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INTERNATIONAL EDUCATION EXPERIENCES:

WHY DO STUDENTS TAKE THEM, AND
MORE IMPORTANTLY, WHY DO THEY
CHOOSE NOT TO TAKE THEM?

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WISE 2016

AGENDA



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- Context
- International Education
- Data Collection
- Descriptive results
- Interpretations
- Implications

- University within a business school
- Accredited by AACSB, EQUIS, NEASC
- Undergraduate Curriculum:
 - General education core
 - General business core
 - Majors/minors (including Liberal Studies Major)
- Graduate Curriculum
 - MBA, 7 MS Programs, MBA+MS
- PhD Program
 - Accountancy, Business

EXTERNAL IMPERATIVES

■ Business Imperative:

- Demand for managers & leaders capable of thinking transnationally (Maljers, 1992) and implementing cross-border strategies (Bartlett & Ghoshal, 1993/2003)
- Shortage of internationally competent managers (Harris & Kumra, 2000)

■ Education Imperative:

- B Schools unable to reduce managerial gap created by accelerated pace of globalization (Kwok & Arpan, 2002)
- B Schools held accountable for educational objectives (AACSB)
- B Schools do not substantiate their claim they are producing globally oriented and competent students (Hunter, White & Godbey, 2006)

BENTLEY'S IMPERATIVE:

- GB Learning Objectives:
 - student's ability to *“demonstrate personal competencies associated with environments where there are cultural norms and behaviors different from their own.”*
- *Strategic Plan:*
 - commitment to *“preparing a diverse student body for leadership in complex, global organizations and ensuring its graduates are fully prepared for success in an increasingly connected and globalizing world.”*
 - claim to produce *“graduates capable of living and working anywhere through their appreciation of the need for local sensitivity and global relevance.”*



Discipline specific International courses: Global Finance, Global Management Behavior

Within class simulations, case studies, role playing

What is learned and how is it learned?

Country specific courses: Chinese language, Doing Business in Mexico, East Asian Economics

International Travel Programs: Faculty led short term programs, semester abroad, exchange programs

Types of International Education Opportunities



Culture General

*Information applicable
to any new culture*

Principles of international business, culture and effective global behavior gained through formal classroom pedagogy.

Discipline specific
International courses: Global Finance, Global Management Behavior
An intellectual response to differences. Emphasis on general knowledge about doing business in other countries.

Principles of international business, culture and effective global behavior gained through cross-cultural interactions, classroom simulations, case studies, role playing.

Within class
An emotional response to a sense of self in the context of other.

Emphasis on general skills and perspectives about working in other countries

Didactic

Cognitive Learning

Knowledge

Skills

Perspectives

Experiential

Learning by Doing

Norms and regulations of doing business in a specific country gained through formal classroom pedagogy.

Country specific courses
Chinese language, Doing Business in Mexico, East Asian Economics
An intellectual response to the practices of a single country.

Emphasis on general knowledge about doing business in a specific country.

Norms and regulations of doing business in a specific country gained through face-to-face interactions with people from a specific culture based on short term travel to the country.

Faculty led short term programs, semester abroad, exchange programs
An emotional response to functioning in that country.

Emphasis on skills and perspectives about working in a specific country.

Culture Specific

*Information relevant
to a specific culture*

PEDAGOGICAL CONTEXT: INTERCULTURAL EFFECTIVENESS STUDY

Intent: to understand the Intercultural Effectiveness (IE) of undergraduate students, and the impact of academic initiatives on those skills.

Key stakeholders: students, faculty and the institution.

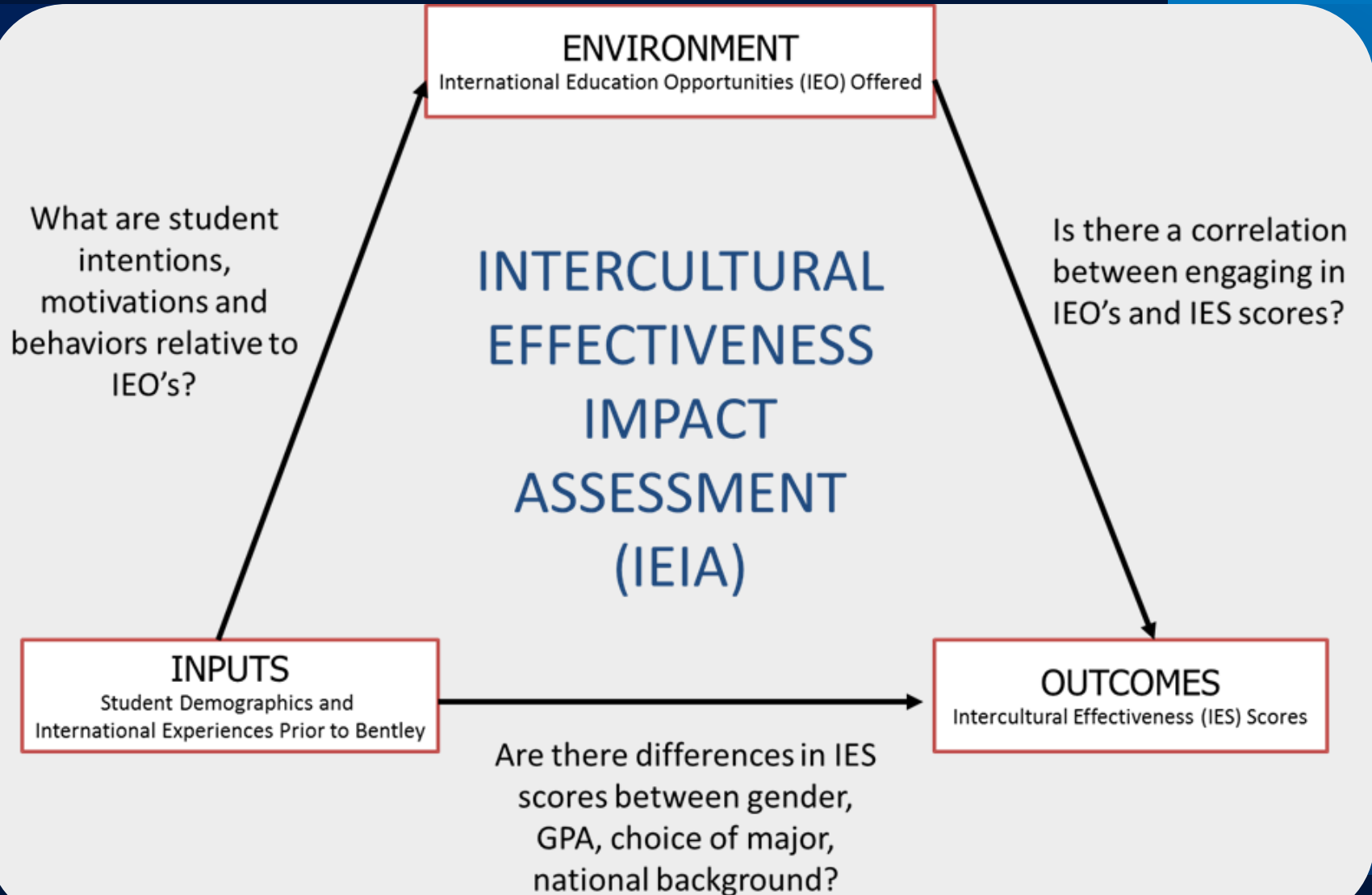
■ Objectives:

- ❑ Facilitating student awareness and development of their IE.
- ❑ Providing faculty in general business courses with materials to incorporate global awareness into their course delivery.
- ❑ Assessing IE as a learning outcome.
- ❑ Testing the usefulness and ease of administration of the IES instrument as an IE assessment tool.
- ❑ Informing curricular development discussions, particularly in the strategic domain of globalizing the curriculum

MODEL FOR INTERCULTURAL EFFECTIVENESS STUDY AT BENTLEY



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IEIA: INTERNATIONAL EDUCATION IMPACT ASSESSMENT



The IEIA collects data about students and their choices in order to understand the IES scores.

Experience

- Pre-Bentley international experience
- Bentley international education by type

Behavioral

Motivations

- Motivation for taking/not taking an international experience

Intentions

- Intention of having none, one or more international experiences

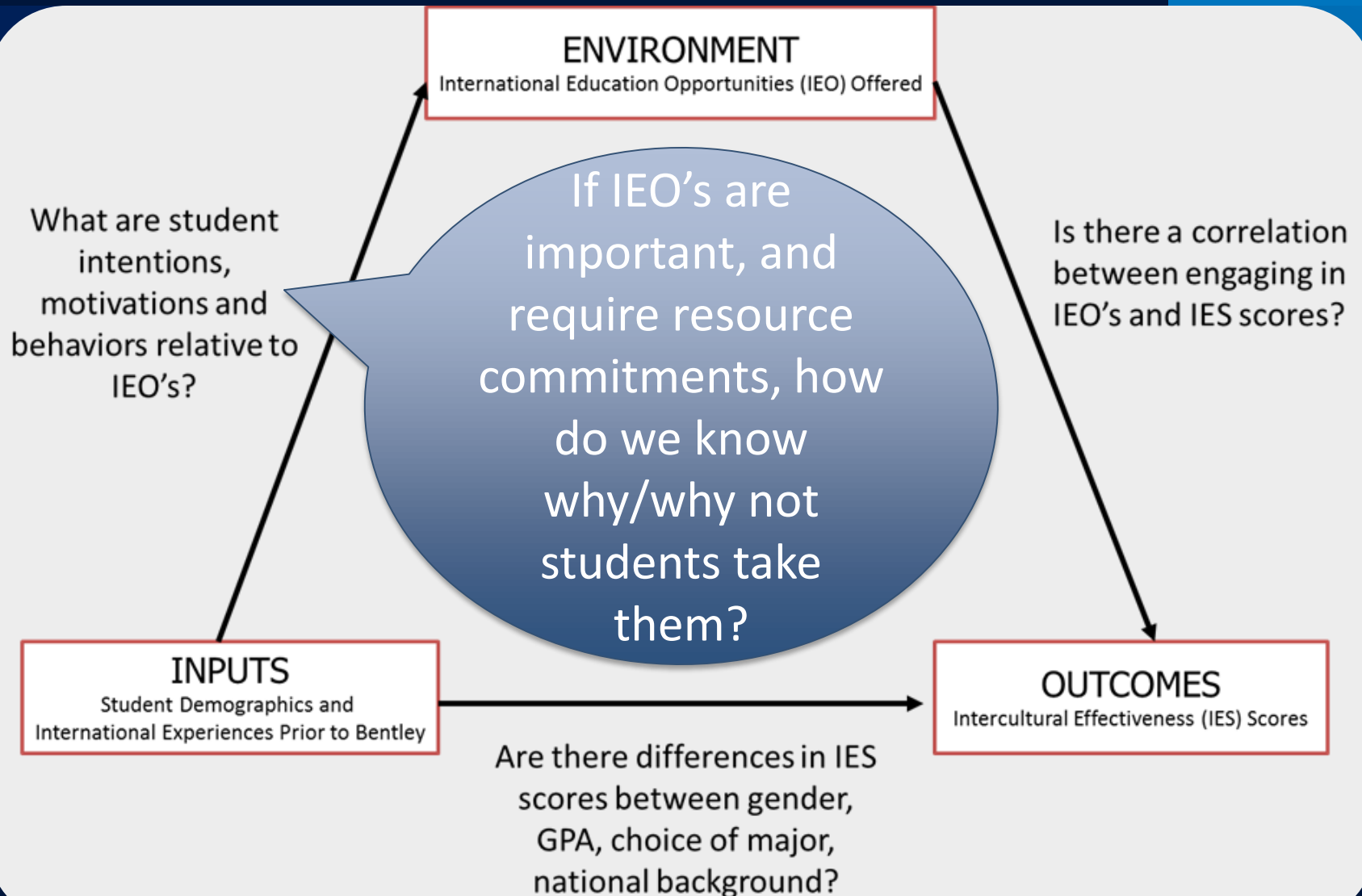
Demographic

- Ethnicity
- Nationality
- Gender, GPA, Transfer student, Program Level, LSM, Honors

MODEL FOR INTERCULTURAL EFFECTIVENESS STUDY AT BENTLEY



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DEFINING IEO'S

- As Bolen points out, there is cross use of the terms *international education*, *education abroad*, *study abroad* and *foreign study*.
- We are interested in global learning opportunities (GL Opportunities) that increase global learning outcomes (GL Outcomes). While those global learning opportunities can be experienced at home or abroad, we focus on educational experiences which occur in *out of country* locations.
- We define an international education opportunity as:
 - A Bentley faculty-led short term program to another country.
 - Attending school and/or completing an internship in another country while registered at Bentley.
 - Travel outside the US for an extended period, i.e. a month or longer, while registered at Bentley.

QUESTIONS: MOTIVATION TO PARTICIPATE



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Of the following items, indicate whether and to what degree each influenced your decision to participate.

1. Irrelevant to decision

2. Weak Influence

3. Somewhat Important

4. Very Important

5. Deciding Factor

Marketing of the IE.

Timing/schedule of the IE.

Actual cost of the IE.

Personal interest in foreign languages,
culture, travel.

Wanting a change of environment.

Perceived positive impact on career
options.

Access to desirable quality of education
and learning environment.

Access to desirable life style and living
conditions.

Influence of friends or peers.

Influence of parents.

Influence of school staff, professors or
mentors.

Opportunity for personal growth and
development.

Meet new and different people.

Access to/connections with family,
friends or partner.

Academic requirement.

Other?

QUESTIONS: STRENGTH OF DECISION TO NOT PARTICIPATE



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- How strong is your decision to not participate in an international experience? (sliding scale of 0-100)
 1. There is no way I could be convinced to go
 2. I am neutral about it
 3. I could be convinced to go

QUESTIONS: MOTIVATION TO NOT PARTICIPATE

Of the following items, indicate whether and to what degree each influenced your decision to not participate.

1. Deciding Factor

2. Very Important

3. Somewhat Important

4. Weak Influence

5. Irrelevant to Decision

Not aware of any IEs.

Do not perceive the cost to be affordable.

Personal disinterest.

Do not want a change of environment.

Do not perceive a positive impact on my career.

Influence of peers/friends.

Parental Influence.

Influence of school staff, professors and/or mentors.

Do not want to challenge myself.

Does not fit/meet my academic requirements.

Other?

SAMPLE SIZE

- Undergraduates
- 2009 – 2014
- 503 had taken an international education opportunity
 - 91 Faculty-led short term program to another country
 - 203 Attending school and/or completing an internship in another country while registered at Bentley
 - 209 Travel outside the US for an extended period, i.e. one month or longer, while registered at Bentley
- 917 had not taken, and did not intend to take an international education opportunity

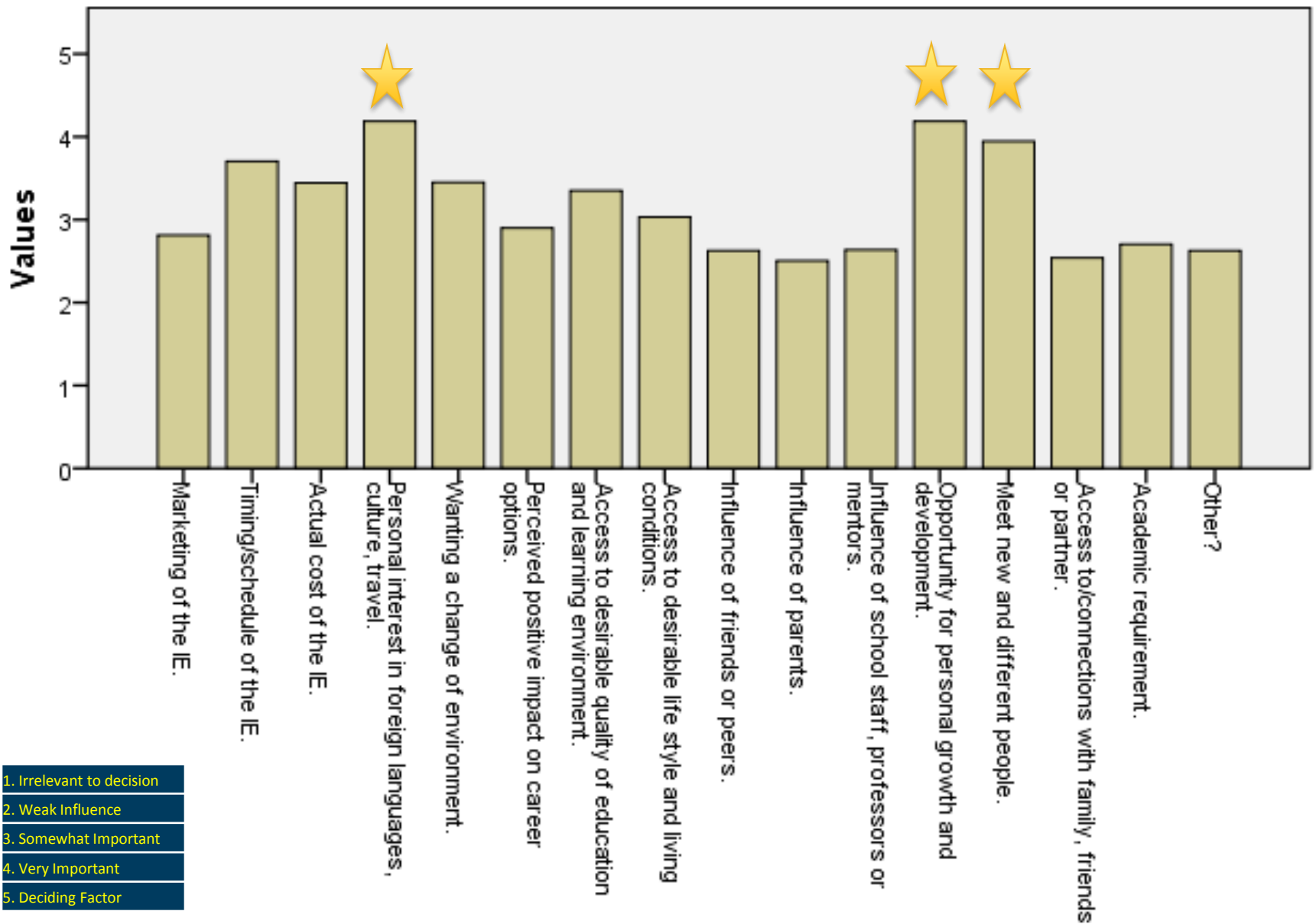


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RESULTS – WHY PARTICIPATE?

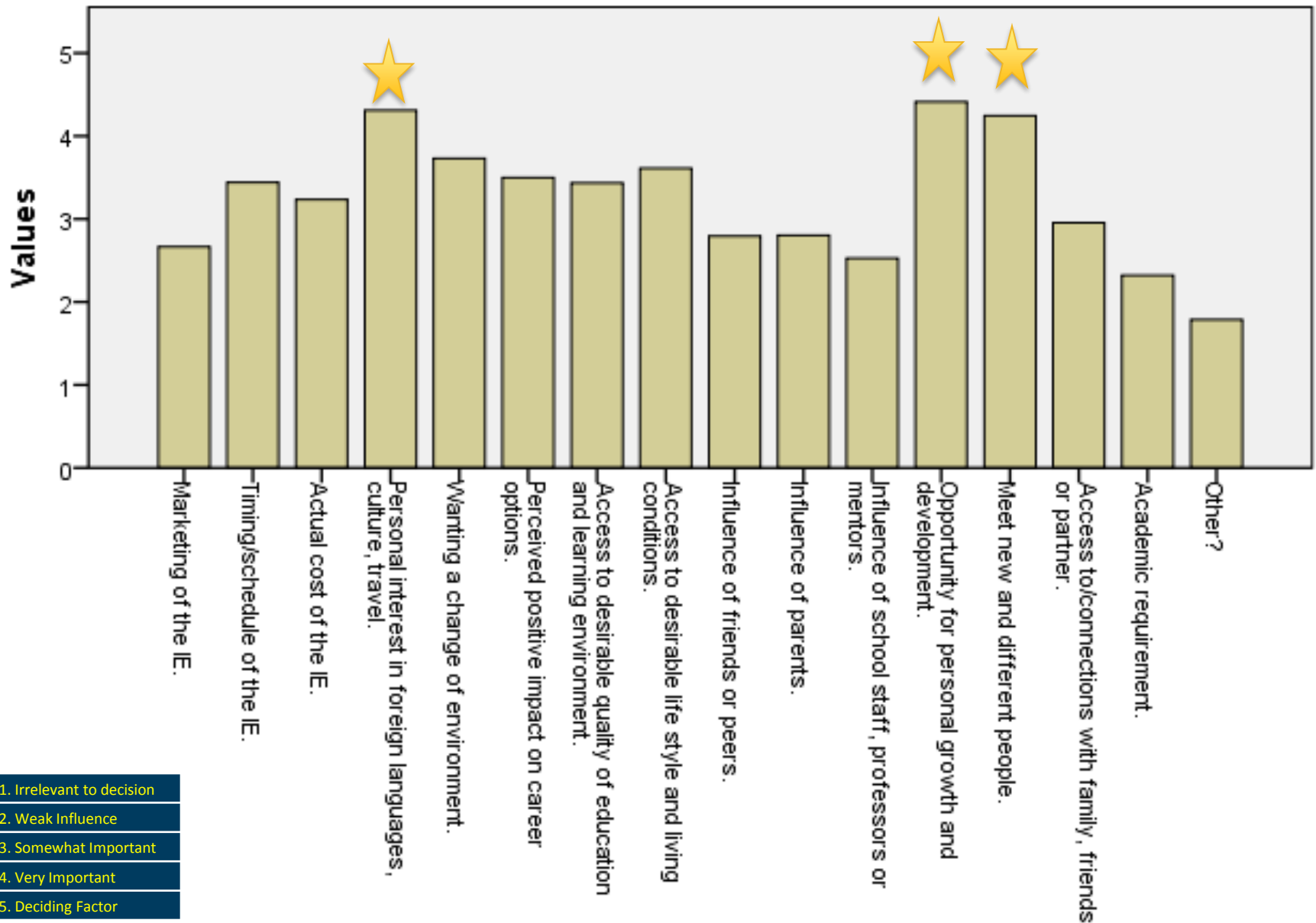
Report

A Bentley faculty-led short term program to another country.



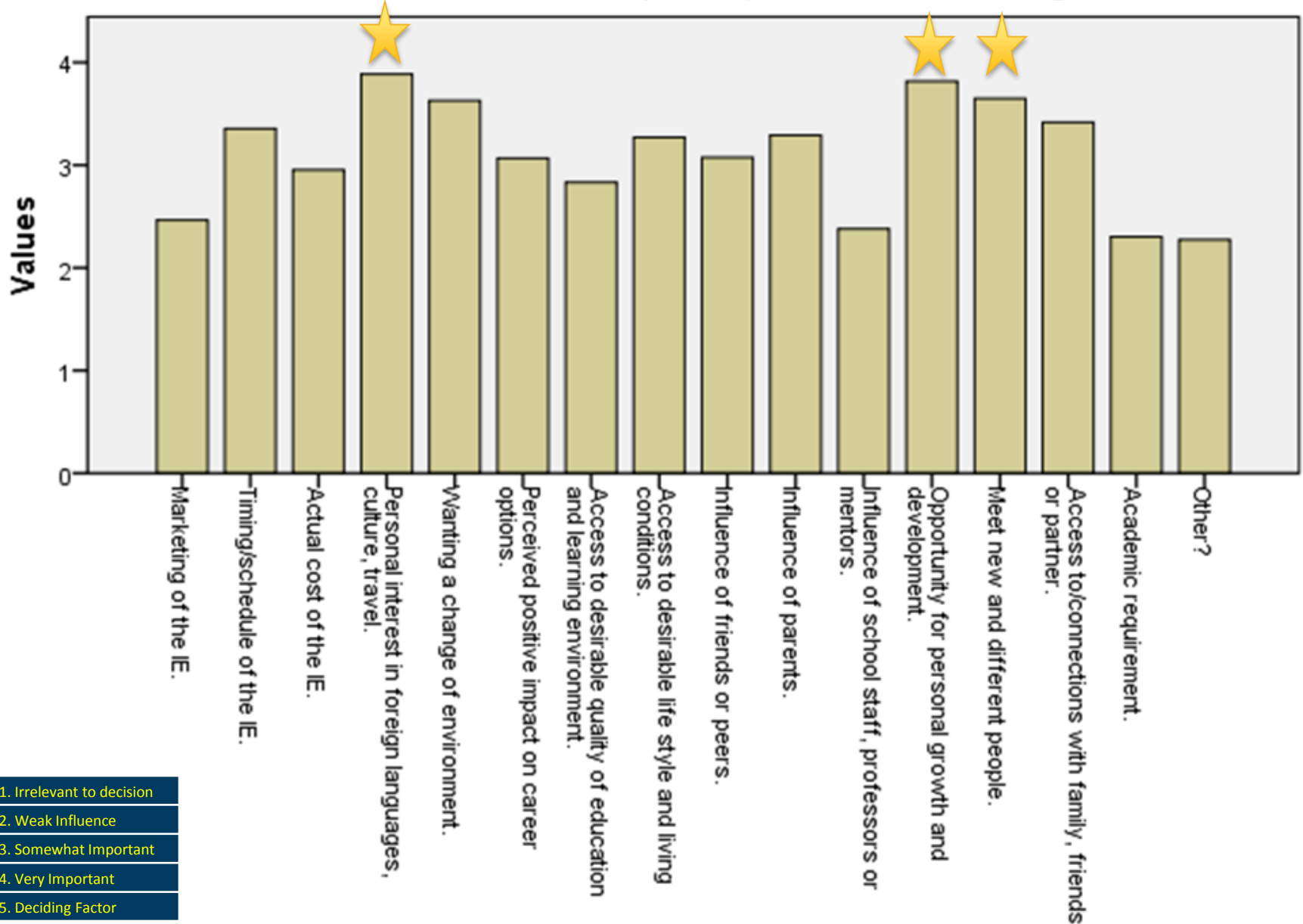
Report

Attending school and/or completing an internship in another country while ...



Report

Travel outside the US for an extended period, i.e. a month or longer while ...



Report

Variables

1. Irrelevant to decision
2. Weak Influence
3. Somewhat Important
4. Very Important
5. Deciding Factor

Other?

Academic requirement.

Influence of school staff, professors or mentors.

Marketing of the IE.

Influence of friends or peers.

Influence of parents.

Access to/connections with family, friends or partner.

Actual cost of the IE.

Access to desirable quality of education and learning environment.

Perceived positive impact on career options.

Access to desirable life style and living conditions.

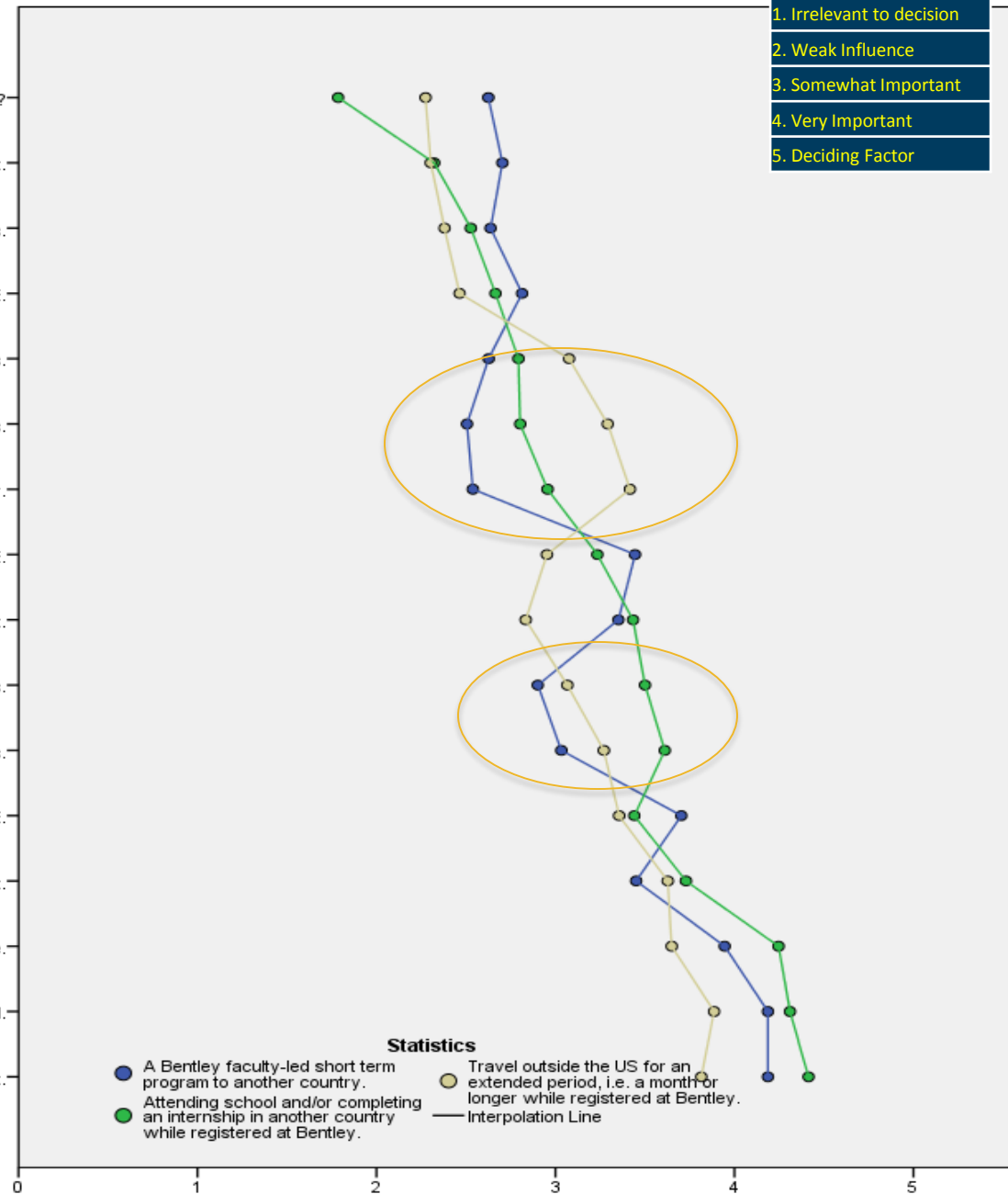
Timing/schedule of the IE.

Wanting a change of environment.

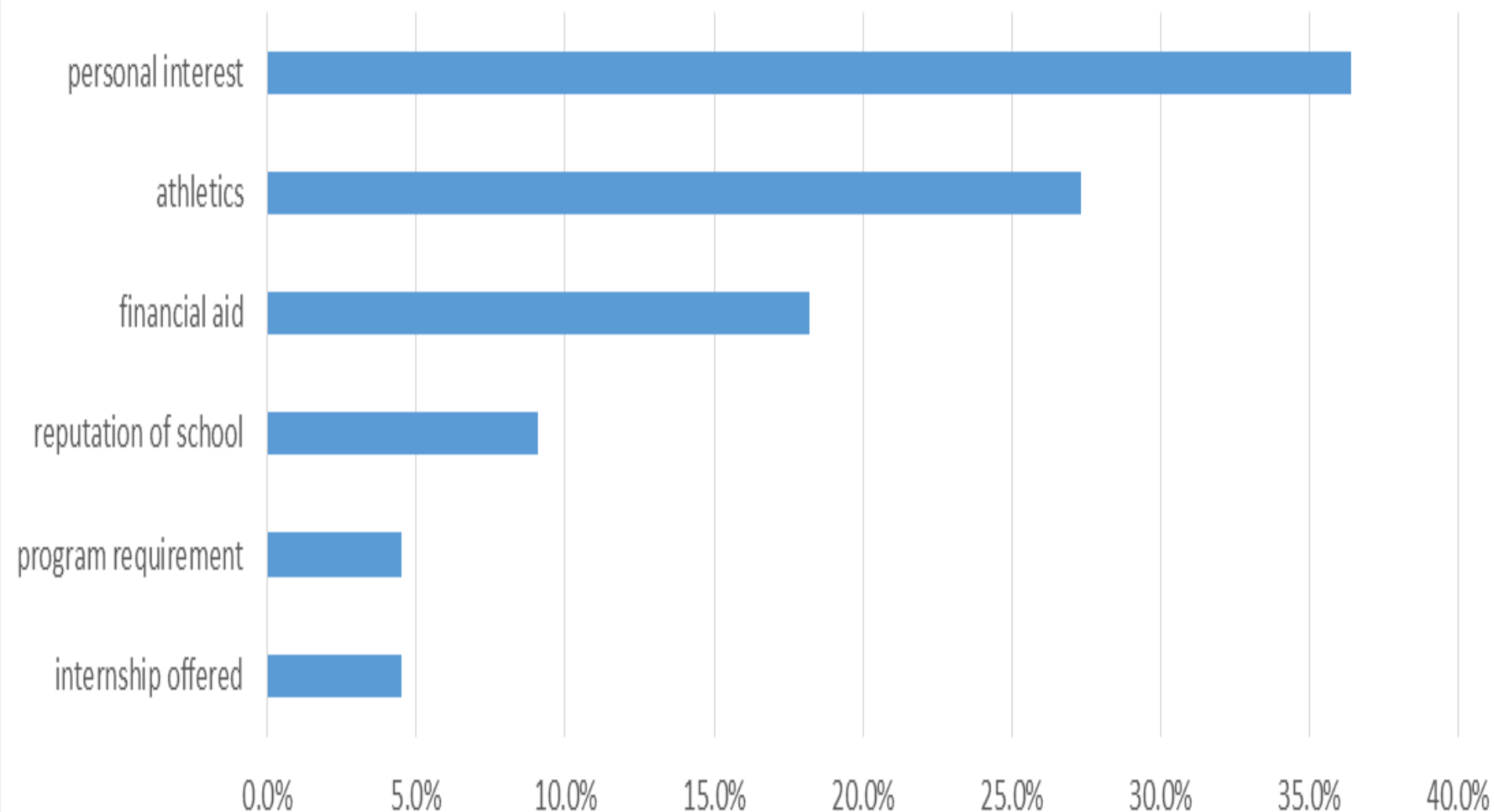
Meet new and different people.

Personal interest in foreign languages, culture, travel.

Opportunity for personal growth and development.



Other reasons provided for taking an international education experience (percentage of 22 responses)

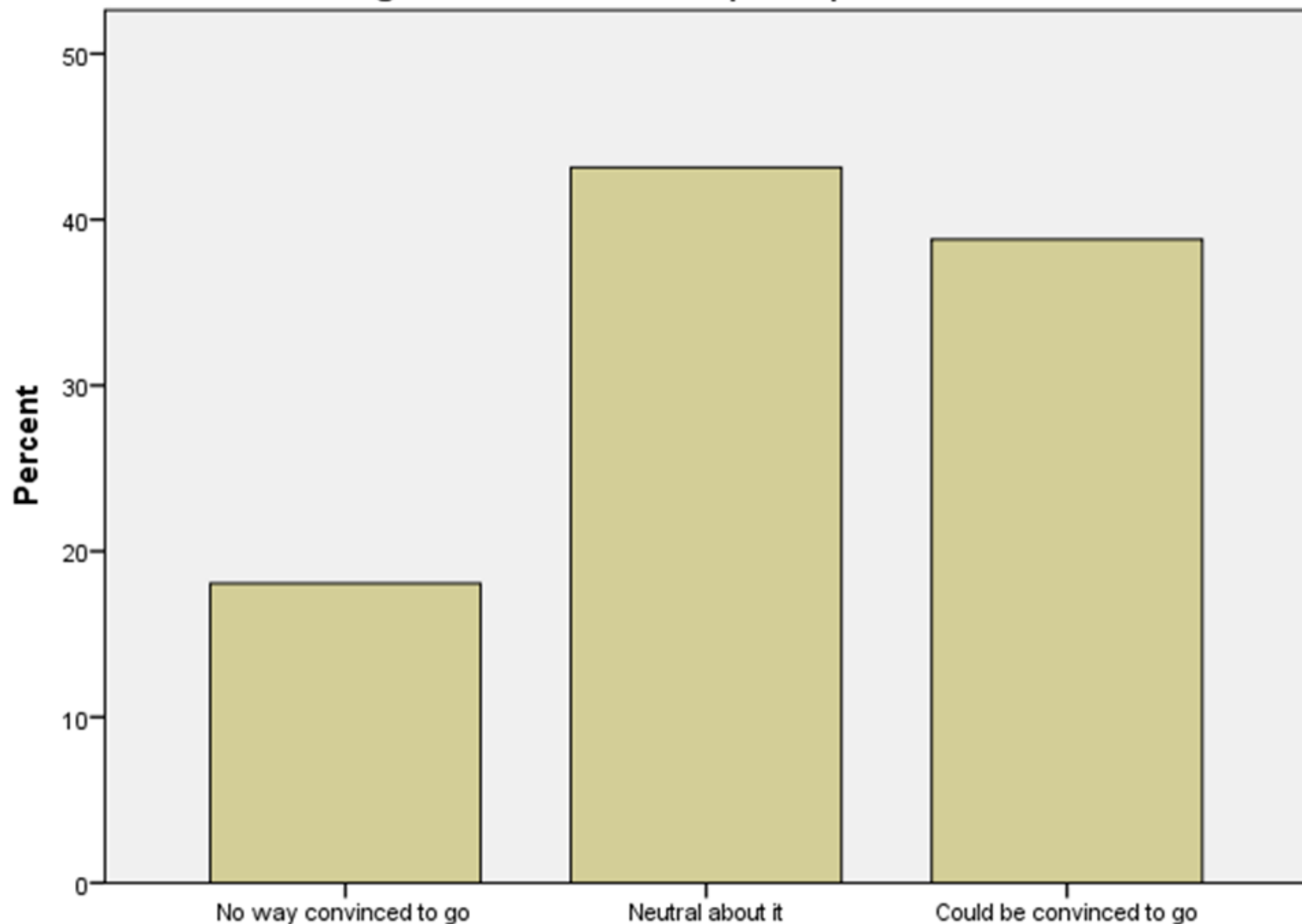




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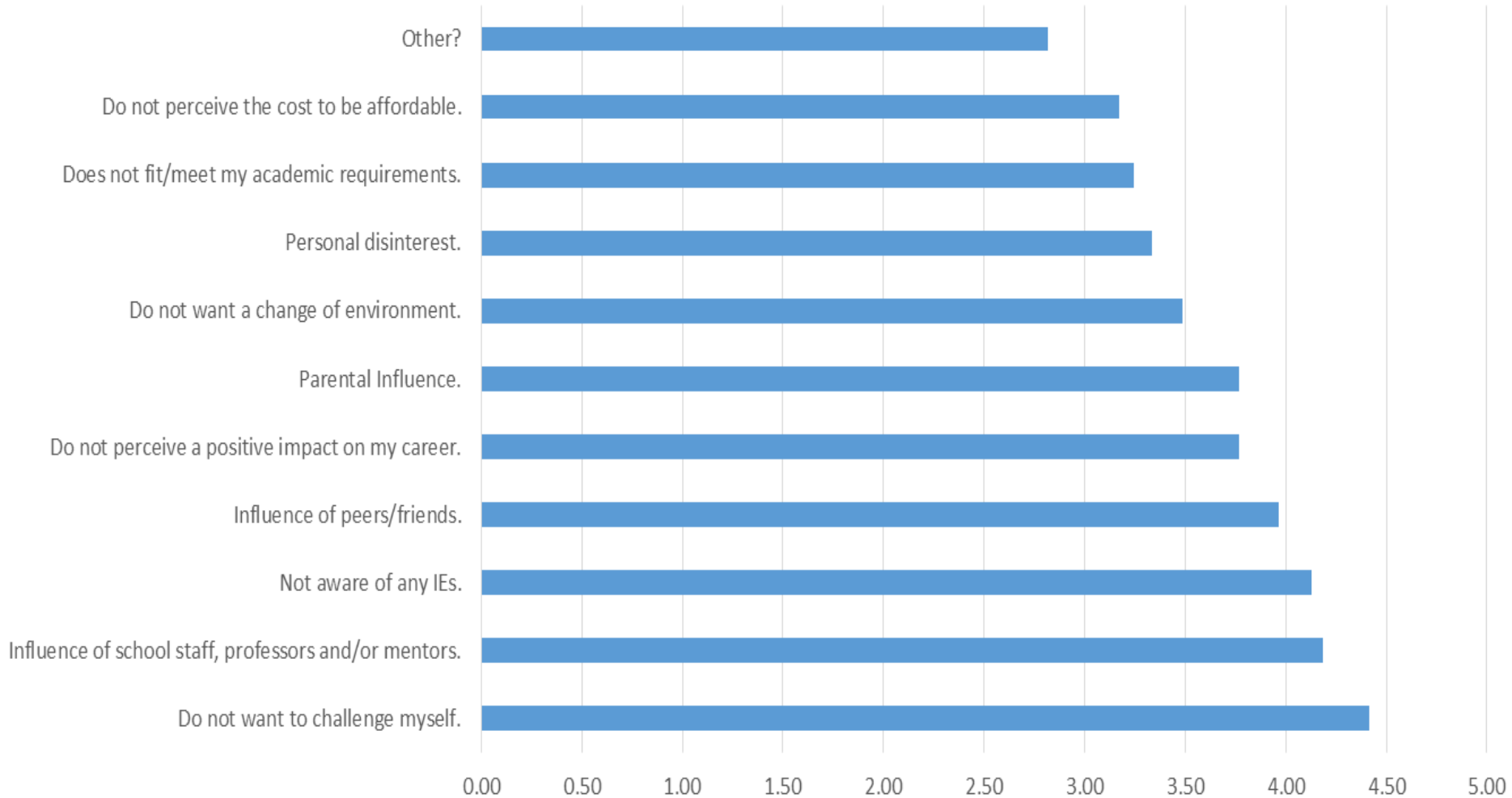
RESULTS – WHY NOT PARTICIPATE?

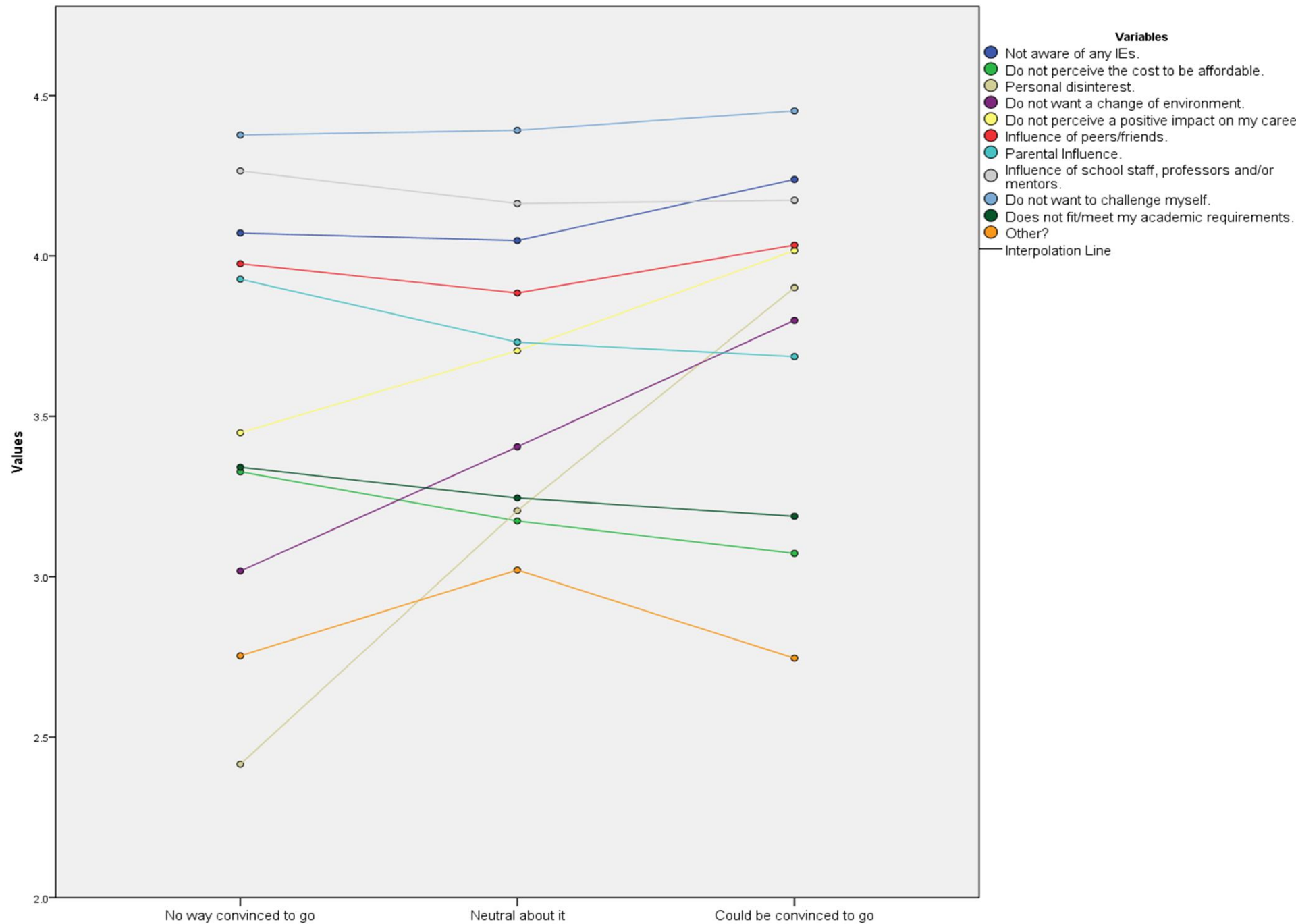
Strength of decision not to participate Thirds



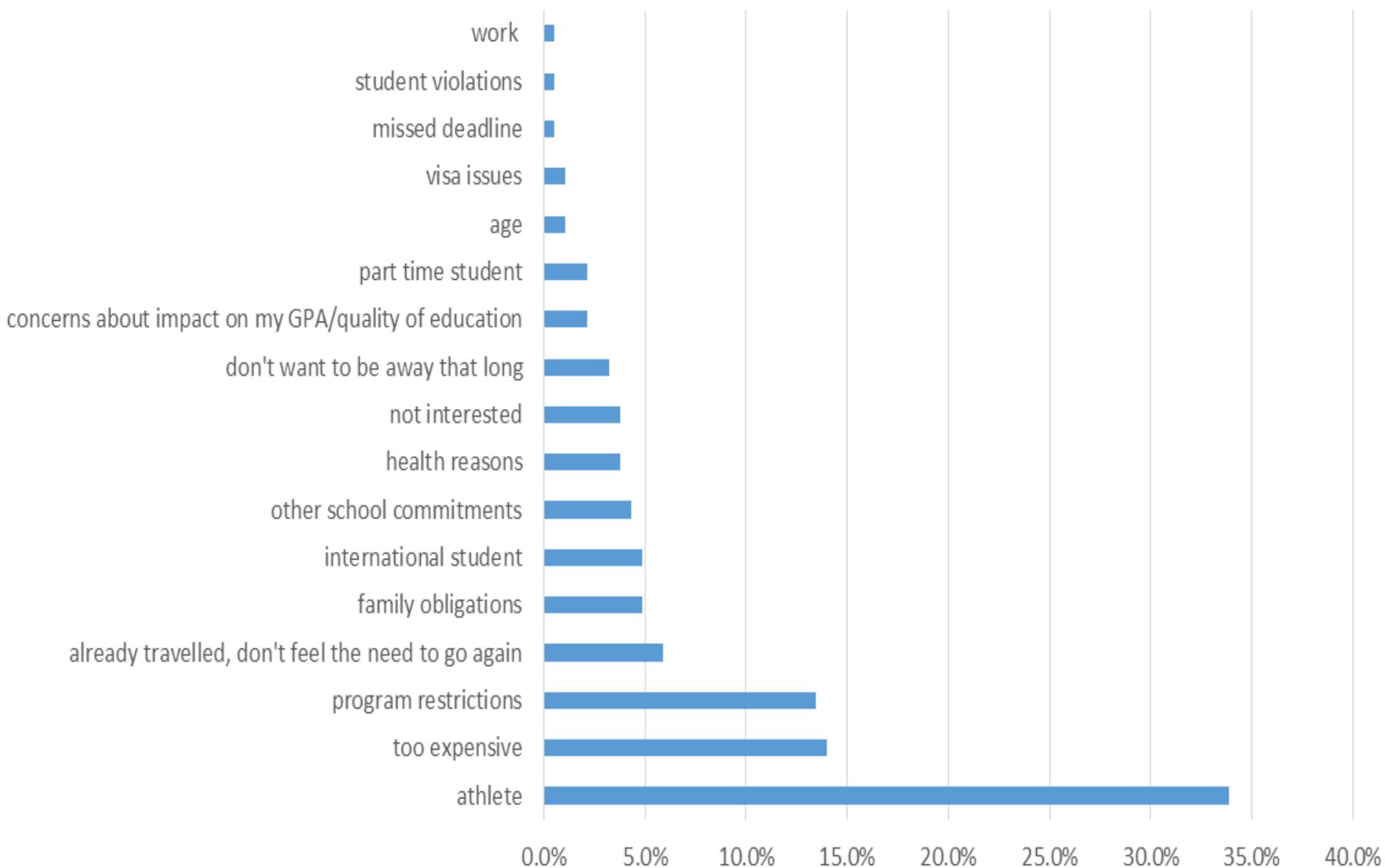
Strength of decision not to participate Thirds

Strength of reasons to not participate (1 = Deciding Factor, 5 = Irrelevant to Decision)





Other reason provided for not taking an international education opportunity (percentage of 186 responses)



IN SUMMARY

What motivates students to take IEO's?

- Personal interest in foreign languages, culture and travel.
- Opportunity for personal growth and development.
- Meet new and different people.

Least influential:

- Academic requirements
- Influence of school staff, professors or mentors
- Cost
- Peers and Parents, although they were slightly more influential for internships and semester abroad
- Marketing of the program, although slightly more influential for faculty led programs



Yet, of those who had never taken and did not intend to take an IEO, 40% were neutral about their decision and 40% could be convinced to go.

Reasons for not taking IEO's?

- Cost

- Program restrictions

- Personal disinterest

For those students who could not be convinced to go, these reasons were much stronger:

- Do not want a change of environment

- Do not perceive a positive impact on my career

The factor that had the largest change in influence between *could not be convinced* and *could be convinced*: Personal Disinterest.



Additional reasons for not taking an IEO?

- Interferes with athletic commitments
- Prohibitive cost
- Program conflicts –
 - Transfer students who have a shorter timeframe for degree completion
 - Degree requirements not fulfilled by host institution program

WHAT CAN WE DO?

- Strengthen our message that international education is important and beneficial for personal and professional reasons.
- Mentor students and provide support to overcome their personal disinterest.
- Provide accessible financial aid.
- Resolve the degree program restrictions.

Also need to recognize that some priorities will still restrict participation – for example, athletics.



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THANK YOU