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INTERCULTURAL EFFECTIVENESS ASSESSMENT:

A COMPREHENSIVE PROGRAM DESIGN

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WISE 2015

IMPERATIVES



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- **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:



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- 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."*

INTERCULTURAL EFFECTIVENESS STUDY



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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

COMPONENTS:



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- Instruments: IES and IEC (provide dependent and independent variables for data analysis)
- Student Assignment: IES self assessment (and reflection paper)
- Assessment of learning objectives

IES Instrument

The Intercultural Effectiveness Scale (Kozai Group)



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The IES examines three main dimensions of intercultural adaptability, and each dimension consists of two sub-dimensions:

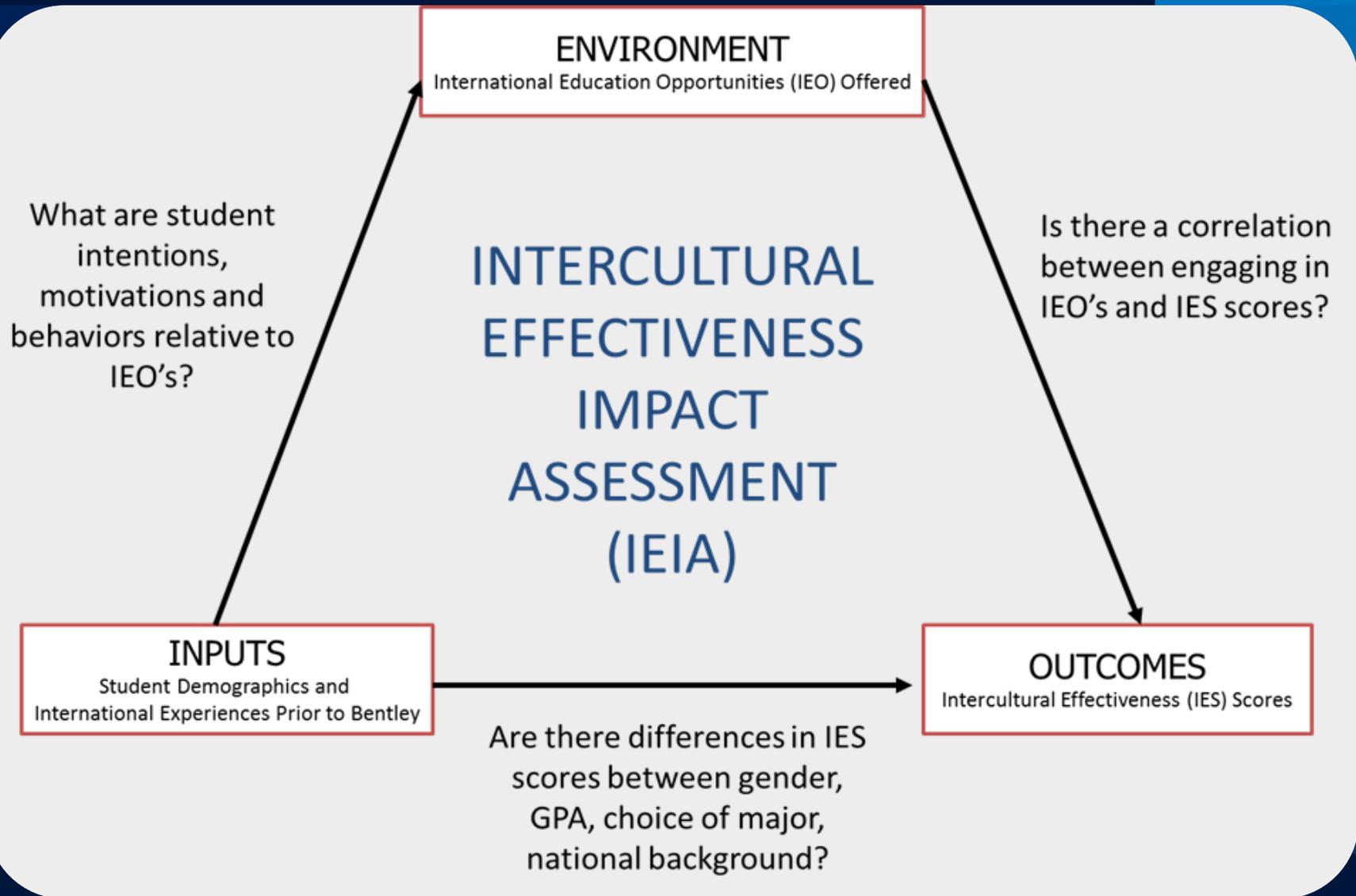
| Continuous Learning | Interpersonal Engagement | Hardiness |
|---------------------|--------------------------|----------------------|
| Exploration | Global Mindset | Positive Regard |
| Self-Awareness | Relationship Interest | Emotional Resilience |

An *Overall IES* score is generated by combining the scores of the six sub-dimensions

IEC Instrument: INTERCULTURAL EFFECTIVENESS CONTEXT (BERDROW)



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DESCRIPTIVE DATA ANALYSIS



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DEPENDENT VARIABLES

- A. Continuous Learning
 - 1. Self-Awareness
 - 2. Exploration
- B. Interpersonal Engagement
 - 3. Global Mindset
 - 4. Relationship Interest
- C. Hardiness
 - 5. Open-Mindedness
 - 6. Resilience
- Overall IES Score

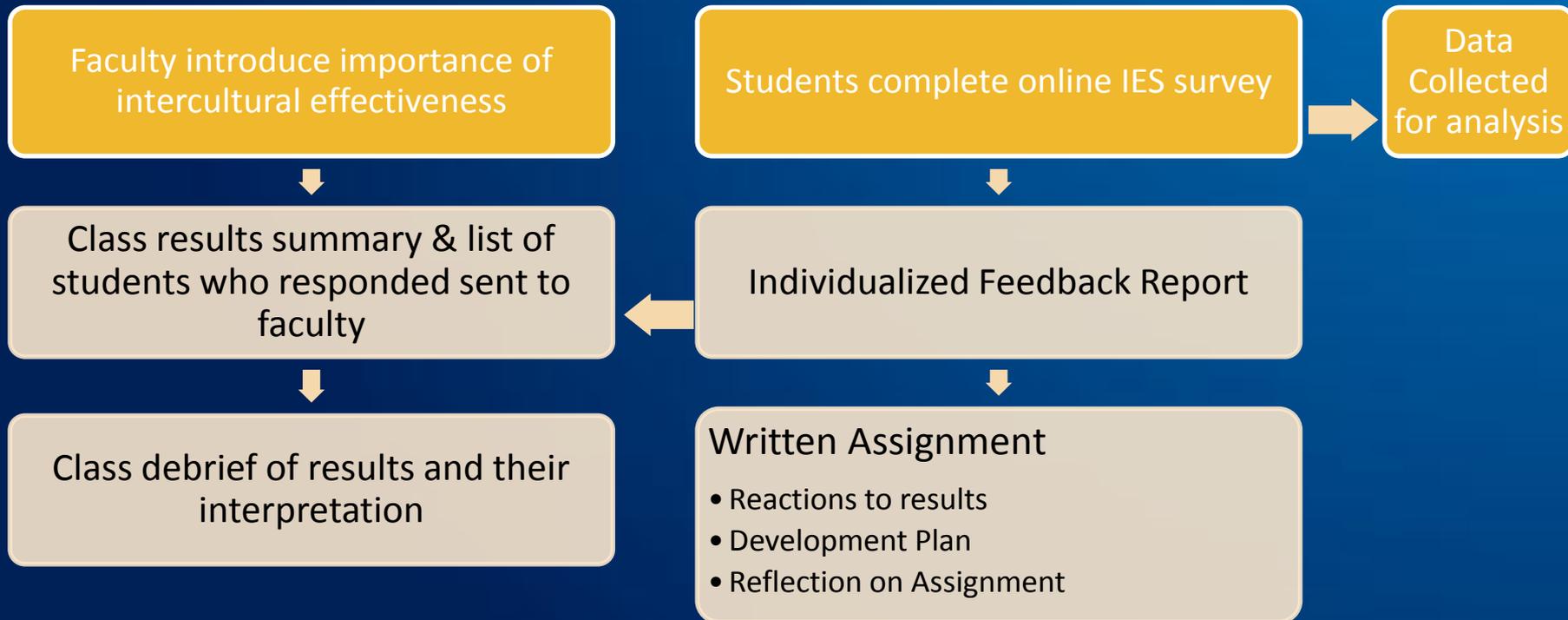
INDEPENDENT VARIABLES

- Ethnicity
- Nationality
- Pre-Bentley international experience
 - international student
 - lived abroad
- Bentley international education
 - A faculty-led short term program to another country.
 - Attending school and/or completing an internship in another country.
 - Travel outside the US for an extended period, i.e. a month or longer.
- Intentions:
 - will have international education experience
 - will not have international education experience
- Motivations for having/not having international education experience
- Behaviors during and after international education experience
- Demographics: Gender, GPA , Transfer student , LSM , Honors

ASSIGNMENT & CLASS MANAGEMENT



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ASPIRANT
GROUP

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How have GB215 Sophomores scored?

Note: Results are based on total sample size of $n=1,661$ from AY10/12



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| | Low | | Moderate | | High | |
|---------------------------------|-----|---|----------|---|------|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| Continuous Learning | | X | | | | |
| Self-Awareness | | | X | | | |
| Exploration | | X | | | | |
| Interpersonal Engagement | | X | | | | |
| Global Mindset | | X | | | | |
| Relationship Interest | | X | | | | |
| Hardiness | | | X | | | |
| Positive Regard | | | X | | | |
| Emotional Resilience | | | X | | | |
| Overall IES Score | | X | | | | |

ASSESSMENT DESIGN



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| TIME 1 Measures | TIME 2 Measures | |
|--|--|--|
| Intention Behavior Motivation Demographics IES Score | Intention Behavior Motivation Demographics IES Score | <p>LONGITUDINAL ANALYSIS</p> <ul style="list-style-type: none"> • Change in IE scores by respondent. • Effectiveness of International education opportunities • Development of pedagogical materials to support education and development efforts. |
| <p>BENCHMARKING ANALYSIS</p> <ul style="list-style-type: none"> • Student self-reflection, development, and career planning. • Benchmarking IE scores • Comparison of IE scores between demographic groups | | <p>RESEARCH QUESTIONS</p> <ol style="list-style-type: none"> 1. What are student intentions, motivations and behaviors relative to international education opportunities? 2. Are there differences in intercultural effectiveness between gender, academic performance, choice of major and national background? 3. Is there a correlation between engaging in international education opportunities at Bentley and our students' intercultural effectiveness? |

DATA COLLECTION



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| | Total | GB101 Freshmen | GB215 Sophomore | GB401 Senior | GB410 Senior |
|---------------|-------------|-------------------|--------------------|-----------------|-----------------|
| Spring 2009 | 109 | 109 | | | |
| Fall 2010 | 394 | | 394 | | |
| Spring 2011 | 438 | | 438 | | |
| Fall 2011** | 482 | | 415 | 67 | |
| Spring 2012 | 230 | | 219 | 11 | |
| Fall 2012 | 565 | | 426 | | 139 |
| Spring 2013 | 354 | | 221 | | 133 |
| Fall 2013*** | 277 | | 181 | | 96 |
| Spring 2014 | 353 | | 274 | | 79 |
| Totals | 3202 | 109 | 2568 | 78 | 447 |

Plus 300+ Student Reflection Papers

PRELIMINARY DESCRIPTIVE ANALYSIS:



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- Preliminary benchmarking of Bentley responses against a larger population of respondents with 4 year degrees indicates that Bentley students score lower on 6 of the 9 dimensions and about the same on the other 3 dimensions.
- Students improve between sophomore and senior year on certain dimensions: Self-awareness, Global Mindset, Continuous Learning (aggregate), Interpersonal Engagement (aggregate), and Total (aggregate) from the first test to the second.
- On aggregate, International students score higher than domestic students, and students with education abroad experience rank higher on certain scores.
- Additional factors that correlated significantly with certain dimensions include having lived in another country before coming to Bentley and types of international experiences.

PRELIMINARY MULTIVARIATE ANALYSIS:



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The research questions addressed by CQA's data analysis were:

1. Does just being at Bentley longer correlate with higher IES scores?
2. Does taking an international education experience at Bentley correlate with higher IES scores?
3. Do pre and post IES scores correlate differently for domestic students than for international students?

Based on the 199 matched responses, the analysis showed that:

- An increase of Self-awareness, Global Mindset, Continuous Learning (aggregate), Interpersonal Engagement (aggregate), and Total (aggregate) from the first test to the second.
- There is no statistically significant effect due to International Education experience (IE), International Student status (IS), or the interaction (IE*IS) on the difference from the first test to the second.

PRELIMINARY QUALITATIVE ANALYSIS



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Student reflection papers indicated that:

- Generally students found the IES self-report and results to be informative and useful.
- Many were surprised by their own low levels of intercultural effectiveness when compared to an aspirant group.
- While many opportunities exist through housing arrangements, campus events and course work for intercultural interactions, students do not feel adequately prepared or naturally motivated to interact effectively with students from other backgrounds.
- Some students do not see the need to develop intercultural effectiveness since they will never work outside of the US.



TYPICAL STUDENT RESPONSES TO IES: *THE LOOKING GLASS*

15%

- **Break the mirror:** this assignment was stupid, the instrument made no sense, a few questions can't possibly paint a picture of who I am. Basically this response discredits the instrument and the assignment taking no value from the results.

25%

- **Argue with the mirror:** the results are wrong, the questions led me to answer a certain way; there is obviously a bias in the opinions of the researchers. This response argues against the validity and usefulness of the instrument and the results provided.

60%

- **Converse with the mirror:** either the results accurately portray my self-image, or I didn't want to believe the results at first but now that I have thought about them and worked through the assignment I can see where they fit with my experiences of myself. This response considers the results (even if not at first) and while the results may not feel comfortable, the student finds merit in what the results suggest.



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A photograph of a group of white swans and grey pigeons. The swans are gathered near a concrete ledge and a body of water. The pigeons are on the ground in the foreground. The text 'THANK YOU' is overlaid in large white letters across the middle of the image.

THANK YOU