In approaching negotiations, I try to be considerate of the other person's feelings.

○ B. I always lean toward a direct discussion of the problem.

22. *

○ A. I try to find a position that is intermediate between mine and another person's.

○ B. I assert my wishes

23. *

○ A. I am often concerned with satisfying all my wishes.

○ B. There are times when I let others take responsibility for solving problems.

24. *

○ A. If the other's position seems important to them, I would try to meet their wishes.

○ B. I try to get the other person to settle for a compromise.

25. *

○ A. I try to show the other person the logic and benefits of my position.

○ B. In approaching negotiations, I try to be considerate of the other person's wishes.

26. *

○ A. I propose a middle ground.

○ B. I am nearly always concerned with satisfying all my wishes.

27. *

○ A. I sometimes avoid taking positions that would create controversy.

○ B. If it makes the other person happy, I might let them maintain their views.

28. *

○ A. I am usually firm in pursuing my goals.

○ B. I feel that differences are not always worth worrying about.

29. *

○ A. I propose middle ground.

○ B. I feel that differences are not always worth worrying about.

30. *

○ A. I try not to hurt the other person's feelings.

○ B. I always share the problem with the other person so that we can work it out.

BACK   SUBMIT

Questionnaire for Research

Conflict Experience and Mode of Employees Working in Multicultural Environment
A Case Study of Embassies to ASEAN Employees

Explanation

1. This questionnaire consists four parts:

   Part 1: Demographic factors

   Part 2: Intercultural Communication Apprehension

   Part 3: The Presence of Conflict

   Part 4: Conflict Mode

2. Your study data will be handled as confidentially as possible. If results of this study are published or presented, individual names and other personally identifiable information will not be used.

3. If you have any questions, you may contact the researcher, Ms. Handini Trisasanti, at (+66) 80-208-1014 or (+62) 811-6111-915, and email h.trisasanti@gmail.com

☐   I understand that the researcher will not identify me by name in any reports using information obtained from this interview, and that my confidentiality as a participant in this study will remain secure. Subsequent uses of records and data will be subject to standard data use policies which protect the anonymity of individuals and institutions.

Part 1: Demographic Factors

1. What is your gender?

   ☐ 1. Male   ☐ 2. Female

2. What is your age?

   ☐ 1. 17-26 year olds   ☐ 2. 27-36 year olds

   ☐ 3. 37-46 year olds   ☐ 4. 47-56 year olds

   ☐ 5. Over 57 year olds

3. How long have you been working in multicultural environment? (e.g. years working in embassy since your first post/any other company with international exposure)

   ☐ 1. 1-2 years   ☐ 2. 3-5 years

   ☐ 3. 6-8 years   ☐ 4. 9-11 years

   ☐ 5. Over 11 years

4. Have you ever attended training/seminar related to intercultural communication?

   ☐ 1. Yes   ☐ 2. No

   If yes, please list……………………………………………………………

5. What is your nationality?

   ASEAN Countries

   ☐ 1. Brunei Darussalam   ☐ 2. Cambodia

   ☐ 3. Indonesia   ☐ 4. Lao

   ☐ 5. Malaysia   ☐ 6. Myanmar

   ☐ 7. Philippines   ☐ 8. Singapore

   ☐ 9. Thailand   ☐ 10. Vietnam

   Non-ASEAN Countries

   ☐ 11. Australia   ☐ 12. Canada

   ☐ 13. China   ☐ 14. European Union

   ☐ 15. India   ☐ 16. Japan

   ☐ 17. Korea   ☐ 18. New Zealand

☐ 19. Russia   ☐ 20. United States

6.   What is your education level?

☐ 1. Bachelor Degree   ☐ 2. Master Degree

☐ 3. PhD

Part 2: Intercultural Communication Apprehension

Personal Report of Intercultural Communication Apprehension (PRICA)

Scale: Level of agreement

1   Strongly disagree

2   Disagree

3   Neither agree nor disagree

4   Agree

5   Strongly agree

Statements	Level of agreement				
	5	4	3	2	1
1. Generally, I am comfortable interacting with a group of people from different cultures.					
2. I am tense and nervous while interacting with people from different cultures.					
3. I like to get involved in group discussion with others who are from different cultures.					
4. Engaging in a group discussion with people from different cultures makes me nervous.					
5. I am calm and relaxed with interacting with a group of people who are from different cultures.					
6. While participating in a conversation with a person from a different culture, I get nervous.					

Statements	Level of agreement				
	5	4	3	2	1
7. I have no fear of speaking up in a conversation with a person from a different culture.					
8. Ordinarily I am very tense and nervous in a conversation with person from a different culture.					
9. Ordinarily I am very calm and relaxed in conversations with a person from a different culture.					
10. While conversing with a person from a different culture, I feel very relaxed.					
11. I am afraid to speak up in conversations with a person from a different culture.					
12. I face the prospect of interacting with people from different cultures with confidence.					
13. My thoughts become confused and jumbled when interacting with people from different cultures.					
14. Communicating with people from different cultures makes me feel uncomfortable.					

Part 3: The Presence of Conflict

Conflict is involving a perceived or a real *incompability* of goals, values, expectations, processes, or outcomes between two or more *interdependent* individuals or groups(Martin and Nakayama, 2010).

Conflict caused by cultural differences in this research could be interpreted as the conflicts occur in the team as a result of diversity, because it makes a difference in performing tasks and work, caused by differences in expectation, attitude, beliefs, and norms adopted by each members (O'Reilly *et al.*, 1998)

      Scale: Level of frequency

         1   Never

2	Rarely
3	Sometimes
4	Often
5	Always

Questions	Level of frequency				
	1	2	3	4	5
1. How often do you have conflict with colleagues <u>caused by different cultural backgrounds?</u>					
2. How often differences in cultural background caused conflict in performing tasks and work?					
3. How often do the conflicts <u>arise from the differences in expectations</u> among colleagues from different cultural background?					
4. How often do the conflicts <u>arise from the differences in attitudes</u> among colleagues from different cultural background?					
5. How often do the conflicts <u>arise from the differences in beliefs</u> among colleagues from different cultural background?					
6. How often do the conflicts <u>arise from the differences in norms</u> among colleagues from different cultural background?					
7. How often the conflict(s) that occurred are affecting your work performance?					
8. In general, how often you can solve your conflict(s)?					

Part 4: Conflict Mode

THOMAS-KILMANN CONFLICT MODE QUESTIONNAIRE

On the following pages are several pairs of statements describing possible behavioral responses. For each pair, please circle the "A" or "B" statement which is most characteristic of your own behavior.

In many cases, neither the "A" nor the "B" statement may be very typical of your behavior, but please select the response which you would be more likely to use.

1. A. There are times when I let others take responsibility for solving the problem.
   B. Rather than negotiate the things on which we disagree, I try to stress those things upon which we both agree.

2. A. I try to find a compromise solution.
   B. I attempt to deal with all of another's and my concerns.

3. A. I am usually firm in pursuing my goals.
   B. I might try to soothe the other's feelings and preserve our relationship.

4. A. I try to find a compromise solution.
   B. I sometimes sacrifice my own wishes for the wishes of the other person.

5. A. I consistently seek the other's help in working out a solution.
   B. I try to do what is necessary to avoid useless tensions.

6. A. I try to avoid creating unpleasantness for myself.
   B. I try to win my position.

7. A. I try to postpone the issue until I have had some time to think about it.
   B. I give up some points in exchange for others.

8. A. I am usually firm in pursuing my goals.
   B. I attempt to get all concerns and issues immediately out in the open.

9. A. I feel that differences are not always worrying about.
   B. I make some effort to get my way.

10. A. I am firm in pursuing my goals.
    B. I try to find a compromise solution.

11. A. I attempt to get all concerns and issues immediately out in the open.
    B. I might try to soothe the other's feelings and preserve our relationship.

12. A. I sometimes avoid taking positions which would create controversy.
    B. I will let another have some of their positions if they lets me have some of mine.

13. A. I propose middle ground.
    B. I press to get my points made.

14. A. I tell another my ideas and ask them for theirs.
    B. I try to show him the logic and benefits of my position.

15. A. I might try to soothe the other's feelings and preserve our relationship.
    B. I try to do what is necessary to avoid tension.

16. A. I try not to hurt the other's feelings.
    B. I try to convince the other person of the merits of my position.

17. A. I am usually firm in pursuing my goals.
    B. I try to do what is necessary to avoid useless tensions.

18. A. If it makes the other person happy, I might let them maintain their views.
    B. I will let the other person have some of their positions if they let me have some of mine.

19. A. I try to get all concerns and issues immediately out in the open.
    B. I try to postpone the issue until I have had some time to think it over.

20. A. I attempt to immediately work through our differences.
    B. I try to find a fair combination of gains and losses for both of us.

21. A. In approaching negotiations, I try to be considerate of the other person's feelings.
    B. I always lean toward a direct discussion of the problem.

22. A. I try to find a position that is intermediate between mine and another person's.
    B. I assert my wishes.

23. A. I am often concerned with satisfying all my wishes.
    B. There are times when I let others take responsibility for solving problems.

24. A. If the other's position seems important to them, I would try to meet their wishes.
    B. I try to get the other person to settle for a compromise.

25. A. I try to show the other person the logic and benefits of my position.
    B. In approaching negotiations, I try to be considerate of the other person's wishes.

26. A. I propose a middle ground.
    B. I am nearly always concerned with satisfying all my wishes.

27. A. I sometimes avoid taking positions that would create controversy.
    B. If it makes the other person happy, I might let them maintain their views.

28. A. I am usually firm in pursuing my goals.
    B. I feel that differences are not always worth worrying about.

29. A. I propose middle ground.
    B. I feel that differences are not always worth worrying about.

30. A. I try not to hurt the other person's feelings.
    B. I always share the problem with the other person so that we can work it out.

Appendix 3

Semi-structured interview

Intercultural Communication Apprehension

1. Have you ever heard about ICA before?
2. What do you think about working with people from other cultural backgrounds?

Conflict Presence

3. Have you ever experienced any conflicts when working with colleagues from different cultural backgrounds?
4. If so, how often have you experienced conflict as mentioned previously?
5. If not, how do you manage to maintain good relationship with colleagues from different cultural backgrounds?
6. What was the conflict about?
7. Are the conflicts usually regarding <u>differences in performing work</u> and/or <u>differences in expectation, attitude, beliefs, and norms</u>?
8. Do you think the conflict could have been avoided?
9. How did you feel when you were experiencing conflict?
10. Did the conflict(s) affect your work performance in office?
11. Are you experiencing conflict only with people from 'specific' cultural background?
12. Do you think you generally solve the conflict well?

Conflict Mode

13. How do you usually resolve conflict?
14. Do you tend to do the same 'mode' in handling conflict?

Appendix 4

Photo
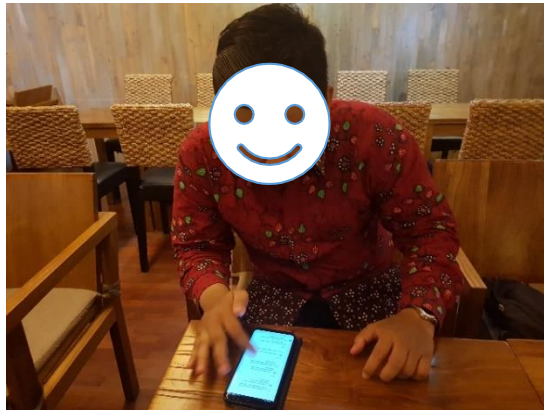
Manuscript 1

Manuscript Details

Manuscript number	IJIR_2019_53
Title	The role of intercultural communication apprehension as a mediator between generation and conflict
Article type	Full Length Article

Abstract

The purpose of this study was to investigate causal relationship between generation, intercultural communication apprehension (ICA), and the presence of conflict in multicultural environment. Employing mixed method with sequential explanatory strategy, the study primarily used questionnaire and semi-structured interview as data collecting instruments. A total of 130 employees working for ASEAN countries embassies participated in the study. The data obtained were then analyzed using Mediation Analysis with PROCESS Macro tool to examine ICA as a mediating variable between generation and conflict. The study revealed that ICA was affected by generation and positively related to conflict. Generation, on the contrary, had an indirect effect on conflict. These findings implied the role of ICA as a perfect mediating variable between generation and conflict, which may assist in portraying how different generations can potentially lead to conflict when mediated by ICA. Moreover, conflict caused by cultural differences in multicultural environment was found as a result of differences in performing task and work, expectation, attitude, beliefs, and norms. It affected work performance and mood, resulting further in less productivity. The result of this study has implications for future research in academic and application level, which can be reflected in educational environment.

Keywords	Intercultural communication apprehension; Generation; Conflict; Mediator; Multicultural environment.
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There are no linked research data sets for this submission. The following reason is given:
The data that has been used is confidential

1

1 **The role of intercultural communication apprehension as a mediator between**

2 **generation and conflict**

3

4

5 To be submitted to International Journal of Intercultural Relations

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10   collecting instruments. A total of 130 employees working for ASEAN countries

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12   Mediation Analysis with PROCESS Macro tool to examine ICA as a mediating variable

13   between generation and conflict. The study revealed that ICA was affected by generation

14   and positively related to conflict. Generation, on the contrary, had an indirect effect on

15   conflict. These findings implied the role of ICA as a perfect mediating variable between

16   generation and conflict, which may assist in portraying how different generations can

17   potentially lead to conflict when mediated by ICA. Moreover, conflict caused by cultural

18   differences in multicultural environment was found as a result of differences in

19   performing task and work, expectation, attitude, beliefs, and norms. It affected work

20   performance and mood, resulting further in less productivity. The result of this study has

21   implications for future research in academic and application level, which can be reflected

22   in educational environment.

23   **Keywords:** Intercultural communication apprehension; Generation; Conflict; Mediator;

24   Multicultural environment.

25   **Introduction**

26   Communication skill is recognized as one of the most fundamental soft skills to support

27   work and academic activities. The ability to convey and express ideas in an appropriate way

28   is necessary to reduce confusion that may occur during social interaction. Some individuals

29   may experience difficulties to communicate, especially with people from different cultural

30   backgrounds. Therefore, to support academic and work activities in multicultural

31   environment, it is important to identify one of the obstacles, which is Communication

32   Apprehension (CA). Different levels of anxiety and fear affect individuals' physiological

33   state to initiate or maintain communication, more importantly intercultural communication.

34   CA is defined as fear resulted from real or anticipated communication (McCroskey, 1982).

35   Previous study indicated that CA is not related to Self-Perceived Communication

36   Competence (SPCC) (Burroughs, Marie, & McCroskey, 2003), which has been defined as the

37   ability to communicate in an appropriate manner (McCroskey & McCroskey, 1988).

38   Furthermore, CA has no correlation with Willingness To Communicate (WTC) (Burroughs,

39   et al., 2003), or enthusiasm to interact or communicate (McCroskey & Richmond, 1987).

40   Meanwhile, Intercultural Communication Apprehension (ICA) is closely associated to

41   CA. (Neuliep & McCroskey, 1997) have defined ICA as the anxiety or fear related to real or

42   anticipated interaction with people from different ethnics or cultural backgrounds. Based on

43   this concept, individuals with high level of ICA tend to avoid interaction with those from

44   different groups. Different cultural backgrounds can lead to differences in communication

45   styles, national cultures, and native language. Culture certainly affects the way people

46   interact with each other as it determines how they interpret messages and comprehend their

47   surroundings (Samovar & Porter, 1991). Several research which investigated CA's factor

48   (Booth-Butterfield & Cottone, 1991; Colby, Hopf, & Ayres, 1993; Freeman, Sawyer, &

49   Behnke, 1997; M. M. Martin, Valencic, & Heisel, 2002; McCroskey, Booth-Butterfield, &

50   Payne, 1989; McCroskey & Sheahan, 1976; Neuliep & Ryan, 1998; Proctor, Douglas,

51   Garera-Izquierdo, & Wartman, 1994; Zhang, Butler, & Pryor, 1996) suggested that high level

52   of CA found in international students was affected by their cultural background (Neuliep &

53   Ryan, 1998). Therefore, to successfully complete their tasks, employees working in

54   multicultural environment have to cross cultural boundaries during the interaction (Dowling

55   & Welch, 2004) and lower level of ICA is required.

56   Aside from its function to support effective task and work performance, lower level of

57   anxiety is clearly required to establish positive relationship among colleagues. In 1997, an

58   ethnographic study conducted in a Japanese factory reported 75 per cent of informal

59   communication occurrences within the organization (Kilduff, Funk, & Mehra, 1997).

60   O'Reilly, Phillips, and Barsade (1998) have pointed out that conflict undoubtedly arises in

61   social interaction due to diversity as it produces different expectation, attitude, beliefs, norms,

62   and way in performing tasks and work. To reduce conflict that may emerge in multicultural

63   environment, maintaining good relationship with colleagues will definitely benefit employees

64   in the future. Successful conflict resolution is greatly influenced by the quality of existing

65   relationship among team members (Glaser, 2010). A team comprising members with good

66   relationship among others will likely show greater efforts in solving conflicts and vice versa.

67   Therefore, to support intercultural communication and prevent unnecessary conflict, lower

68   level of anxiety or ICA is then considered compulsory.

69   Previous research reported that individuals who had high CA level was less involved in

70   conversation with their surrounding which consequently affected their communication skills

71   (Nelson & Webster, 1991). Several studies were found to support the aforementioned finding,

72   high CA in student was suggested to cause low GPA average and lower score in college

73   entrance test. The studies also indicated that high CA may affect students' self esteem and is

74   further believed to likely lead towards less competency, attractiveness, and motivation in

75 career advancements (Daly & Leth, 1976; McCroskey & Andersen, 1976; McCroskey &

76 Daly, 1976; McCroskey, Daly, & Sorensen, 1976). W. B. Gudykunst and Nishida (1989)

77 have pointed out that the lack of theoretical development of this concept is mainly caused by

78 limited cultural studies incorporating geographical factor. Kim (2001) argued that further

79 research of understudied groups in intercultural environment will benefit this field, as

80 numerous studies were mainly conducted in Europe, North America, and East Asia.

81 Moreover, most studies in intercultural communication were mainly focused on student as

82 participants (Rahmani & Croucher, 2017).

83   Although lower level of anxiety has been ideally expected as a possibility to reduce or

84 even prevent conflict, the question of whether or not the level of ICA impacts the emergence

85 of potential conflict in multicultural environment needs to be addressed. Age has been

86 suggested as a factor affecting ICA level (Arden K Watson, Monroe, & Atterstrom, 1989;

87 Arelen K Watson, Monroe, Fayer, & Aloise, 1988), however, the information concerning

88 different level of ICA in certain generation groups has not yet been clarified.

89   Therefore, this present model considers ICA as a variable that may exist between

90 generation and the emergence of conflict in multicultural office. This study reports the result

91 of the investigation on the causal relationship between generation, ICA, and conflict presence

92 in multicultural environment. It also shows the correlation among variables under

93 investigation with conflict experience.

94 **The Relationship between Generation, Conflict and ICA**

95 The Role of Generation

96   From one generation to another, the presence of differences is unavoidable. Such

97 differences may take root as in philosophies, values, and communication (Strauss & Howe,

98 1997). On the basis of current data, millennium generation or Gen Y (those born between

6

99   1982-2001) is more diverse, globally oriented, and knowledgeable compared to that, the

100   earlier generation or Gen X (those born between 1961-1981) in term of recent technology and

101   computer mastery. In contrast to Gen X, Gen Y is also believed to be more optimistic,

102   cooperative, fascinated in life, balanced between work and personal life. Differences in both

103   generations reflect such ability to learn and work as multitasking, technology,

104   communication, etc. (J. N. Martin & Nakayama, 2010).

105   At the workplace, differences between generations could generate conflict. Gen Y tends

106   to be less loyal to their current workplaces. They could simply decide to quit working there

107   once a better prospective career opportunity is offered to them. On the other hand, Gen X

108   appears to be more devout to their workplaces while directing gradually towards promotion

109   (Howe & Strauss, 2007).

110   The relationship of CA and demographic variables such as age has been investigated and

111   reported positive results, with some studies presented that CA is associated with age (Arden

112   K Watson, et al., 1989; Arelen K Watson, et al., 1988). In 2006, a research about Nordic

113   expatriates and Japanese employees was conducted to know if age had an direct influence on

114   how much and with whom Japanese employees were motivated to communicate (Peltorkopi,

115   2006). In this case, Japanese employees appeared to only communicate with other Japanese

116   employees from the same age range. They demonstrated different behaviour when

117   communicating with older colleagues, even those coming from the same nationality.

118   Additionally, an extremely distinguished pattern of behaviour would turn up when it came to

119   interacting with expatriates or foreigner. Japanese employees were prone to be dishonest

120   about expressing their opinion to older and foreigner colleagues.

121   Intercultural Communication Apprehension (ICA)

122   Several concepts and manifestations of anxiety in communication are reported. One of

123   the most investigated concepts of anxiety in communication field is communication

124   apprehension (CA). CA is defined as the feeling of fear or anxiety resulted from real or

125   anticipated communication (McCroskey, 1977). Meanwhile, CA at intercultural/intergroup

126   level has been studied in the form of intercultural communication apprehension (ICA), which

127   is defined as the feeling of anxiety or fear resulted from real or anticipated communication

128   with individuals from different culture or ethnic groups (Neuliep & McCroskey, 1997).

129   There are two main approaches to studying CA: communi biological and situational.

130   Communi biological approach emphasizes on neurobiological fundamentals of

131   communication anxiety. Meanwhile, the focus of situational approach is environmental

132   factors, such as the role of culture, situation on construction and changing aspects of CA, as

133   well as social learning (Beatty, McCroskey, & Heisel, 1998; Heisel, McCroskey, &

134   Richmond, 1999; Kelly & Keaten, 2000). Nevertheless, CA has been studied from situational

135   approach with wide research has mainly explored the comparison between USA and non-

136   USA participants in cross-cultural analyses (Croucher, 2013; Neuliep, Chadouir, &

137   McCroskey, 2003).

138   It has been investigated that the level of ICA is negatively correlated with the frequency

139   of traveling outside hometown, size of hometown, or the number of individuals with the same

140   race in participants' hometown (Wrench, Corrigan, McCroskey, & Punyanunt-Carter, 2006).

141   Previous study in US reported that teaching assistants with higher ICA rated their insights of

142   student rating and their relationship with the students to be less satisfactory (Roach &

143   Olaniran, 2001). It has been reported that male participants had higher level of CA than

144   female, less willing to engage in intercultural communication, and be more ethnocentric (Lin

145   & Rancer, 2003).

146   The Communication Accommodation Theory (CAT)

147   CAT, a theory established and developed by Howard Giles in 1971, is aimed at

148   describing communicative behaviors in intercultural relations. Referring to CAT, the use of

149   verbal and nonverbal language in different behaviors is accommodated in order to reach a

150   preferred level of social distance between ourselves and others. Basic assumption of this

151   theory is the act of accommodation occurs when we have positive feeling towards the

152   opposite party (Cargile & Giles, 1996).

153   The fundamental strategies of this theory are *convergence* and *divergence*. Convergence

154   was defined as individual adaptation process in verbal and nonverbal features towards others'

155   communicative behaviour to create similarity. Modifications can include dialects, utterance

156   length, speech rate, pauses, as well as nonverbal features such as smiling and gazing.

157   Meanwhile, divergence was defined as a process opposite to adaptation with others.

158   Divergence accentuates differences and emphasizes distinctiveness between themselves and

159   others based on social groups. This theory suggests that successful communication requires

160   well balanced divergence and convergence.

161   In intercultural context, CAT emphasized that intercultural communication is not only

162   about referential information exchange, but most importantly about social connectedness and

163   the negotiation of social identities (Giles & Noels, 1997).

164   Anxiety Uncertainty Management (AUM) Theory

165   Wrench, McCroskey, and Richmond (2008) explained that although people spend time

166   learning to be effective communicators they still realize how difficult it is when the persons

167   they are communicating with are from another culture. They stated that during the initial

168   stages of intercultural situations people with high levels of ICA have more difficulty reducing

169   their uncertainty, which is supported by AUM theory.

170   AUM was developed by William B. Gudykunst and Mitch Hammer. They extended the

171   Uncertainty Reduction Theory (URT) which was established by Berger and Calabrese in

172   1975. AUM aims to increase the quality of communication in new cultures and was initially

173   designed to support intercultural trainings within its theoretical perspective. AUM focused on

174   anxiety in communication activities, with basic assumption that decent level of anxiety and

175   uncertainty is desired to conduct effective communication. In this context, anxiety is defined

176   as feeling of tension, apprehension, or uneasiness which individuals have regarding what will

177   happen when they interact with others from different cultures (Stephan & Stephan, 1985).

178   The higher the level of anxiety and uncertainty is, the harder it will be for individuals to make

179   accurate prediction or interpretation toward others' messages or behaviors (W. D. Gudykunst,

180   1995).

181   AUM also incorporates the concepts of mindfulness and communication effectiveness to

182   the extent that interactants can reduce and then manage uncertainty and anxiety, and be

183   mindful. Through this, effective intercultural communication can be achieved. (W. B.

184   Gudykunst, 2002) argued that anxiety and uncertainty management can be applied in

185   practical application in intercultural interaction.

186   Conflict

187   Cupach and Canary (1997) and Wilmot and Hocker (2001) have defined conflict as

188   perceived or real incompatibility of expectations, values, processes, goals, or outcomes

189   between two or more interdependent individuals or groups. The way individuals handle

190   conflicts is mainly influenced by their experiences and cultural backgrounds (J. N. Martin &

191   Nakayama, 2010). Culture forms individuals' mindset and influences how they act and

192   perceive others' action (Ross, 1993). Decent skills in communicating conflicts are preferred

193   to be an effective way to face intercultural conflict (J. N. Martin & Nakayama, 2010).

219 For the purpose of the present study, 130 employees were chosen participants. They were

220 selected through stratified random sampling to represent not only the overall population, but

221 also the key subgroups of the population, especially small minority groups. Considerations

222 taken by the researchers in choosing the samples included selecting those who worked in the

223 Embassies to ASEAN countries. These employees were assumed to have direct interactions

224 with people from different cultural backgrounds, especially those from ASEAN countries.

225 Data Collection

226 Data were collected from 23 April to 23 June 2018. Tryout and pilot study were

227 conducted before the actual data collection. The questionnaire and semi-structured interview

228 questions were reviewed by three experts in Applied Behavioral Science in Thailand using

229 The Item Objective Congruence (IOC) Index process. After having reviewed, the

230 questionnaire and interview were tried out to ensure the participants' understanding of the

231 questions and to evaluate the design of the questionnaire. The questionnaire was afterwards

232 piloted to 30 participants who were employees of bilateral embassies in Jakarta to measure

233 the reliability of the questions. After the questionnaire reached the reliability criterion, actual

234 data collection began.

235 The questionnaire was only distributed to participants who had agreed, signed and

236 returned written consent form to the researchers. The content of the form stated that the

237 researchers would not identify participants by name in any reports using information obtained

238 from the questionnaire and interview. The researchers would protect the anonymity of

239 individuals and institutions, and participants' confidentiality will remain secured. They

240 provided participants with internet connected devices to complete the questionnaire, and

241 assisted them through the process. After the quantitative data collection was completed, some

242 participants with extreme case/score results were selected to attend semi-structured interview.

243 Measures

244   To measure ICA, Personal Report of Intercultural Communication Apprehension

245 (PRICA) was utilized. PRICA was a questionnaire developed by Neuliep and McCroskey

246 (1997). The questionnaire was used to reflect participants' ICA scores by measuring anxiety

247 or fear when interacting with others from different cultural groups. This part consists of 14

248 questions with each measured with a five-point Likert scale. Scale 1 indicates strongly

249 disagree and scale 5 indicates strongly agree. The scores range from 14 to 72: a score of

250 above 52 indicates high level of anxiety, while a score below 32 means low level of anxiety.

251 Moderate scores take place between 32 and 52. Previous research reported that PRICA was

252 stable and consistent with estimated alpha reliability above .90 when it was taken by native

253 English speaker. Nevertheless, it may have lower reliability estimation if translated into other

254 languages.

255   The Presence of Conflict (POC) was used to measure conflict caused by cultural

256 differences. This part consists of eight questions related to participants' experience in facing

257 conflicts. It focused on the frequency of participants' conflict encounters and the cause of the

258 conflicts. The participants answered the items on a five-point Likert scale consisting of:

259 never, rarely, sometimes, often, and always. The scores range from 2 to 36: a score of above

260 25 indicates high presence of conflicts, while a score below 13 indicates low presence of

261 conflicts. Moderate scores range between 13 and 25. A pilot study of 30 participants was

262 conducted and Cronbach's alpha coefficient was applied, resulted in alpha reliability of .88.

263 Data Analysis

264   PROCESS Macro tool for software package was used to test ICA as a mediating variable

265 between Generation and POC. The model used was adapted from Model 4 of Conditional

266 Process Analysis by Andrew Hayes that covered Mediation and/or ModerationAnalysis.

267 Mediation Analysis is used when one's analytical goal is to describe and understand the

268 conditional nature of the mechanism or mechanism by which a variable transmits is effect on

269 another (Hayes & Scharkow, 2013). This study used un-standardized coefficient and

270 bootstrap test as recommended by Hayes.

271   To validate Mediation Analysis, strong relations between (a) the independent variable

272 and the mediating variable (i.e., Path a), (b) the mediating variable and the dependent variable

273 (i.e., Path b), and (c) when Path a and b are controlled, the relation between the independent

274 and dependent variable (Path c) is no longer significant, with the strongest indicator of

275 mediation occurs when Path c is zero (R. M Baron & D. A Kenny, 1986).

276   To assist in explaining and interpreting quantitative data, qualitative data was analyzed

277 using thematic analysis. Six phases of thematic analysis consisting of: familiarization with

278 the data, coding, searching for themes, reviewing themes, defining and naming themes, and

279 writing the report (Braun & Clarke, 2006) were employed.

280

281 **Results**

282   There were 130 participants in this study with the ratio of 52.3% (n = 62) male and

283 47.7% (n = 68) female. The generation group of participants were divided into two major

284 groups, gen Y and gen X. Gen Y covered participants who were in age group of 17-26 years

285 old (n = 21, 16.2%) and 27-36 years old (n = 51, 39.2%). Meanwhile, gen X covered

286 participants who were in age group of 37-46 years old (n = 34, 26.2%), 47-56 years old (n =

287 24, 18.4%) and above 57 years old (n = 0, 0%). The participants' nationalities were mostly

288 Indonesian (n = 44, 33.8%), followed by American (n = 10, 7.7%), Japanese (n = 9, 6.9%),

289 Chinese (n = 8, 6.2%), Malaysian (n = 7, 5.4%), and Philippines (n = 6, 4.6%). Cambodian,

290 Myanmar, Singaporean, and Thai contributed 3.8% (n = 5) each of the total participants. It

291 was followed by participants from Australia, Korea, India, Canada, Lao, Brunei, European

292 Union, New Zealand, and Russia which together made up less than 21% (n = 26).The

293   working duration of participants were 3-5 years (n = 35, 26.9%), 6-8 years (n = 34, 26.2%),

294   9-11 years (n = 24, 18.5%), 1-2 years (n = 19, 14.6%), and over 11 years (n = 18, 13.8%).

295   The participants' attendance to intercultural related training were attended (n = 89, 68.5%),

296   and never attended (n = 41, 31.5%). The participants' educational level were mostly bachelor

297   (n = 76, 58.5%), with master (n = 50, 38.5%) and PhD (n = 4, 3.1%) making up the balance.

298   Figure 1 displays the conceptual diagram of this study. ICA was a mediating variable

299   between generation and Presence of Conflict (POC). The model has three paths, namely: (a)

300   Path a, the relationship between independent variable (generation) and the mediating variable

301   (ICA), (b) Path b, the relationship between mediating variable (ICA) and the dependent

302   variable (POC), and (c) Path c, the relationship between the independent variable (generation)

303   and the dependent variable (POC).

304   Path a was found to have a coefficient of 4.5081, and Path b with a coefficient of .1667.

305   Path c, or the sum of direct effect of -.8237 and indirect effect of .7513, which resulted -

306   .0724.

307   Table 1 shows the result of Path a of this hypothesis, the relation between generation and

308   ICA. Outcome variable of ICA score had $p < .01$ which suggested that there was a statistical

309   difference. The difference indicated by p referring that it was statistically significant. The R

310   value of .2773represents simple correlation, indicating a low degree of correlation. In this

311   table, R-sq shows that generation explained 7.69% of the variance in ICA. R-sq values lower

312   than 50% is entirely expected in some fields, such as psychology and fields that attempt to

313   predict human's behavior. The main effect of ICA was significant (F=10.66, MSE=61.21,

314   p<0.05).

315   Table 2 explains the result of Path b in this hypothesis, the relation between ICA and

316   POC. Outcome variable of POC score had $p < .05$, which suggested that it was statistically

317   significant. The R-sq value indicates how much total variation there is in the dependent

318 variable, POC, that can be explained by the independent variable, ICA. In this case, 5.66% of

319 conflict can be explained by ICA (r= .2380, p<.05).

320 Table 3 represents Path c which is the relation between generation and POC. The output

321 report of direct effect of X on Y shows negative effect, t= -.8391, p= .4030, 95% CI [.-

322 2.7660, 1.1187]. Lower limit shows negative value, while upper limit shows positive value.

323 Then the coefficient was considered insignificant.

324 Conversely, indirect effect as shown in Table 4 shows a positive value. Indirect effect

325 was performed with 95% Confidence Interval and bootstrap set at 5000. The result of indirect

326 effect of generation on POC was 95% CI of the indirect effect: SE= .3978, 95% CI [.1270,

327 1.6017]. Lower and upper limit did not include zero, thus the coefficient was deemed

328 significant.

329 To sum up, there are statistically significant differences between Path a (generation and

330 ICA) and Path b (ICA and POC). Meanwhile the relation between generation and POC (Path

331 c) is not significant. It is supported by negative value in direct effect of generation on POC.

332 Therefore, the results can conclude that ICA is a perfect mediating variable between

333 generation and POC.

334 Table 5 displays the summary of the descriptive statistic of ICA. Gen Y covered those

335 who were below or at 36 years old, while Gen X were those who were above 36 years old

336 when the data collection was conducted. The study consisted of 130 participants with total

337 mean of 36.33 and total standard deviation of 8.112. Low PRICA score indicates low level of

338 anxiety, therefore the first group (Gen Y) had lower level of ICA with mean of 34.32,

339 compared to the second group (Gen X) which had mean of 38.83.

340 Descriptive table of POC is shown in Table 6. ICA levels were divided into three groups:

341 high, moderate, and low ICA. Total mean of POC was 36.33 with standard deviation of

342   5.460. The low ICA group had lower mean of 11.46 which suggested less conflicts, compared

343   to moderate ICA group with mean of 15.23. However, one participant in high ICA group had

344   mean of 7.00 which was considered as low conflict.

345   This study found that participants with different ICA scores responded differently

346   towards intercultural communication and conflict in multicultural environment. To support

347   this result, participants with different level of ICA were asked regarding their thoughts of

348   ICA and experience of conflicts.

349   One participant with high ICA score claimed in the interview that,

350   "Mostly, I feel quite tense and nervous when interacting with foreigners,

351   especially my supervisor. Sometimes, I feel inferior to them. I don't know

352   how to approach them."   (Participant V, 17 June 2018)

353   The excerpt showed anxiety feltby participant which might relate to their competence in

354   intercultural communication. Further question was asked regarding the reason of tense

355   feeling, the participant responded with,

356   "I think it maybe caused by my attitude. I don't feel comfortable when

357   working with foreigners. I just don't have the confidence I guess." (Participant

358   V, 18 June 2018)

359   The participant clarified that it was not because of language barrier. Participant

360   suggested that he/she had low confidence and it resulted in high ICA score. Meanwhile, the

361   participants with low ICA score were asked regarding their experiencesinteracting and

362   working with people from different cultural backgrounds in multicultural environment and

363   they responded,

364   "So interesting and also so many opportunity and also many challenging and
365   also so [much] knowledge that you will get from them. For example, maybe
366   you can make a lot of friends from around [other] countr[ies] from another
367   background and also with different cultures, different backgrounds and
368   ethnicities. It can make you think a little bit open [minded]." (Participant III,
369   17June 2018)

370   In contrast, statement given by the participants with low ICA score was more positive.
371   They suggested that having an open mind is one of the advantages of working with people
372   from different cultural backgrounds.

373   As shown in quantitative data, ICA had positive effect toward conflict. To add more
374   insight regarding conflict in multicultural environment, participants were requested to share
375   about their experiences when encountering conflict. Conflict issue was divided into five
376   categories based on differences in performing work, expectation, attitude, beliefs, and/or
377   norms. Conflict in performing work, attitude, and expectation were the main causes.

378   Conflict caused by differences in performing work was supported by these statements,

379   "More to like [the] pressure and push. Sometimes, they know it will not work.
380   But sometimes they force us to push somebody else, like people from
381   government." (Participant I, 18 May 2018)

382   "Ah yes, you know how much pressure you are able to take and how
383   much pressure you are giving to others. If you are giving pressure to others,
384   the pressure will percolate to them, then you will definitely find you know
385   some kind of conflict. So it is better not to percolate the pressure what you are
386   getting to your subordinates. I think then you will not have conflict."
387   (Participant II, 18 May 2018)

388   Participants agreed that one of the differences in performing work was reflected in

389   working pressure that they received or gave to others. Placing too much pressure on your

390   colleagues certainly would initiate conflict. Another difference in performing work which

391   could cause conflict was working pace, as claimed by one of the participants,

392   "Maybe little bit in working activity, Indonesian has a little bit relax, what you

393   called it "slow", it's different with Singaporean, Singaporean wants to do fast,

394   make it fast." (Participant III, 17 June 2018)

395   Different working paces were mentioned as a source of conflict. In this example,

396   participant claimed that Indonesians tend to have slower working paces compared to

397   Singaporeans.

398   Then, conflict caused by different expectations was explained as claimed by some

399   participants,

400   "Sometimes they don't understand what [are] our rules here. You know like

401   they are not a local here, and they want to apply their local rules here, but it

402   cannot be done like that." (Participant I, 18 May 2018)

403   Participant claimed that the conflict took place due to different expectation in

404   government regulations. Sometimes diplomats expected that the regulations in host country

405   could be applied in the same way as those in their home countries.

406   While conflicts caused by attitude was reflected in these responses,

407   "Sometimes, they assume that Indonesians are incompetent." (Participant IV,

408   17 June 2018)

409   "They think they are smarter than us, superior than us, they really undermine

410   us as a team, especially, Indonesians. When they hang out, when they have

411   meeting, they didn't include Indonesians on the meeting. In fact, we were

412   excluded from the meeting as well, just because we are Indonesians, we are

413   not included in the meeting." (Participant IV, 17 June 2018)

414   Participant experienced conflict with another person from different cultural backgrounds

415   because of attitude, which further explained as superior acts shown by the other party.

416   Superior acts include undermining participant, to excluding participant in informal occasions

417   and meetings.

418   Conflict caused by different beliefs expressed in this response,

419   "So most of my friends have conflict about the praying times. The foreigner

420   thought that praying five times a day is such a waste of time." (Participant IV,

421   17 June 2018)

422   Participant claimed that conflict occurred by religious activities happenedduring working

423   hours. Hence diplomats frequently felt disturbed.

424   While differences in norms was experienced by one of the participants,

425   "Last month, I went to Myanmar, I didn't know that the term 'Burmese' for

426   them is quite offensive if it is said by outsider. Yeah, then I mention that "Hey,

427   you are Burmese blabla" and then one of them got angry 'you should address

428   us as Myanmarese, not Burmese'. Yeah, I was confronted by them by telling

429   directly." (Participant IV, 17 June 2018)

430   This conflict was caused by unawareness of social cues and norms of others. Participant

431   did notnotice that several terms could be offensive to other parties.

432   The interview then continued to ask several questionsconcerning the feelings of

433   participants when experiencing conflict. They responded that experiencing conflict could

434   bring upuncomfortable feeling in workplace.

435   "I don't feel good to be honest. I feel like stepping back." (Participant II, 18

436   May 2018)

437   Furthermore, conflicts which occurred while working in multicultural environment

438   affected participants' work performance,

439   "Yeah, maybe like it will make me don't want to talk." (Participant I, 18 May

440   2018)

441   "Of course, you don't feel like [working], you feel disturbed mentally. So, I

442   feel to keep [the] conflict aside. Keep it away from yourself that is better."

443   (Participant II, 18 May 2018)

444   "For three or four days, yeah, whenever I have to deal with particular guy and

445   I have no working mood. He destroyed my working mood." (Participant IV,

446   17 June 2018)

447   Participants experienced negative emotions towards conflict that occurred in workplace.

448   They further claimed that it also reduced their productivity and performance in working.

449   Then, participants were asked whether they experienced conflicts only with people from

450   specific cultural backgrounds. Several participants claimed that they experienced conflicts

451   only from people from several nationalities, such as Singapore, Cambodia, France, and

452   Germany. Then, they were asked further about their difficulties in communicating with the

453   people from those mentioned countries,

454   "Yes, somehow, I have a little bit miscommunication with some people from

455   ASEAN Countries maybe like the pronunciation, different languages. Yes,

456   like Singapore English, Cambodian English which is different from

457   Indonesian English." (Participant III, 17June 2018)

458   "Yes, maybe different cultural background." (Participant III, 17June 2018)

459   "Like my latest story that I told you that the German being racist." (Participant

460   IV, 17 June 2018)

461   Participants emphasized that pronunciation, accent, racial problem, and different cultures

462 were the main reasons.

463 **Discussion**

464   This study examined the causal relationship of ICA, generation, and conflict. The result

465 indicated that ICA was a perfect mediating variable between the other two variables.

466 Generation explained 7.69% of the variance in ICA, while ICA explained 5.66% of the

467 variance in conflict presence. The result of direct effect between generation and POC was

468 negative (-.8237), while indirect effect was positive (.7513). This model described that

469 indirect effect of differences in generation could potentially lead to conflicts, mainly because

470 it was mediated by the level of ICA.

471   Based on the result, outcome variable of ICA score had $p < .01$ which suggested that

472 generation was positively related to ICA. In addition, Gen Y had lower level of ICA than Gen

473 X. It supports previous studies which reported that generationwas one of the factorsthat might

474 be related to ICA. Previous studies showed that different age generations possessed different

475 ways to communicate (Strauss & Howe, 1997), which may lead to different levels of ICA.

476 Gen Y is known for their modern characteristics such as sociable, global oriented, diverse,

477 and keen on recent technology updates compared to earlier generation. Gen Y could easily

478   access and share information on internet, which resulted in different ways of learning and

479   communicating.

480   As shown in the result, outcome variable of POC score had $p < .05$, which suggested that

481   it was statistically significant.It is noted that ICA affected POC. Several research in the last

482   three decades have indicated that travelling and migration have made communication more

483   *intercultural*, and it has shown that misunderstanding is developed in every encounter (Clyne,

484   1994; Knapp & Knapp-Potthoff, 1990; Scollon & Scollon, 1995; Thije, 2001).

485   Misunderstanding which could lead to conflict, is an essential and unavoidable part of

486   intercultural communication.

487   Moreover, participants with low ICA level were found to experience less conflicts

488   caused by cultural differences compared to those participants with higher ICA level. Low

489   level of ICA is expected to create and maintain good relationship with colleagues in

490   multicultural environment. As earlier studies have shown, successful conflict resolution is

491   highly influenced by the quality of relationship among team members (Guilherme, Glaser, &

492   García, 2010). A team comprising members with good relationship among others will likely

493   show greater efforts in solving conflicts and vice versa. In order to achieve that state,

494   repeated interactions are required and low level of ICA certainly holds an important role

495   (Axelrod, 1984; Ostrom, 1990).

496   However, this study found that participant in high ICA encountered low conflict as well.

497   Participant claimed thathe/she had less experience in multicultural environment as he/she just

498   recently joined the current office. The participant mentioned the feeling of anxiety when

499   interacting with those who have different cultural backgrounds. It resulted in avoiding

500   unnecessary interaction during work. As shown in former studies, individuals with high level

501   of CA tend to censor themselves in the case of disagreement with others during

502   communication (Hayes, Glynn, & Shanahan, 2005). High CA individuals are more likely to

503   accommodate or avoid conflict and disagreement. However, in this case, there was only one

504   participant found to have high ICA. To add more insight on individuals with high ICA and

505   their conflicts experience, further research must be conducted.

506   As shown at the end of the result of qualitative data, ICA was found to be a perfect

507   mediating variable between generation and POC. ICA was functioned as third variable which

508   demonstrated that generation, as independent variable, was able to affect the interest of POC

509   as dependent variable. Mediation Analysis concerned three strong relationshipsamong three

510   paths. Path a (generation – ICA) and Path b (ICA – POC) were significant. Path c (generation

511   – POC), or direct effect, yielded negative value of -.8237 which supported that ICAwas a

512   perfect mediating variable between generation and POC. Additionally, indirect effect of

513   generation and POC was found to have a positive value of .7513. If Path a and b are

514   significant, the relation between independent and dependent variable is deemed insignificant

515   (Reuben M. Baron & David A. Kenny, 1986).

516   The result of qualitative data was integrated to support the result of quantitative data. The

517   participants from low and high ICA levels had very large distinction in terms of experience in

518   interacting with foreigners or people from different cultural backgrounds. The participant

519   with low ICA level was found to have positive emotions such as excitement, curiosity, and

520   decent perception when interacting with people from different cultural backgrounds. On the

521   contrary, the participant with high ICA appeared topossess such negative emotions as fear,

522   anxiety, and low confidence. This result supported Anxiety Uncertainty Management (AUM)

523   theory by William B. Gudykunst and Mitch Hammer. In a condition when individuals

524   experience high level of anxiety and uncertainty, they will not be able to interpret others'

525   behaviors or messages accurately (W. D. Gudykunst, 1995). In this case, individuals are

526 expected to reduce their anxiety level to be able to interact well with people from different

527 cultural backgrounds.

528   With regards to conflicts experience, the participants explained several causes leading to

529 conflicts occurrences in multicultural environment. The result supports previous studies that

530 differences in performing task and work, expectation, attitude, beliefs, and norms produced

531 by diversity might cause conflicts in intercultural interaction (O'Reilly, et al., 1998).

532   The participants elaborated that conflicts caused by differences in performing task and

533 work were mainly due to working pressure and working pace. Different cultural backgrounds

534 shape how individuals think and act (Ross, 1993), which may explain the reason as to why

535 the participants claimed that different countries had different working pace. Those differences

536 in working pressure and pace then lead to conflict.

537   Another source of conflicts was differences in expectation. It was found that conflict

538 arose due to different expectations between participants and their colleagues concerning

539 government regulations in host country. In this case, diplomats from developed countries

540 appeared to have high expectation on government regulations in host country, which is a

541 developing country. They expected better speed, service, and performance of government in

542 host country.

543   Then, attitude was also found to create conflicts in multicultural environment. The

544 participants experienced that their colleagues had shown superior acts and undermined them

545 as equal colleagues. This act was reflected as excluding them on formal and informal

546 meetings. The participants believed that this act occurred because of their nationality as a

547 member of a developing country. It supports previous study which reported that native

548 English speaker generally appeared superior and more confident in expressing their thoughts

549 (Zoels & Silbermayr, 2010).

550   To continue, differences in beliefs were found to produce conflicts as well. As explained

551   from a participant's experience, colleagues from other countries found that religious activities

552   in host country sometimes were seen as disturbance because some employees tend to use it as

553   a reason to have longer break time during working hours.

554   Meanwhile, differences in norms covered verbal and non-verbal acts which considered as

555   impolite, inappropriate, or offensive. Verbal acts include calling or addressing people from

556   different cultural backgrounds with terms which are considered offensive. In this case, the

557   participants experienced conflict as they often addresstheir colleagues with inappropriate

558   terms. Conflict occurred because of participant's lack of knowledge in their colleagues'

559   cultures. Non-verbal acts wereexemplified by several participants as touching head and

560   pointing with feet, which are not appropriate in several cultures. When individuals from

561   different cultures communicate and the recipient does not have same cultural variables and

562   social values, cultural awareness is vital in order to accomplish mutual understanding

563   (Beamer, 1992). This situation fits one major assumption of the communication

564   accommodation theory (CAT), norms influence the accommodation process which varies in

565   the level of appropriateness. Previous study suggested that to achieve desired communicative

566   exchanges, a decent balance of convergence to establish interest to communicate, as well as

567   divergence to create a healthy sense of group identity is required (Cargile & Giles, 1996).

568   Feelings when experiencing conflict were indicated by the participants as negative. They

569   stated that they felt as if they were stepping back. Other than experiencing negative feelings,

570   conflict was found to affect work performance as well. This result was explained by several

571   participants as negative impacts which could lead to working inactivity. The participants

572   claimed that they did not want to work and to communicate with others, when they were

573   having conflicts in the office. They indicated that it might ruin working mood and create the

574   feeling of mental disturbance.

575   Few participants claimed that they frequently experienced conflicts with people from
576 specific cultural backgrounds. The participants mentioned several nationalities such as
577 Singapore, Cambodia, France, and Germany.The reason of those conflicts was mostly
578 pronunciation or accentof people from ASEAN countries. Some non-native speakers of
579 English as their second or third language have the ability to communicate in English, but
580 hardly articulate some words correctly. They fully lose the accent. This results in difficulties
581 for others to understand and properly interpret their messages. Meanwhile, other reasons were
582 race-prejudice, superior act, or general cultural differences. Superior act and race-prejudice
583 were shown by members of developed country to members of developing country.

584   The relationship between age generation, ICA, and conflict is main suggestion from this
585 study. Current study proposed a correlational model of conflict in multicultural environment,
586 generation, and CA. Theoretically, the suggestion of this model is to emphasis on the role of
587 anxiety and apprehension in conflict and generation. The model proposed that younger age
588 generation has lower anxiety compared to older generation. Meanwhile, lower level of
589 anxiety suggests less conflict presence. The model proposed that generation and conflict is
590 associated when it is mediated by anxiety. Inability to communicate the anxiety and
591 apprehension in an appropriate and effective way causes conflict inevitable.

592 **Conclusion**
593   In conclusion, this study found that ICA was a perfect mediating variable between
594 generation and conflict. The result showed that generation had indirect effect towards
595 conflict, when it was mediated by ICA. Different generations were found to have different
596 levels of ICA, with Gen Y possessed lower anxiety compared to Gen X or older generation.

597   Conflicts caused by cultural differences were mainly occurred because of: differences in
598 performing task and work (working pressure and work pace), expectation, attitude, beliefs,

599 and norms. Employees with lower level of anxiety were found to have less conflict than those

600 with higher ICA level. Conflict was found to affect employees' work performance and mood.

601 It further resulted in less productivity in office. To add, conflicts might occur only with

602 individuals from specific cultural background. It was caused by lack of ability in

603 communicating in common language, superior act, and racial- prejudice which this study

604 found to mainly happen to members of developing country.

605   This study emphasized on better understanding, approaches and reduction of CA which

606 leads to better interaction in intercultural contexts. The information will benefit to avoid and

607 settle unwanted conflict. Educational and cultural plans could be advantageous in supporting

608 employees to reduce their CA and improving their intercultural communication quality.

609 Therefore, school and company must offer programs which could help decrease ICA, such as

610 training, seminar, short course, or cultural program. For references, examples of available

611 ICA training are Theory Based Adjustment Training which adapted from AUM theory.

612   The presented gap in the cultural studies of various cultural groups also calls for a more

613 diverse theoretical and methodological attitude to understudied group such as gender, ethnic

614 minorities, and less-studied age group, especially younger children and senior citizens.

615 Special attention is respectfully advised to be given to larger participants in ASEAN

616 countries where this topic is considerably recent.

617   Former studies of CA are emphasized on student samples, majority groups, and special

618 geographical areas. Present study performed to fill in this gap via investigating CA in

619 intercultural relationship of employees of Embassies to ASEAN countries in Jakarta,

620 Indonesia and propose a theoretical relational model which describes the relationship of

621 generation, anxiety and conflict.

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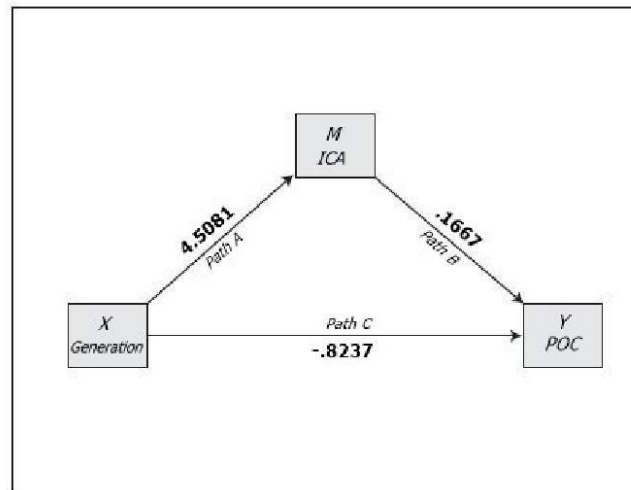
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Fig. 1. Concenptual diagram of ICA as a mediating variable between generation and POC

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Table 1. Outcome variable: ICA Score

R	R-sq	MSE	F	df1	df2	p
.2773	.0769	61.2182	10.6643	1.0000	128.0000	.0014

	coeff	se	t	p	LLCI	ULCI
Constant	34.3194	.9221	37.2191	.0000	32.4949	36.1440
Generation	4.5081	1.3805	3.2656	.0014	1.7766	7.2397

Table 2. Outcome variable: POC Score

R	R-sq	MSE	F	df1	df2	p
.2380	.0566	28.5701	3.8121	2.0000	127.0000	.0247

	coeff	se	t	p	LLCI	ULCI
constant	7.7663	2.1659	3.5857	.0005	3.4804	12.0523
Generation	-.8237	.9816	-.8391	.4030	-2.7660	1.1187
ICA_S	.1667	.0604	2.7601	.0066	.0472	.2861

Table 3. Direct effect of generation on POC

Effect	se	t	p	LLCI	ULCI
-.8237	.9816	-0.8391	.4030	-2.7660	1.1187

Table 4. Indirect effect(s) of generation on POC

Effect	BootSE	BootLLCI	BootULCI
.7513	.3798	.1270	1.6017

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Table 5. Descriptive table of ICA

	n	Mean	Std. Deviation
Below or 36 years (Gen Y)	72	34.32	7.578
Above 36 years (Gen X)	58	38.83	8.120
Total	130	36.33	8.112

Table 6. Descriptive table of POC

	n	Mean	Std. Deviation
Low ICA	59	11.46	4.500
Moderate ICA	70	15.23	5.614
High ICA	1	7.00	.
Total	130	36.33	5.460

Manuscript 2

Comparing Intercultural Communication Apprehension Level of Embassies Employees with Different Work Durations

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Abstract

The purpose of this study was to compare differences in intercultural communication apprehension (ICA) level between employee with different work durations. This study used mixed method design with sequential explanatory. Data was collected through questionnaire and semi-structured interview. A total of 130 employees of Embassies to ASEAN countries were involved in this study. One-way ANOVA (Analysis of Variance) was used to analyze work duration by comparing employees' different levels of anxiety. This study found that work duration was statistically significant with ICA (p = .003). It indicated that different work durations resulted in different ICA levels, which may help us to portray work duration as a possible factor to reduce ICA. Moreover, understanding, enthusiasm to learn from previous experience, professionalism, and initiative were found to support the adaptation process in multicultural environment. The results of this study offer an insight for both academic and application level.

Keywords: Intercultural communication apprehension, work duration, multicultural environment, intercultural experience

Background

Recently, communication skill helps both work and academic activities. Therefore, it is considered as one of the important soft skills. To lessen confusion that may happen during social interaction, it is important to have the ability to properly deliver and interpret messages. Difficulties may arise in general interaction between individuals. Such difficulties may even increase when interacting with others from different cultural backgrounds. One of the obstacles is intercultural communication apprehension (ICA), or anxiety in communicating with individuals from different cultural backgrounds. ICA is defined as the anxiety or fear related to real or anticipated interaction with people from different ethnics or cultural backgrounds (Neuliep and McCroskey, 1997). Less anxiety level is advised to assist work and academic activities in multicultural environment.

Differences in communication style, national culture, and native language are carried by individuals from different cultural backgrounds. The way individuals interpret messages, understand their surroundings, and interact with others are certainly affected by their cultural background (Samovar and Porter, 1991). Several research which investigated CA factor suggested that high level of CA found in international students was affected by their cultural background (McCroskey and Sheahan, 1976; McCroskey *et al.*, 1989; Booth-Butterfield and Cottone, 1991; Colby *et al.*, 1993; Proctor *et al.*, 1994; Zhang *et al.*, 1996; Freeman *et al.*, 1997; Neuliep and Ryan, 1998; Martin *et al.*, 2002). Employees working in multicultural environment have to cross cultural boundaries during the interaction to perfectly complete their works (Dowling and Welch, 2004). Therefore, it is compulsory to reduce anxiety level to support communication process in multicultural environment.

It has been reported that personal experience is the greatest initial point to reduce anxiety, which suggested how long they have been working with culturally different individuals. Interaction in multicultural teamwork influenced individuals' worldview, personality, ways of understanding, and working style (Mendez Garcia and Perez Canado, 2010). This aspects mostly depend on individuals' past experiences in other cultures and backgrounds (Wills and

Barham, 1994). However, intercultural learning relies on the individuals' observation and fact of their personal and direct experiences in social interaction that may happen in multicultural environment. Individuals tend to be more intercultural by the strength of their cultural experiences when they comprehend diversities (Kim, 1995; Weber, 2005). To tackle this issue, universities are providing a chance to work or study abroad as advantage for them to learn essential skill to compete in the today's global business world (Roy, 2006). Various studies have pointed out that these experiences deliver individuals suitable knowledge, behaviors, and skills (Deardorff, 2006; Roy, 2006).

Lack of theoretical development of this concept is mostly because of geographical limitations (Gudykunst and Nishida, 1989). Most research was conducted in North America, Europe, and East Asia. Thus, further research in various cultural environments will benefit this field (Kim, 2001). Furthermore, most research in ICA mostly involved students as participant (Rahmani and Croucher, 2017).

In general, employees are expected to have an appropriate level of ICA because of its importance. Although several studies have shown that intensity of intercultural experience affected ICA, the question of whether differences in work duration, which can reflect the intensity of intercultural experience, actually have impact to ICA level has to be addressed. The information of how long the interaction should occur to reduce ICA has not yet been reported. This study aims to report differences in work duration which may cause differences in ICA level. It also reports several characteristics which help adaptation process in multicultural environment.

Objectives/Research Questions

Research objective. To compare differences in intercultural communication apprehension (ICA) level between employees with different work durations.

Research question. What are the differences in ICA level between employees with different work durations?

Hypothesis. Employees with different work durations has have different levels of ICA.

Research Methodology

Research design. In this current study, mixed method approach was used with sequential explanatory strategy. It was used to provide better understanding towards research problem. Quantitative data becomes the priority in this strategy, and the two methods are combined during the interpretation phase. The qualitative data is used to add more insight in explaining and interpreting phases.

Participants. 130 of 175 employees of embassies to ASEAN in Jakarta, Indonesia took part in the present study. Stratified random sampling was used to select the participants, which represents not only the overall population, but also key subgroups of the population, especially small minority groups.

Data Collection. 23 April 2018 to 23 June 2018 was data collection period. Before real data collection, pilot and try-out study were conducted. The questionnaire and semi-structured interview questions were reviewed using The Item Objective Congruence (IOC) process by three experts in Applied Behavioral Science in Thailand. To fill up the questionnaire, appliance connected with the Internet was provided to participant by the researchers. The questionnaire started by taking participants' written consent which stated that data obtained from the questionnaire and their identity would be confidential. The consent also stated that the researchers will not identify participants by name in any reports using information obtained from the questionnaire and interview, protect the anonymity of individuals and institutions, and participants' confidentiality will remain secured. The researcher stood by in case participants had any inquiries about filling in the questionnaire. After quantitative data collection finished, the researchers selected some participants with extreme case/score results to proceed to semi-structured interview.

Measures. ICA measurement in this study is a questionnaire, named Personal Report of Intercultural Communication Apprehension (PRICA). Neuliep and McCroskey (1997) developed PRICA to measure fear or anxiety to interact with people from other cultural backgrounds. This part consists of 14 questions and uses 1-5 scale, which 1 indicates strongly disagree and 5 indicates strongly agree.

Scores range from 14 to 72: a score above 52 indicates high level of anxiety, below 32 indicates low level of anxiety, and moderate scores take place between 32 and 52. Previous research reported that PRICA is stable and consistent with estimated alpha reliability above .90.

Data Analysis. To analyze work duration by comparing employees' different levels of ICA, one-way ANOVA (Analysis of Variance) was used. Significant result then continued with post-hoc test. Qualitative data was employed to interpret and explain quantitate data. To analyze qualitative data, this study used thematic analysis which consisted of six following phases: familiarization with the data, coding, searching for themes, reviewing themes, defining and naming themes, and writing the report (Braun and Clarke, 2006).

Findings

There were 130 participants in this study with the ratio of 52.3% (n = 62) male and 47.7% (n = 68) female. The age group of participants were 17-26 years old (n = 21, 16.2%), 27-36 years old (n = 51, 39.2%), 37-46 years old (n = 34, 26.2%), and over 46 years old (n = 24, 18.4%). The participants' countries of origin were mostly Indonesia (n = 44, 33.8%), followed by USA (n = 10, 7.7%), Japan (n = 9, 6.9%), China (n = 8, 6.2%), Malaysia (n = 7, 5.4%), and Philippines (n = 6, 4.6%). Cambodia, Myanmar, Singapore, and Thailand had a total participant of 3.8% (n = 5) each. It followed by participants from Australia, Korea, India, Canada, Lao, Brunei, European Union, New Zealand, and Russia which altogether made up less than 21% (n = 26). The working duration of participants were 3-5 years (n = 35, 26.9%), 6-8 years (n = 34, 26.2%), 9-11 years (n = 24, 18.5%), 1-2 years (n = 19, 14.6%), and over 11 years (n = 18, 13.8%). The participants' educational levels were mostly bachelor (n = 76, 58.5%), with master (n = 50, 38.5%) or PhD (n = 4, 3.1%) making up the balance.

Table 1 displays the summary of descriptive statistics of ICA. The independent variable, work duration, was divided into five groups of working tenure in years. The mean varied from 33.72 to 41.74 with standard deviation ranged from 6.652 to 9.830. This study consisted of total 130 participants with total mean of 36.33

and total standard deviation of 8.112. The first group (1-2 years) with mean of 33.72 had the lowest ICA. It was followed by the last group (over 11 years) with mean of 33.79 and a standard deviation of 9.830.

From Table 2, it was observed that the significance value is .003, which was below .05. Therefore, difference among groups was statistically significant as determined by one-way ANOVA ($F(4,125) = 4.212$, $p = .003$). Significant p value rejected the null hypothesis that not all of the population means are equal.

Significant overall test of ANOVA was followed by post-hoc test to control the wise error rate with alpha ≤ .05. Fisher's Least Significant Difference (LSD) was conducted to compare the mean of the five groups. The result of the test found that there was significant difference among the groups at the .05 and .001 level.

The results in Table 3 indicated that group of 1-2 years and over 11 years of working duration in multicultural environment had significantly lower anxiety than the other groups. It has shown that the fourth group had higher significance than the rest. This can be interpreted as low ICA score can be improved after working in multicultural environment after 11 years, as other groups have lower score.

Thus, based on one-way ANOVA analysis, the result suggests that different work durations positively result in different levels of ICA score. To support the hypothesis, participants with different levels of ICA were further questioned in semi-structured interview.

To add more understanding regarding experience in multicultural environment, participants were further questioned to share their views and adaptation process while working with culturally different individuals. Participant with low ICA score with over 11 years of experience was asked about his/her opinion behind his/her low anxiety score and responded with,

> "Nothing, it is just… you know, basically no training, but since our profession is like that, that you keep on moving to various countries, and keep on meeting people from different community, from different cultures, so you get to know basically. So I think it's like part of the job, so you are

> able to mingle with them, you are able to understand [them]." (Participant II, 18 May 2018)

Participant explained that there was no intercultural training attended. Participant claimed that the skill was a part of her job as a diplomat. Moving to various countries and experience with culturally different people improved her ability to communicate.

To work with people from different countries and cultural background can be overwhelming, therefore longer work duration will certainly give more experience. Participants then further were questioned about their perception and experience of adaptation with culturally different people in multicultural environment.

> "If I take it, you know, that [is] okay, this is his culture, he has to behave like this. This is part of his. It can be anything, that this is the way he behaves, this is the way he has been brought up, this is the way he has been conducting things, so I think it should be [more] understanding. We should understand others' perspective from different cultures, I feel." (Participant II, 18 May 2018)

> "I just try to understand them first, rather try to telling what I want from others. I think by trying to understand them first, I can see their point of view, and relate to them better." (Participant VI, 17 June 2018)

Participants explained that understanding is necessary. Differences will always exist and to understand others' perspective and opinion will create good relation, which definitely support adaptation process.

> "Individuals I feel [they should be] more flexible, more adjusting, more adopting. Because what I feel is that you actually learn from others. If you see, learning is a process, you know, you learn from others at any age. And it is not that I can learn only when I am studying, or I am doing graduation to higher studies, not only that. You learn from others, you learn from their experiences, you learn from their behavior." (Participant II, 18 May 2018)

Participants agreed that enthusiasm to learn from prior experience affects their ability to communicate and adapt with people from different cultures. Individuals

must be flexible, adjusting, and adopting others' culture to learn from others' experiences and behaviors.

> "I think the reason, I easily adapt to new environment is to be a person who start conversation early, not shy to introduce yourself to new environment." (Participant VII, 17 June 2018)

Another participant added that to initiate conversation between culturally different people is a necessary step. Some individuals hesitate to interact with people from different multicultural backgrounds.

To conclude, experience in interacting with culturally different people in multicultural environment will reduce ICA and add benefit to intercultural communication skill. Adaptation in such environments requires understanding, enthusiasm to learn from previous experience, and initiative.

Discussions

This study investigated differences in work duration in employees with different levels of ICA. The result was statically significant with p-value at .003. Post hoc test was conducted with Fisher's Least Significant Difference (LSD) and resulted in significant difference between group at .05 and .001 level. This study found that employees with 1-2 years of experience had the lowest ICA level among other groups. It was followed by very slight difference of group with over 11 years' experience.

As shown in the result, outcome variable of ICA score had p <.01 which was interpreted that work duration was positively related to ICA. The longer work duration in multicultural environment suggested longer period of participants' interaction with people from different cultural backgrounds. It supports earlier studies which reported intercultural development as a result of both formal and informal learning from regular activities in multicultural contexts (Mendez Garcia and Perez Canado, 2010).

However, the lowest ICA level was possessed by participants from 1-2 years of experience, who came from Gen Y, or younger generation. It has been reported that age is one of the factors that associated with ICA (Watson *et al.*, 1988; Watson

et al., 1989). Several studies have shown that different age generations presented different ways to communicate (Strauss and Howe, 1997), which may lead to different levels of anxiety. Younger generation is known for their ability to operate latest technology such as internet, to share and access information. This advantage resulted in different ways of communicating and learning. Moreover, younger generation tends to have modern characteristics such as global oriented, diverse, and sociable, which lead them to have lower ICA level.

Based on the result, anxiety level gradually increased because of the longer the work duration, which suggested the older age as well. However, it is interesting to find that the last group (over 11 years of experience) had low level of ICA with only a slight difference of .07 from the first group (1-2 years of experience). It can be interpreted that ICA will decrease after 11 years of experience in multicultural environment. This finding supports Langer's research (1989) which focused on the combination of skills, knowledge, and motivation to support management of goals in intercultural context. It also supports several previous studies that the intensity of intercultural experiences resulted in more diverse and intercultural personality (Kim, 1995; Kim, 2001; Weber, 2005).

It was found that qualitative data supported the result of quantitative data. Participant with low level of ICA and had over 11 years of experience claimed that his/her personal experience resulted in an ability to communicate well with culturally different people. Although no intercultural training was attended, the acquired skill was claimed as a result of daily interaction with individuals from various cultural backgrounds, which was a part of her job as a diplomat. This finding supported former studies that individuals with prior experience abroad, or in multicultural environment, will possess better communication skills in intercultural context than others who do not have (Wills and Barham, 1994).

In order to demonstrate proper interaction with culturally different individuals, participants with low level of ICA explained how they adapt in multicultural environment. It was found that understanding, learning from previous experience, and initiative are great points to note in adaptation process. First, understanding was found to support adaptation process in multicultural environment. To start a

good relation with culturally different individuals, individuals are expected to perform some communication adjustment such as understanding. It fits The Communication Accommodation Theory's (CAT) major assumption, that the accommodation of the verbal and nonverbal language is used to achieve preferred level of social distance between individuals (Cargile and Giles, 1996). This act of accommodation includes being able to understand others' perspective and adjust response accordingly.

Then, to learn and to improve from prior experiences were argued to help adaptation process. These experiences were explained in certain forms such as learning from others' experience and behavior. Individuals who work in multicultural environment are required to be flexible in order to learn from others' experience and behavior. This finding fits earlier study that intercultural respect and understanding which are previously mentioned, are established from personal experience with culturally different individuals (Wills and Barham, 1994).

Lastly, participant claimed that initiative was required to achieve successful adaptation in multicultural environment. As portrayed by Anxiety Uncertainty Management (AUM) theory, individuals with high level of ICA have uneasy, tension, or anxiety to interact with individuals from different cultural background (Gudykunst, 1995). Therefore, minimum level of anxiety and uncertainty is required to conduct and continue communication process (Gudykunst, 1995).

The model proposes that longer intensity of intercultural exposure can reduce ICA. To reduce the level of anxiety, cultural adaptation is required. A study in the US was reported that the reduction of intergroup anxiety and uncertainty increased the level of intercultural adaptation (Gao and Gudykunst, 1990). This study also proposes that in order to create successful interaction and adaptation between culturally different individuals in multicultural environment, it is expected to demonstrate several characteristics such as understanding, learning from experience, and initiative.

Recommendations

In conclusion, this study found that work duration positively associated to ICA. Different work durations resulted in different ICA levels. ICA level of group with over 11 years of experience was significantly lower than the other groups with less experience period, except group of younger generation with 1-2 years of experience. This study proposes that ICA will decrease after 11 years of working in multicultural environment.

However, work experience is not the only way to increase the intensity of interaction with culturally different individuals. To increase the intensity of intercultural experience, university and company are advised to offer various programs to study or work abroad to get international and intercultural experience. University and company are also suggested to organize programs which can reduce ICA level, such as cultural program, seminar, or training. An example of available training reference is Theory Based Adjustment Training which was adapted from AUM Theory.

More insight on these findings required further study on intercultural experience intensity for more various methodological considerations to less-studied groups for example senior citizens or retiree. This topic is considerably recent in ASEAN countries, therefore, to conduct research with larger participants among ASEAN nationals is respectfully suggested.

Earlier studies of CA were investigations on majority groups, special geographical area, and student samples. This study was investigated to fill in the gap by reporting CA differences of employees of Embassies to ASEAN countries in Jakarta, Indonesia and provide a model which presents the differences of ICA level in different work durations.

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Table 1. Descriptive table of ICA

	n	Mean	Std. Deviation
1-2 yrs	18	33.72	9.342
3-5 yrs	35	34.86	6.652
6-8 yrs	35	36.97	6.947
9-11 yrs	23	41.74	7.111
above 11 years	19	33.79	9.830
Total	130	36.33	8.112

Table 2. ANOVA: ICA as dependent variable

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1008.316	4	252.079	4.212	.003
Within Groups	7480.461	125	59.844		
Total	8488.777	129			

Table 3. Multiple comparisons, ICA Score as dependent variable

	1 1-2 years	2 3-5 years	3 6-8 years	4 9-11 years	5 above 11 years
Work Duration (Mean)	33.72	34.86	36.97	41.74	33.79
1	-	-	-	-	-
2	1.135	-	-	-	-
3	3.249	2.114	-	-	-
4	8.017***	6.882***	4.768*	-	-
5	.067	1.068	3.182	7.950***	-

*. The mean difference is significant at the 0.05 level.
***. The mean difference is significant at the 0.001 level.

Manuscript 3

The Discriminant Ability of Intercultural Communication Apprehension

over Conflict Mode

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environment; Employee; ASEAN.

Abstract

The purpose of this study was to investigate the differences in conflict handling mode between employees with high and low intercultural apprehension (ICA). This study employed mixed method design with sequential explanatory strategy. Data was obtained through questionnaire and semi-structured interview. A total of 130 employees of Embassies to ASEAN countries were participated in this study. Discriminant Analysis followed by reversed one-way ANOVA (Analysis of Variance) were used to test difference between groups. This study suggests that ICA has discriminating ability over conflict mode (CM) and different modes resulted in different levels of ICA score ($p < .001$). These findings implied the role of ICA in conflict mode, which may assist to portray ICA as possible factor to discriminate conflict mode. The results of this study offer an insight for both academic and application level.

Introduction

Adequate communication skill will support both academic and work activities. Therefore, it is believed as one of the important soft skills. The ability to convey and interpret messages properly is required to reduce confusion during social interaction. There are obstacles in general communication between individuals, furthermore with others from different cultural backgrounds. One of the obstacles is intercultural communication apprehension (ICA), which is an anxiety which occur when individuals communicate with others from different cultural backgrounds or groups. ICA is defined as fear or anxiety resulted from real or anticipated interaction with individuals from different cultural backgrounds or ethnic groups (Neuliep and McCroskey, 1997). It is suggested that less anxiety level is important to support academic and work activities in multicultural environment.

Differences in communication style, national culture and native language of individuals are produced by different cultural backgrounds. Differences established by cultural backgrounds are harder to avoid. The way individuals interact with others, interpret messages, and understand their surrounding are clearly affected by their cultural backgrounds (Samovar and Porter, 1991). It is supported by earlier studies which examined CA factor that high CA level in international students was resulted by their cultural background (McCroskey and Sheahan, 1976; McCroskey *et al.*, 1989; Booth-Butterfield and Cottone, 1991; Colby *et al.*, 1993; Proctor *et al.*, 1994; Zhang *et al.*, 1996; Freeman *et al.*, 1997; Neuliep and Ryan, 1998; Martin *et al.*, 2002). So, to complete task successfully, employees in multicultural environment must cross cultural boundaries during interaction (Dowling and Welch, 2004).

Consequently, it is required to lessen anxiety level in order to support communication process in multicultural environment.

Aside from ICA's function in supporting communication process in multicultural environment, ICA is necessary to create and maintain good relationship among culturally different colleagues. Previous study in Japanese factory has shown that 75% communication occurred in factory was informal (Kilduff *et al.*, 1997). In such social interaction, conflicts certainly arise due to diversity as it created different expectations, norms, attitude, beliefs, and way in performing tasks and work (O'Reilly *et al.*, 1998). To minimize conflicts that may happen in multicultural environment, it is crucial to maintain good relationship with colleagues. Successful conflicts resolution is determined by the quality of existed relationship between team members (Glaser, 2010). Colleagues who have good relationship will make greater efforts in resolving conflicts than those who do not.

Moreover, difference in cultural backgrounds can cause conflict, and it certainly influenced the way individuals handle conflict (Martin and Nakayama, 2010) as well. Culture shapes individuals' mindset and influences how individual interpret and perceive others' action (Ross, 1993). Appropriate skills in communicating conflicts are required to be an effective way to deal with intercultural conflict (Martin and Nakayama, 2010). Therefore, lower ICA level is considered necessary.

It has been documented that high CA individuals was less involved in conversation, therefore, it certainly affected their communication skills (Nelson and Webster, 1991). Earlier studies reported that high CA level was indicated to cause low CGPA and lower score in college entrance (Adler, 1980). The studies claimed that high CA level influenced students' self-esteem which resulted in less competency, attractiveness, and motivation in career advancements (Daly and Leth, 1976; McCroskey and Andersen, 1976; McCroskey and Daly, 1976; McCroskey *et al.*, 1976). It has been argued that geographical limitation caused the lack of theoretical development of this concept (Gudykunst and Nishida, 1989). Most study was employed in Europe, North America, and Asia. Therefore, further study in various cultural environment is suggested to benefit this field (Kim, 2001). In addition, most study of ICA was mostly used students as participants (Rahmani and Croucher, 2017).

In general, lower ICA level is expected to support all academic and work activities in multicultural environment. Although several studies have shown that ICA is associated with conflict (Rahmani and Croucher, 2017), the question of whether ICA has discriminant ability over conflict mode has to be addressed. The information of differences in ICA level can lead to different conflict modes has not yet been reported. This study aims to report ICA discriminant ability over conflict mode, and the differences in ICA which may cause differences in conflict mode.

The Relation of Intercultural Communication Apprehension and Conflict Mode

Intercultural Communication Apprehension (ICA)

Anxiety has numerous concepts in communication field. The well-known concepts are communication apprehension (CA). Real or expected communication leads to anxiety or fear this feeling is recognise as CA (McCroskey, 1977). Meanwhile, ICA is one form of CA at intercultural level. Real or expected communication with culturally different people leads to anxiety or fear this feeling is known as ICA (Neuliep and McCroskey, 1997).

To examine CA, there are two important methods i.e. communibiological and situational. Communibiological method is the neurobiological aspects of communication anxiety. On other hand, situational method emphases on role of culture, social learning, situation on construction and changing aspects of CA (Beatty *et al.*, 1998; Heisel *et al.*, 1999; Kelly and Keaten, 2000). To study CA in analysis of cross-culture, situational method has been used with numerous studies comparing non-USA and USA participants (Neuliep *et al.*, 2003; Croucher, 2013).

In previous studies, it has been documented that hometown size, traveling frequency outside hometown, or same racial individuals amount in participants' hometown had no correlation with CA level (Wrench *et al.*, 2006). Roach and Olaniran (2001) documented that high level of ICA acquired by teaching assistants in US rated their association with students to be less satisfactory. Former study has shown that male participants had higher level of CA than female. However, female participants were more enthusiastic to take part in intercultural communication, and more ethnocentric (Lin and Rancer, 2003).

Anxiety Uncertainty Management (AUM) Theory

AUM theory was proposed by William B. Gudykunst and Mitch Hammer. They extended Uncertainty Reduction Theory (URT) which was established by Berger and Calabrese in 1975. AUM theory objective was to enhance communication quality in new cultures and to help intercultural training within its theoretical perspective. The assumption of AUM theory is individuals will feel comfortable in multicultural environment when they are able to manage their anxiety and fear.

Individuals have feeling of fear, nervousness, or stress thinking about what is going to happen when they communicate with individuals from different cultural background is known as anxiety (Stephan and Stephan, 1985). Individuals are not able to make accurate guess or understanding toward others' messages or behaviors when anxiety and fear level is very high (Gudykunst, 1995).

AUM highlights the concepts of communication effectiveness and mindfulness. To accomplish successful intercultural communication, individuals need to overcome anxiety and fear, as well as being aware. AUM can be useful in practical application of intercultural interaction (Gudykunst, 2002).

The Face Negotiation Theory

In the context of this theory, face can be defined as expectations of how others perceive and engage with us, and how we act towards others concerning their expectations of social self-conception. The word "face" is commonly conceptualized

as sense of interactional identity in a particular situation, while "facework" is nonverbal and verbal communication actions to protect/save mutual, self, or other face (Bennett, 2015). Awareness to manage intercultural facework is able to present multiple perspective in a conflicting relationship. The conflict of Face Negotiation Theory (FNT) was developed by Stella Ting-Toomey in 1998 to present factors based on culture, individual, and situational which shape tendencies in conflict approach.

Conflict

Conflict is defined as perceived or real incompatibility of expectations, goals, value, process or outcomes between interdependent individuals or groups (Cupach and Canary, 1997; Wilmot and Hocker, 2001; Martin and Nakayama, 2010). There are five types of conflicts (Cole, 1996): a) affective conflict, b) a conflict of interest, c) value conflict, d) cognitive conflict, and e) goal conflict.

Ting-Toomey (2005) has pointed out that face negotiation theory links cultural values to facework and conflict styles. Facework is a universal concept that demonstrate particular communication strategies we apply to "save" our own or other person's face, it influenced by culture and affects conflict style. Most people learned from the experience when they are growing up and seeing while people around them deal with conflicts therefore cultural background affects the way they are handling conflicts. Some people avoid conflicts whereas some people tend to deal with conflict directly. Every individual has different strategies to deal with different conflict, there

are five specific styles of managing conflicts (Thomas and Kilmann, 1974; Rahim, 1986; Rahim and Magner, 1995):

Dominating / Competing

This style has very high self-interest and low interest for the other individuals. They have win-lose orientation, loud and firm verbalization, and tend to win one's position, which might have an opposite result from the desired outcome. However, this observation might show a Eurocentric bias as members of some cultural groups (including African Americans) notice this style as appropriate in many contexts (Speicher, 1994).

Integrating / Collaborating / Cooperating

This style has high interest for and other individuals. They propose an open and actual discussion to accomplish a proper solution for both sides. This style tends to have fair and equal result; hence, it is seen as the most appropriate style to deal with most conflicts. It shows empathy, objectivity, collaboration, feelings, and creativity recognition even though it needs a lot of time and energy (Folger *et al.*, 1993).

Compromising

This style has moderate interest for self and opposite party. It needs to exchange the information in appropriate way that both sides can reach to mutually acceptable solution. In some cases, this style is not as much effective as individuals feel that they are being pushed to give something they value and so have less commitment to the solution.

Obliging / Accommodating

This style occurs when individual in the conflict settle down the disagreement and differences and highlight similarities that meet another individual's benefit. This style can be found when someone values the relationship more than the issue itself, and usually occur when one of the individual has higher status or power than the other.

Avoiding

This style has low interest for the self and another individual. It is seen as an effort to avoid, escape, disagree, or pass through the conflict which is frequently observed negatively in dominant U.S. cultural context. Even though in some cultural contexts, this style is viewed as an acceptable plan if it used by both parties as it might develop peaceful relationships. individual that use this strategy give more importance to relationship than the issue and this style is appropriate if the issue is small or if other individual can take care the conflict better (Wilmot and Hocker, 2001).

Tendency to select exact style began by many reasons, for example family background as major impact. Some families tend to select specific style, and children see this style as normal.

Methods

Research design

A mixed method approach with sequential explanatory strategy was used in this study. A mixed method approach gives better understanding related research problem. Sequential explanatory strategy is characterized by collecting and analyzing quantitative data as the initial step, then continued by qualitative data. Quantitative

data become the priority in this strategy, and the two methods are combined during the interpretation phase. Creswell (2003) documented that to generalize the result from the population, survey is conducted at initial step then followed by detailed qualitative data to collect specified views from participants. The qualitative data was used to add more insight in explaining and interpreting phase.

Participants

In this study, 130 of 175 employees participated, who were working at embassies to ASEAN in Jakarta, Indonesia. Stratified random sampling was used to choose participants, which represent not only the overall population, but also key subgroups of the population, especially small minority groups. Considerations taken by researcher in selecting samples include choosing employees who were employees in Embassies to ASEAN, as they were having direct communications with individuals with culturally different backgrounds, particularly ASEAN countries.

Data Collection

Pilot and try-out study were done prior to real data collection. Data was collected from 23 April 2018 to 23 June 2018. Three experts in Applied Behavioral Science in Thailand reviewed the questionnaire and semi-structured interview using Item-Objective Congruence (IOC) process. After review, the questionnaire and interview were tested in pilot study to make sure that participants understand the questions. Thereafter, to measure the reliability of the questions, the questionnaire was tested in a try-out study on 30 participants who were working for bilateral

embassies. Real data collection started after the questionnaire met the reliability criterion.

To complete the questionnaire, appliance with internet connection was given to participants and assisted them through the process by researcher. The questionnaire was only distributed to participants who had agreed, signed and returned written consent form to the researchers. The content of the form stated that the researchers would not identify participants by name in any reports using information obtained from the questionnaire and interview. The researchers would protect the anonymity of individuals and institutions, and participants' confidentiality will remain secured. After quantitative data collection finished, researcher selected some participants with extreme case/score results to proceed to semi-structured interview.

Measures

To measure ICA, Personal Report of Intercultural Communication Apprehension (PRICA) was used in this study. PRICA developed by Neuliep and McCroskey (1997) to measure fear or anxiety to interact with people from culturally different backgrounds, which aimed to present the ICA score.

This part consists of 14 questions with each measured with 1-5 scale (1 indicates strongly disagree and 5 indicates strongly agree). Scores range from 14 to 72, above 52 and below 32 indicates high and low level of intercultural communication anxiety or low ICA level, respectively. Moderate scores take place between 32 and 52. Previous researches documented that PRICA is stable and consistent with estimated alpha reliability above .90 when it is taken by native English

speaker. Nevertheless, PRICA may have lower reliability estimation if translated into other languages.

Conflict mode measurement in this study is a Thomas-Kilmann Conflict Mode Instrument (TKI), a questionnaire which developed by Thomas and Kilmann (1974). It consists of 30 numbers each consisted of two statements, where participants need to choose one statement which is most suitable to participants' characteristic of their own behavior between two provided statements.

Cronbach's alpha undervalues the reliability of TKI because there are only four degrees of freedom exist among five scale scores, therefore, it is not the best indicator of reliability for TKI (Thomas *et al.*, 2008). The reliability of TKI was tested with test-retest reliability, internal consistency, and convergent test validity along with The Blake-Mouton instrument (1964), The Lawrence-Lorsch instrument (1967), and The Hall instrument (1969) for five mode of conflict handling mode. Overall reliability coefficient had low to moderate range, which only The Hall Instrument and TKI are correlated across all five modes (p≤ .05), and TKI is more stable and consistent (Thomas and Kilmann, 1974).

Data Analysis

To analyze the association between ICA and conflict mode, discriminant analysis was used. Discriminant analysis is a technique to analyze the data when dependent variable is categorical, and independent variable is interval. The objective of discriminant analysis is to establish discriminant functions which discriminate the

dependent variable properly. It allows to portray whether significant difference exist among the groups, as well as accuracy of classification.

To analyze the difference of ICA in conflict mode, reversed one-way ANOVA was employed. It was used to compare means of samples and determine the statistically significance between groups.

Qualitative data was conducted to interpret and explain quantitate data. To analyze qualitative data, thematic analysis which consisted of six following phases: familiarization with the data, coding, searching for themes, reviewing themes, defining and naming themes, and writing the report (Braun and Clarke, 2006) was used.

Results

There were 130 participants in this study with the ratio of 52.3% (n = 62) male and 47.7% (n = 68) female. The age group of participants were divided into two major groups, gen Y and gen X. Gen Y covered participants who were in age group of 17-26 years old (n = 21, 16.2%) and 27-36 years old (n = 51, 39.2%). Meanwhile, gen X covered participants who were in age group of 37-46 years old (n = 34, 26.2%) and over 46 years old (n = 24, 18.4%). The participants' countries of origin were mostly Indonesia (n = 44, 33.8%), followed by USA (n = 10, 7.7%), Japan (n = 9, 6.9%), China (n = 8, 6.2%), Malaysia (n = 7, 5.4%), and Philippines (n = 6, 4.6%). Cambodia, Myanmar, Singapore, and Thailand had a total participant of 3.8% (n = 5) each. It followed by participants from Australia, Korea, India, Canada, Lao, Brunei,

European Union, New Zealand, and Russia which altogether made up less than 21%

(n = 26). The working duration of participants were 3-5 years (n = 35, 26.9%), 6-8

years (n = 34, 26.2%), 9-11 years (n = 24, 18.5%), 1-2 years (n = 19, 14.6%), and

over 11 years (n = 18, 13.8%). The participants' attendance to training related to

intercultural communication were attended (n = 89, 68.5%), and never attended (n =

41, 31.5%). The participants' educational levels were mostly bachelor (n = 76,

58.5%), with master (n = 50, 38.5%) or PhD (n = 4, 3.1%) making up the balance.

Figure 1 displays the conceptual diagram of this study, which includes two

variables: (a) ICA as independent variable, and (b) conflict mode (CM) as dependent

variable. Discrimination analysis was used to seek ICA's discrimination ability over

conflict mode. Then, it was followed by one-way ANOVA to test the differences

between groups. Next, post-hoc test was conducted and Fisher's Least Significant

Difference (LSD) was performed to compare the mean of the five groups of conflict

mode.

Table 1 presents the summary of the group statistics of CM. The independent

variables had five groups of different conflict handling styles namely competing,

compromising, avoiding, and accommodation. There are only four group presented on

the table as no participant was categorized into competing mode. The mean varied

from 29.00 to 39.86 with standard deviation ranged from 6.831 to 7.842. The

cooperating group has the lowest mean of 29.00 and the lowest standard deviation of

6.831. In contrast, the compromising group has the highest mean of 39.86 with a

standard deviation of 7.082. This study consisted of total 130 participants with total

mean of 36.33 and total standard deviation of 8.112.

Table 2 shows that p was statistically significant. Based on discriminant analysis, we found that the determinants were positively correlated with conflict handling mode at the p < .001 level.

Next, Table 3 reports the canonical correlation coefficients. The canonical correlation is the measure of association between the discriminant function and the dependent variable, with the square of canonical correlation coefficient is the percentage of variance explained in the dependent variable. As shown in Table 17, the canonical correlation is .412 with an explained variance of the correlation of 17%. This number can be verified by noting that the sum of Wiks' Lambda.

Table 4 shows the Wiks' Lambda calculation. Wiks' Lambda is multivariate statistic which is a product of the values of (1 - canonical correlation2). Smaller values of Wiks' Lambda suggests higher discriminant ability of the function. The associated chi-square statistic tests the canonical correlation of the function is equal to zero. It evaluates the null hypothesis that all the functions not entitle to discriminating ability. The p-value presented in Table 4 is linked to chi-square statistic in the given test. The significant p < .001 rejects the null hypothesis that all smaller canonical correlations and a given function's canonical correlation are equal to zero.

To conclude, the result suggests that ICA has discriminating ability over conflict handling mode. Next, reversed one-way ANOVA was used to test the differences between CM groups. In this analysis, CM becomes independent variable, and vice versa.

Descriptive table can be referred to Table 1. Table 6 reports the p value of the function, ANOVA (F(3,126) = 8.593, p = .000). It is shown that there is statistical difference between groups, therefore null hypothesis was rejected. Overall significant test of ANOVA requires post-hoc test to control the wise error rate with alpha = .05. Fisher's Least Significant Difference (LSD) was performed to compare the mean of the groups. The result of the test found that there was significant difference between groups at the .05 and .001 level.

The results in Table 6 shows that cooperating and compromising had higher significance than other groups. Cooperating group had the lowest anxiety level than compromising group had the highest anxiety level. It can be interpreted as participants with lower ICA score tend to have cooperating as conflict mode. Meanwhile, participants with higher ICA score tend to have compromising as conflict mode. The result from one-way ANOVA test indicated that different levels of ICA lead to different conflict modes.

Based on result in quantitative data, ICA was found to has discriminant ability towards conflict mode. The result also shown that different levels of ICA resulted in different conflict modes as well. To support these findings, participants with different ICA scores were further participated in semi-structure interview.

To add more insights on differences in conflict mode, participants were requested to share their experience and perspective in handling conflict while working with individuals from various cultural backgrounds. Participants with lower ICA score and **cooperating** conflict mode were asked about their opinions in handling conflict and responded with,

"I don't like to have enemy, so if I have a problem, I have to confront

them and to try to find solution together and then the problem is clear.

Trying to be a problem solver." (Participant III, 17 June 2018)

"I tried to give better understanding regarding what I expect, while also

trying to listen what their views about my expectation, in working."

(Participant VI, 17 June 2018)

Participants pointed out that collaboration on solving the problem is crucial.

Individuals need to have the initiative to open the discussion regarding conflict

resolution. Conflict resolution requires effort from both parties, it is important to

create the possibility to exchange ideas and expectation.

Then, participants with higher ICA score and compromising conflict mode

were questioned regarding their experience in handling conflict. Participant was asked

whether he/she confronted the other party during conflict and responded,

"I didn't confront them directly. I went to the supervisor, I wrote an

email that I raise my point and that the supervisor wrote me back, say

sorry and I don't know, maybe they [are] talking to each other and ask

him not to do that again." (Participant IV, 17 June 2018)

Participant claimed that he/she raised complaint regarding his colleague

behavior and reached settlement. Participant decided to involve third party, their

supervisor, to settle the conflict in working place.

"If I can, you know do something to you know sort it out definitely I

try to do that. But if you know the other person attitude, again the thing

isn't [going] to understand, then you just to leave it and let it be."

(Participant II, 18 May 2018)

Another participant added that initiate conflict resolution is vital, but if after several occasions the conflict still happen with the same person and problem, it is better to just leave it.

In addition, participants with avoiding and accommodating conflict mode were also questioned about their opinions in handling conflict. Participants in avoiding group of conflict mode responded with,

> "I try to understand them [and] to avoid conflict because that just not me. So, I will just say "okay, yeah, okay" but then I don't do it, to be honest." (Participant I, 18 May 2018)

> "Yeah, and maybe the next day or after sometimes I will try to explain to them." (Participant I, 18 May 2018)

Participant claimed to just avoid the conflict when it happens. Participant showed agreement towards the other party to minimize the argumentation. Participant stated that he/she will voice his/her opinion in another day after the situation has calmed down.

> "I think regarding this conflict, just simply say sorry and give them explanation, and moving on, just don't make a big fuss about it."
> (Participant VII, 17 June 2018)

Another participant from avoiding group added that he/she preferred to just apologize and try to give reasons. Participant explained that after apology, it is better to move forward and try to not talk about the conflict.

Meanwhile, participants with accommodating as conflict handling mode claimed,

> "First, I try to understand what exactly they want me to do. Then after that, I try to discuss this with my local colleagues, asking for help, if I'm missing something or misunderstood something. After that, I try to do the job referring to what we have discussed earlier." (Participant V, 17 June 2018)

> "Maybe because my conflict is minor thing, so it is not a big problem, usually as the time goes by, the conflict solved by itself. Sometimes, I try to understand them better and having discussion with my peers to solve the conflict." (Participant V, 17 June 2018)

> "The key is to understand their point of view and give your point of view. It works best when we are able to accommodate their needs and try to follow the rules. Then there will be no big issue or problem." (Participant VII, 17 June 2018)

Participants pointed out that during conflict, understanding others' point of view is crucial. In order to reach a solution, it is best to recognize other parties' interest and intention to reduce further damage and unnecessary conflict. Furthermore, if the conflict is categorized as minor and could have been avoided. Participant was also added that generally minor conflict will be solved over time.

To summarize, different levels of anxiety in intercultural communication resulted in different modes in handling conflict. Conflict mode of participants is explained in multicultural working environment. Different modes were reflecting difference in handling conflict.

Discussion

This study reported the differences of conflict mode between employees with different levels of ICA. This study found that ICA has discriminant ability over conflict mode. Participants from cooperating group of conflict mode were found to have the lowest ICA score of 29.00 than other groups. It followed by participants from accommodating, avoiding, and compromising with the highest ICA score of 39.86.

As presented in the result, based on discriminant analysis, p value was found to be significant at < .001 level and explained 17% variance of the correlation. Further reversed ANOVA was employed and showed the significance value of .003. Post-hoc with Fisher's Least Significant Difference (LSD) was conducted and reported significant difference between group at .05 and .001 level. The result was interpreted as different conflict modes has different levels of ICA.

There are only four groups of conflict mode were presented, as no participant was found to have competing mode. This finding supports The Face Negotiation Theory (FNT) which has the main assumption of saving "face" is one of major concerns when individuals are handling conflict. Individuals from different cultures have different priorities of saving "face" (Bennett, 2015). In previous research,

member of individualistic cultures, such as American, are concerned in saving their own faces in conflict situations, therefore they tend to use competing conflict handling style. In contrary, members of collectivist societies, such as South Korea, China, Taiwan, and other Asian countries are concerned in saving the other person face, hence they tend to use cooperating, accommodating, or avoiding style to handle conflict (Oetzel and Ting-Toomey, 2003).

Participants from cooperating group were found to possess the lowest ICA score. Cooperating mode has seen as the most effective style to deal with most conflict. This style involves open and actual exchange of ideas as an effort to achieve an appropriate solution for both parties (Folger *et al.*, 1993). In order to exchange ideas with opposite party during conflict, lower level of anxiety is required. This concept is supported by Anxiety/Uncertainty Management (AUM) theory which pointed out that in order to continue and conduct communication process, low level of anxiety is desired (Gudykunst, 1995). Participants from cooperating group stated that they tend to confront the opposite side to open a discussion in order to solve the conflict together. The discussion involved sharing and exchanging expectation and opinion. It supports earlier study that to deal with intercultural conflict effectively, it is important to communicate the conflict (Martin and Nakayama, 2010).

Meanwhile, the highest ICA score was found to be in compromising group. Participants from compromising group claimed that they raised a complain to supervisor in working place to solve conflict with colleagues. Participants also pointed out that they will try to make effort during conflict, but if the conflict keeps happening it is better to ignored. Compromising mode has moderate interest for both

sides. Compromising is not as much effective as cooperating as they have less commitment to the solution (Rahim, 1986; Rahim and Magner, 1995).

Then, participants from avoiding group tend to show agreement during the argument to avoid the conflict. Participants will not do the demand of opposite party, but instead trying to convey their opinion the next day or later after the situation has calmed down. Another participant added that he/she will just simply apologize, even if it's not his/her fault, to leave the conflict. It fits earlier study that this style shows low interest to the issue which can be reflected in the choice to deny, evade, or pass through the conflict (Wilmot and Hocker, 2001).

Next, participants from accommodating group argued that to understand the intention of opposite party is vital in order to solve conflict. Participants made greater effort to accommodate others' interest in order to create solution and maintain the good relationship. It supports previous finding that this style is preferred when individuals value the relationship more than the conflict, and generally occurred when one party has higher power or status than the other (Thomas and Kilmann, 1974; Rahim and Magner, 1995). Although conflict is considered as difficult process, but through conflict individuals can strengthen the relationship. After going through positive conflict, it develops a stronger, healthier, and more satisfying relationship (Canary *et al.*, 1995). They can add new information about other people or groups, solve more serious conflicts, and increase cohesiveness (Filley, 1975).

To conclude, the main proposition of this study is the level of ICA score can discriminate conflict handling mode. Reducing anxiety level in intercultural communication will advantage individuals to reach better conflict resolution in

multicultural environment. The model proposed that lower ICA score can result in better conflict mode, which is cooperating mode.

Conclusion

In conclusion, this study found that ICA has discriminant ability over conflict mode. Different conflict modes were found to have different levels of ICA. The ICA score of cooperating group was significantly lower, and compromising group had the highest score. This study suggests that lower level of ICA tend to have cooperating conflict mode, which is the recommended mode of handling and dealing with conflict.

This study emphasized on better understanding of reducing ICA to handle conflict with culturally different individuals. To reduce ICA, school, university and company are suggested to provide various program such as course, cultural program, or training. One of the most recommended training to reduce ICA is Theory Based Adjustment Training which was adapted from AUM theory.

These findings call for further study on ICA and conflict mode with wider methodological approach. Further study on minority and less-studied groups are suggested, such as children and senior citizens. This topic is noticeably recent in ASEAN countries, therefore, further study with larger number of ASEAN nationals' participants is respectfully advised.

Former studies of CA were mainly focused on student samples, majority groups, and certain geographical area. This study investigated to fill the fap by reporting ICA and conflict mode of employees of Embassies to ASEAN countries in

Jakarta, Indonesia and proposes a theoretical model which presents ICA discriminant ability over conflict mode.

Acknowledgements

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Table 1. Group Statistics

CM		n	Mean	Std. Deviation
Cooperating	ICA_Score	10	29.00	6.831
Compromising	ICA_Score	51	39.86	7.082
Avoiding	ICA_Score	54	35.43	7.842
Accomodating	ICA_Score	15	32.47	7.836
Total	ICA_Score	130	36.33	8.112

Table 2. Tests of Equality of Group Means

	Wilks' Lambda	F	df1	df2	Sig.
ICA_Score	.830	8.593	3	126	.000

Table 3. Eigen values

Function	Cumulative %	Canonical Correlation
1	100.0	.412

a. First 1 canonical discriminant functions were used in the

analysis.

Table 4. Wilks' Lambda

Test of Function(s)	Wilks' Lambda	Chi-square	df	Sig.
1	.830	23.548	3	.000

Table 5. ANOVA: ICA as dependent variable

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1441.801	3	480.600	8.593	.000
Within Groups	7046.976	126	55.928		
Total	8488.777	129			

Table 6. Multiple comparisons, ICA Score as dependent variable

	1 **Competin g**	2 **Cooperatin g**	3 **Compromisin g**	4 **Avoidin g**	5 **Accommodatin g**
Conflic t Mode (Mean)	-	29.00	39.86	35.43	32.47
1	-	-	-	-	-
2	-	-	-	-	-
3	-	10.863***	-	-	-
4	-	6.426*	4.437***	-	-
5	-	3.467	7.396*	2.959	-

*. The mean difference is significant at the 0.05 level.

***. The mean difference is significant at the 0.001 level

Fig. 1: Concenptual diagram of ICA and CM

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List of Publication and Proceedings

Proceedings

1. Trisasanti, H., Dhammasaccakarn, W., Rinthaisong, I. and Limpradit, B. (2019). Comparing Intercultural Communication Apprehension Level of Embassies

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Publications

1. The role of intercultural communication apprehension as a mediator between generation and conflict. (Manuscript submitted for publication to International Journal of Intercultural Relations). Elsevier platform and indexed in Social Science Citation Index (SSCI), ISI.

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