

Global Competence and 2014's College of Business Student

Douglas W. Naffziger
Ball State University

Ray V. Montagno
Ball State University

Tamara A. Montag-Smit
Ball State University

Economic globalization has increased the likelihood that current and future business students will have important interactions with citizens of foreign cultures. Cultural differences often cause difficulties in international business. The concept of Global Competence addresses one's ability to work successfully with people from other cultures; as such it will be an increasingly important skill set for upcoming business graduates. This paper discusses the meaning and dimensions of the concept and research into pedagogical approaches to increasing global competence. The research herein found a combination of classroom instruction and international travel increased Global Competence among university business students.

INTRODUCTION

As globalization continues to climb, the likelihood of interaction between U. S. citizens and people of other cultures increases. While many may think intercultural interaction is limited to those traveling outside the U. S., the reality is that more foreigners travel and/or emigrate to the United States, increasing domestic intercultural interaction also. For example, according to the PEW Charitable Trusts (2013), the number of foreign born people living in the US increased from 14.1 million in 1980 to just over 40 million in 2011. Likewise, U. S. international business as measured by the total of exports and imports has increased over sevenfold since 1980 from \$563.0 billion to \$4.188 trillion in 2010 (U. S. Census Bureau).

International travel by Americans for business and pleasure also continues to grow. In 2013, including travel to Mexico and Canada, over 61 million Americans traveled outside of the US (ITA, Office of Travel and Tourism Industries, 2013), and business travel is expected to increase 7+% annually through 2017 according to the Global Business Travel Association (2013). As individuals and organizations increase their interactions with different cultures and nationalities, regardless of where the interactions take place, the ability to behave appropriately and accomplish assigned objectives becomes all the more critical. Thus, US citizens will need higher levels of intercultural competence than ever before.

Global/Intercultural Competence

A body of literature has emerged over the last 25 years dealing with a person’s ability to successfully interact with people from foreign cultures. The concept is known by various terms such as global competence, intercultural competence, cultural intelligence, cross-cultural competence, and intercultural sensitivity, and discussions of a common definition exist (Hunter, 2004; Deardorff, 2004; 2006). As with similar constructs, each researcher or group of researchers seems to put forth their own definition for their research, often until some call for consensus emerges. While this may cause discomfort and confusion to some, there exists sufficient similarity to accept that authors are moving in a consistent direction. Regardless of the terms and definitions used, authors seem to agree on one thing – that Global Competence (GC), Intercultural Competence (IC) (hereafter referred to as GC) will be more important as time goes on and that Americans need to acquire more of it. Questions exist about the acquisition or development of one’s of GC. How does one become more GC? Is it a teachable skill or skill set, a set of knowledge, a manner of behavior, or a personality trait? Where and how does one acquire GC skills? Is it through vicarious learning, experience, programmed study, or a combination of methods? Is international travel necessary? To be GC does one have to be fluent in a second language?

Defining Global Competence/Intercultural Competence

To address the question of what global competence is, Hunter (2004) concludes that, “while there are multiple published definitions of the term ‘global competence’ and a compendium of postulates regarding the knowledge, skills, attitudes, and experiences necessary to become globally competent, there is no consensus. Further, little research exists with the purpose of defining the term ‘global competence’ or of the identifying the knowledge, skills, attitudes, and experiences necessary to become globally competent (p. 12).” Concurrent with that statement, Deardorff (2004, 2006) undertook a comprehensive study to accomplish just that goal. Table 1 presents a sample of GC/IC definitions for comparison.

TABLE 1
SELECTED DEFINITIONS OF GC/IC
(TABLE DATA TAKEN FROM SOURCES CITED)

Author(s)	Term/Definition
Hunter (2004)	Global Competence - Having an open mind while actively seeking to understand cultural norms and expectations of others, leveraging this gained knowledge to interact, communicate and work effectively outside one’s environment.
Brustein (2006)	Global Competence ‘The skills that form the foundation of global competence include the ability to work effectively in international settings; awareness of and adaptability to diverse cultures, perceptions and approaches; familiarity with the major currents of global change and the issues they raise; and the capacity for effective communication across cultural and linguistic boundaries.’
Deardorff (2006)	Intercultural Competence ‘the ability to communicate effectively and appropriately in intercultural situations based on one’s intercultural knowledge, skills, and attitudes’ (247-248)

Van Roekel (2010)	Global Competence – ‘an depth knowledge and understanding of international issues, an appreciation of and ability to learn and work with people from diverse linguistic and cultural backgrounds, proficiency in a foreign language, and skills to function productively in an interdependent world community.’
Lonner (in press)	Cross-cultural competence – a set of attitudes, knowledge, and skills that together form a personal attribute that facilitates smooth and effective communication and interaction with people who are culturally and linguistically different (in Chiu, et. al., p. 844; Encyclopedia of Cross Cultural Psychology, 2013, K. D. Keith, ed.)

Some definitions tersely cut to the chase and are succinct while others are more elaborate, delineating a range of characteristics believed to comprise GC. To draw common themes from the definitions presented above, one would see that being globally competent involves being able to communicate with people of different cultures; being able to work effectively or productively, accomplishing some goal or goal set; possessing relevant skills, abilities and personal attributes; and possessing a requisite level of cultural knowledge, comprehension, and understanding. There is frequent use of the term culture or its derivatives (e.g. intercultural, cultures, and cross-cultural). Adverbs such as effectively, successfully, and productively are commonly used to describe verbs such as work, interact, communicate, deal and function. The possession and/or use of knowledge were referred to by many authors as were references to behaviors, skills, capacities, and abilities (e.g. the ability or capacity to communicate or communication skills). Personal characteristics such as awareness, adaptability, open-mind (-minded), appreciation (appreciative), respectful (respectfully), and sensitive (sensitivity) frequently turned up. Terms that do not fit cleanly into those categories include: international settings, diverse settings, international issues, familiarity, interdependent, personal attributes, and different.

Several authors have gone beyond defining GC, going to greater depths to present their view of GC; rather than defining it explicitly, they have described GC in terms of the characteristics, skills, attitudes, or dimensions that comprise GC. Models from Hunter (2006), Bennett (1986, 1993, 2003, 2004), Johnson, Lenartowicz, and Apud (2006), Fesenmaier, Cahill, and Phatak (2009), and Deardorff (2009) present their conceptualizations of what makes up GC or factors that influence a person’s becoming GC. Van Roekel (2010), Willard (2006), Caligiuri and DiSanto (2001), Mortenson (2011), and the Asia Society discussed GC in terms of the knowledge, attitudes, abilities, and skills that comprise the concepts. Deardorff (2006) also cautions that competence does not just happen, it must be intentional. She described global competence as a lifelong process to which there is no end point at which a person is totally interculturally competent.

GC/IC Dimensions and Skills

Caligiuri and DiSanto (2001), Van Roekel (2010), and Mortenson (2011), addressed various knowledge, skills, and abilities (KSA) and dimensions of GC. Again, there is a strong similarity or thread running through their conceptualizations. Van Roekel commented, “If today’s students want to compete in this global society, however, they must also be proficient communicators, creators, critical thinkers, and collaborators (the ‘Four Cs’).” Van Roekel’s definition includes four dimensions: 1) International awareness (knowledge and understanding of history, socioeconomic and political systems, and similar global events; understand the international implications of local and national events); 2) appreciation of diversity (the capacity to know, understand, and appreciate people from other cultures and be able to acknowledge other points of view; understand and appreciate cross-cultural differences); 3) proficiency in

foreign languages; 4) competitive skills (develop high level thinking skills; understand the economic, social, and technological changes and their impact on the worldwide marketplace).

TABLE 2
SAMPLE COMPARISON OF GC DIMENSIONS

Dimension	Van Roekel	Caligiuri and DiSanto	Mortenson
Knowledge	Knowledge and understanding of history, socioeconomic and political systems, and similar global events Understand the international implications of local and national events	Of firm's worldwide business structure International business issues Network of professional contacts	Complexities of world events Geography conditions, issues, and events Historical forces that have shaped world system One's own culture and history in relation to others'
Skills	Proficiency in foreign language		Research Communication and collaboration Coping and resiliency Critical and comparative thinking Creative thinking and problem solving
Ability	Competitive skills - develop high level thinking skills Understand the economic, social, and technological changes and their impact on the worldwide marketplace	Transact business in a foreign country Change leadership style when necessary	
Attitudes & Values	Appreciation of diversity (the capacity to know, understand, and appreciate people from other cultures and be able to acknowledge other points of view Understand and appreciate cross-cultural differences		Openness to new opportunities Self-awareness about identity and culture Empathy and valuing multiple perspectives Comfort with ambiguity
Personality		Level of openness Level of flexibility Level of ethnocentrism	

Caligiuri and DiSanto (2001) used focus groups made up of HR managers from multinational firms (N = 50 subjects) to address the question of what individual knowledge, skills, abilities, or other characteristics represented an individual's global competence. The results were categorized into ability to transact business in another country and change leadership style based on different situations; knowledge of the firms' worldwide business structure and international business issues; possession of a network of professional contacts worldwide; and a level of openness, flexibility, and ethnocentrism. Mortenson's (2011) approach is slightly different from that of Caligiuri and DiSanto. She identified knowledge, skills, values and attitudes, and behaviors. Table 2 compares the work of Van Roekel, Caligiuri and DiSanto, and Mortenson. Blank spaces exist where individual authors did not specifically address the issue in question.

The University's Role in Becoming Competent

At issue is how one becomes globally competent and where that transformation might take place. According to Musil (2006), "educating students for a global future is no longer elective (p.1)." Her assessment of a study by the Association of American Colleges and Universities (2005) found little to shout about and that "colleges and universities need to sharpen their aims and develop more coherent global education curricular programs (p. 3)." Brustein (2006) said it was time to sound the alarm for U.S. institutions of higher learning to internationalize education, and an American Council of Education (ACE) report (2012) strongly suggested that universities and colleges of America should play a leading role in this regard. The 2012 ACE report called providing internationalized education and preparation of students for productive and responsible citizenship one of the fundamental duties of U. S. higher education. The ACE report also stated that while internationalization has long been a part of higher education the demands of the current era require even a deeper commitment.

Authors are critical of undergraduate curricula. Most universities have some 'global' or 'international' studies requirement built into their core curriculum, but it usually consists of one or two loosely connected courses that could come from a wide variety of disciplines, such as history, geography, political science, or anthropology. At the same time authors applaud the movement of some universities toward more coordinated efforts and some universities have begun to offer organized, focused programs in international studies however the number of college students enrolled in this type of program is undoubtedly small. ACE has come out strongly in favor of universities and colleges embracing and addressing the issue of producing more internationally oriented and knowledgeable students (2005, 2012).

Developing programs to improve students' Global Competence leads back to questions raised earlier concerning how one acquires such skills, and abilities. Can we consciously work at becoming more GC or does it just happen? If one's GC can be raised, then how? If it can be taught, how would educators and trainers go about it? Does one acquire GC skills more effectively through vicarious learning, experience, programmed study, or some combination of methods? Does one need international travel to become GC and is knowledge of a foreign language a requisite? Recent research, discussed in upcoming paragraphs, has examined the use of different pedagogical approaches to improve global competence. It is recognized that all students do not learn in the same way and that a broad and multi-faceted concept such as Global Competence may require multiple techniques to cover all the bases. In general, however, research supports the idea that GC can be improved through conscious educational effort.

With a multifaceted concept such as Global Competence achieving the final outcome (if there is such a thing) would undoubtedly be the result of many different pedagogical techniques and approaches. One aspect of GC has been defined is the knowledge dimension. Transmitting knowledge today can be accomplished in a variety of ways, such as online courses or traditional classroom lecture with incorporated readings and research papers. Values and attitudes may be influenced from both a knowledge approach and an experiential, interactive approach. Skills are best learned through a series of steps – explanation, demonstration, practice, and application. What should be obvious is that the traditional 'tell and sell' lecture class format, if it works at all, will not present the student the adequate, well-rounded foundation necessary to become more globally competent. Facts about a country's demographic composition or when it gained its independence can be learned well enough through lecture

but one cannot fully learn how members of a culture interact with each other or foreigners or how important family is to a culture by reading about it in a book.

Specific to the current paper, Aggarwal (2011) discussed the issue of how American Colleges of Business are addressing the globalization of our students for today's world as well as how he believes they should be. His opinion, in short, is that it is not being done very well and at the very least they could be doing much better. Leading texts in Management, Marketing, Strategic Management and other business fields generally contain at least one chapter discussing the impact of globalization on that particular field. Additionally, it is difficult to imagine any widely used text in International Management, International Business, and International Marketing not addressing the many reasons why understanding culture and cultural differences is important. Indeed, Ricks (2006) has even authored a book (in its 4th edition) that is a compendium of famous and infamous blunders in the world of international business, many of which have cultural misunderstandings and miscues at their root. Additionally, students not enrolled in the international version of their functional discipline, e.g. International Finance, would get only a bare minimum of exposure to global complexities.

In this realm it must be remembered that it is one thing to teach about a concept, it is yet another to improve a student's skill set. Pedagogical tools and techniques are limited only by one's imagination and perhaps resources. Some methods are relevant to the classroom, such as projects, speakers, text/readings, simulation exercises, and case studies as well as many variations on these methods. Non-class tools would include field studies, study abroad programs, internationally oriented internships, case competitions, campus and non-campus co-curricular activities, and company visits, again with many variants. The more these can be coordinated and tied together in a capstone-type of course and through careful coordination by teaching faculty the more effective the efforts will be. The activities and combinations thereof must also be tied to educational goals, aligned to form a coherent whole, and guided by some form of mission-stated objectives to keep the focus of attention on the goals.

Research on College Student Global Competence

A small amount of research has looked into the effectiveness of different pedagogical techniques and the impact on GC. The research described in the following paragraphs investigates the use of various experiential formats, namely Global Virtual Teams (GVT), in class exercises and simulations, and a combination in-class/external simulation. Also reviewed is the 2005 ACE survey that investigated the impact of in-class faculty behavior and non-class campus based programs and a study that compared the efficacy of long versus short-term study abroad on global mindedness.

Two recent research papers highlighted research on the use of technology-assisted virtual teams as a technique for building cross-cultural competencies. Erez, Lisak, Harush, Glickson, Nouri, and Shokef (2013) reported on research involving 1221 MBA students at 17 universities in 12 countries. A team of 20 researchers, headed by Taras, Caprar, and Rottig (2013) reported on their ongoing research of X-Culture. At the time of publication they reported that over 6,000 students from 80 plus universities, in 43 countries have participated. Both projects used a multi-cultural team approach with students meeting in a virtual team format via electronic technology. Erez et al. found that cultural intelligence and global identity were enhanced through the use of the virtual teams and that the development of team trust was a moderating factor in that change. Taras et al. also found that cultural intelligence was enhanced as was the participants' understanding of the challenges managing virtual team performance would present in the real world. The Erez et al. research design appeared to consist of some discussion of the issues of cross-cultural work and the project itself was of a rather short (2 weeks) time frame while the Taras et al. research appeared to include less discussion of cross-cultural team issues and a longer (2 months) focus on the project itself. Both groups of researchers concluded that the use of Global Virtual Teams (GVT) can be a viable tool for business classroom use.

A study by Salisbury (2011) found that, "studying abroad significantly affects the positive development of intercultural competence (p. 92)." Salisbury's results are based on a study by the Center of Inquiry in the Liberal Arts Wabash College, and contained data collected from nearly 20 schools and over 1,500 subjects. The subjects had participated in a wide variety of study abroad programs, which

allowed the general positive conclusion but unfortunately did not allow comparison between the various program types and their respective influence on intercultural competence. Thus Salisbury called for more research in order to better “understand the relationship between study abroad and intercultural competence development. Given the vast differences in study abroad experiences based on various potential combinations of location, length of stay, and depth of immersion, it is entirely plausible to suspect that variation along each of those vectors might uniquely influence the degree and nature of its effect (p. 94).”

Digeorgio-Lutz (2010) also argued that GC could be raised even if the students do not leave the country. She incorporated student participation in a 3-day annual Model Arab League simulation sponsored by the National Council on US-Arab Relations into her Middle East Foreign Policy class. Her primarily subjective indicators of Global Competence are: recognizing the geopolitical and economic interdependence, that information technology can be a useful tool to investigate the accuracy of stereotypes, understanding the non-universal nature of culture, religion, and values, and the understanding that the students can be empowered to help make a difference in the world. Student feedback over the years has been consistently positive. Digeorgio-Lutz acknowledged potential downsides to the project are that it can be time consuming both with regard to faculty preparation and in-class time and that attendance at the conference includes overnight travel involving logistical and cost issues. Student feedback over the years, however, has indicated a very positive response to the project.

Sizoo and Serrie (2004) conducted an experiment with a four group, pre- and post-test experimental design. Three control groups were established – freshmen enrolled in an Introduction to International Business class (U.S. Control group); foreign freshmen in a course entitled ‘Living in the U.S.A.’ (Non-US Control Group); and American adult learners in a night class in Marketing (Adult Control Group). American freshmen in a ‘Cross-Cultural Primer’ class served as the Treatment Group. The treatment consisted of four campus-based exercises and one international business news collection assignment during the course of the semester. Data were collected via the Intercultural Sensitivity Instrument (Bwahuk and Brislin, 1992). ANOVA results indicated that the only group whose scores improved over the course of the experiment was the Treatment Group. Its average post-test score was higher than its pre-test score and its post-test score was higher than each of the three control groups. This research supports the Degeorgio-Lutz conclusion that intercultural competency can be learned and improved without international travel. The authors concluded, “intercultural sensitivity does not significantly increase simply by living in a foreign country, or by getting older, or by taking an overview course in international business. It requires specific cross-cultural skill training that addresses both the intellectual and experiential aspects of cultural differences (p. 6).”

The 2005 study by the American Council on Education (ACE, 2005) measured attitudes of students toward international learning at ‘highly active’ (in terms of internationalization) and ‘less active’ institutions of higher learning, including both two and four year schools. The study found that while students at the highly active schools had “generally positive attitudes toward international learning (p. 3),” they were not uniformly enthusiastic about it. “A substantial portion agreed with statements that posited that international learning was less important than other types of learning, especially in community colleges and research universities (p. 3).” The study did, however, reveal useful pedagogical insight with regard to GC. Most importantly, students saw faculty as playing a key role in promoting international learning through the content and pedagogy of their courses and through their role in academic advising. Unfortunately, according to students “faculty [members] were only moderately active in promoting international learning.” It was reported that faculty activity spanned from being “unlikely to happen in the classroom’ to ‘frequently engaging in various international learning activities.” Students “were least likely to hear about them [activities] through faculty or advisors, or from in-class or public announcements (p. v).”

The ACE (2005) study also found that students at the more active schools were very positive that interaction with foreign students offers important opportunities to broaden their horizons. Respondents supported requiring students to take internationally focused courses and their coursework choices reflected that interest. However, these students did not consider foreign language courses to be an

international experience and participation rates and interest levels for co-curricular activities outside the classroom were generally low.

Study abroad is often suggested as a must in increasing a student's Global Competence, however the increasing cost of both short- and long-term study abroad programs as well as other constraints on students' ability to go abroad keep the numbers low (Naffziger, Bott, and Mueller, 2008; 2010). According to IIE (2013) data only about 2% of the American college student body engages in study abroad, including nearly 60,000 business students.

While study abroad may be outside of the reach of the large majority of college students, there seems to be widespread consensus that it can have a positive impact on student views of the world. A study by Kehl and Morris (2008) focused on the differential impact of short-term study abroad (defined as 8 weeks or fewer in duration) versus full semester long SA programs. Their study did find that students who had studied abroad for a semester scored higher on global mindedness than those who were at home but planned to study abroad in the future. That finding was not replicated for the short-term SA students versus those planning to study abroad in the future. The larger finding of the Kehl and Morris survey was that the semester long students scored significantly higher on global mindedness than did the short-term students. Kehl and Morris did suggest that more research comparing different study abroad formats thinking that programs where students actually study alongside host country nationals will probably have an even stronger change than students in an island-type of study abroad program, where US students go to a foreign location and study with their own home country peers with less contact with host country nationals.

Research indicates that well designed programs, both domestic-only and those that involve international travel, can have an impact a student's view of the world. Some work reviewed herein (Taras, Carper, Rottig, et. al. 2013; Erez, et. al., 2013; Salisbury, 2011) shared the common denominator that contact with some aspect of a real, living foreign culture has a positive impact on Global Competence. Conversely, the Degeorgio-Lutz (2010) and the Sizoo and Serrie (2004) research did not involve contact with a foreign culture yet they found that GC could be improved through participation in purpose-designed programs. In some situations the cross-cultural contact was via technology and virtual teams while in others it was contact with foreign-born students on the students' own home campus or a study abroad program.

With the variety of ways that global competence issues and training can be delivered it is important to continue research on the efficacy of existing and new models of instruction. Kehl and Morris (2008) and Salisbury (2011) recommended further research into what characteristics of Study Abroad programs lead to higher levels of Global Mindedness. The current paper examines the cumulative impact of two components of international study: a classroom exposure to academic content and short term international travel.

In order to test ideas proposed by earlier researchers (Hunter, 2004, 2006; Deardorff, 2009; Fesenmaier, Cahill, and Phatak, 2009, and others) that Global Competence can be developed, the research question tested is as follows: will the Global Competence of students be positively affected by a field study program that combines in-depth pre-departure classroom activity and a short-term foreign field study?

METHOD

This study was conducted using data from two similar short-term study abroad programs at a Midwest university. The students were business students from a variety of business majors. Students attended at least 10 classes sessions prior to the travel component of the program. Both travel programs were similarly designed with a mix of business visits, cultural experiences and free time.

Participants

There were a total of 31 students who participated in the two programs. All students were at least sophomores, juniors or seniors in a business major at the university. Neither program had a specific major requirement.

Program Description

Faculty leaders for the two programs coordinated their efforts in the preparation of students for the travel portion of the programs. While similar, there were some differences between the two programs. Students received 3 credit hours for participating in each program. The preparation sessions began in late February and travel took place immediately after the regular semester ended in early May. Both programs spent two weeks in Germany, however, one group spent 3 days in Ireland after going to Germany and the other spent seven days in Luxembourg after Germany. Both programs consisted of 10 preparation sessions where country background and culture were studied. Additionally, these sessions included a review of the companies and industries that were to be visited. The business elements were different for each program. The students did not visit the same cities in Germany. For both programs students were primarily responsible for researching and creating content for the preparation sessions. One joint session was held where an outside German expert presented a session on cultural differences.

Data Collection Procedure

The Global Competence measure was administered to all 31 students during the first week of the academic on-campus portion of the program. It was posted on Qualtrics website. Students completed the Time 1 administration of the instrument during the first week of the program preparation. In order to prevent bias being introduced in the follow-up administration of the instrument, there was no discussion or focus on the why the instrument was used. Additionally, participation in Global Competence survey was completely voluntary, and no course credit was provided for completing the survey.

One month after returning from the travel portion of the program students were sent an email, asking them to retake the survey online. At this point grades had been posted so participation was voluntary for the students. Twenty-eight of the 31 responded to the second administration of the survey. The three who did not complete the Time 2 administration had graduated so it was unclear whether they actually had access to the survey.

Measures

The Global Competence measure used for this study was the Cultural Intelligence Scale (GQS; Van Dyne, L., Ang, S., & Koh, C., 2008). It consists of 20 items on a 5 point Likert type scale. The instrument captures 4 dimensions of GC including: Strategy (4 items), Cognitive-Knowledge (6 items), Motivation (5 items), and Behavior (5 items). This instrument has been used in a number of studies and has been shown to be reliable (Cronbach's alpha values above .7) and valid for the population of interest (undergraduate students).

In addition to the GC assessment, several background variables were also measured including age, major, domestic travel experience (list of locations) and international travel experience (list of locations).

Results

All means, standard deviations, reliabilities, and correlations are presented in Table 3. According to pre-test data, students majoring in international business have more international travel experience ($r = .42$). International travel experience, in turn, is positively related to pre-test global competence ($r = .36$ with strategy, $.51$ with knowledge, and $.47$ with motivation). A similar pattern emerges at post-test as well ($r = .42$ with motivation and $.54$ with behavior). Interestingly, however, we did not observe similar relationships with domestic travel experience ($r_s < .13$).

TABLE 3
PRE- AND POST-TEST CORRELATIONS

	M	SD	M2	SD2	1	2	3	4	5	6	7	8	9
1. Age	21.3	4.17	--	--	--	--	.03	-.12	.01	.37	.27	.32	.02
2. Hometown population			--	--		--	-.14	.18	-.02	.22	.07	-.18	-.22
3. Major: 1 = INTB, 0 = other	0.4	0.5	--	--	.03	-.14	--	-.03	.42*	.44*	.46*	.45*	.08
4. Domestic travel experience	14.4	10.9	--	--	-.12	.18	-.03	--	.04	-.22	-.33	-.20	-.20
5. Intl travel experience	3.4	3.2	--	--	.01	-.02	.42*	.04	--	.32	.36	.42*	.54*
6. GC - Strategy	5.5	0.8	6.1	0.8	.15	.09	.15	.08	.36*	.88	.40*	.48*	.07
7. GC - Knowledge	4.1	0.9	4.6	1.2	.26	.12	.54*	-.02	.51*	.41*	.92	.61*	.41*
8. GC - Motivation	5.1	0.9	5.7	0.9	.12	.23	.30	.12	.47*	.31	.47*	.90	.53*
9. GC - Behavior	4.8	1.0	5.4	0.7	.10	-.20	-.19	-.25	-.13	.00	-.03	-.11	.69

Pre-test correlations are to the left of the diagonal, post-test correlations are to the right of the diagonal

N = 31 at Time 1 and 28 at Time 2

* $p < .05$

Examination of pre- and post-test means on the Global Competency dimensions suggests an improvement in global competence from pre to post-test. In order to evaluate the statistical significance of this difference, we tested the data using paired sample t-tests. This test examines within person differences. On all four dimensions we observed statistical significance in a positive direction ($t_s > 1.96$, $p_s < .05$; see Table 4).

TABLE 4
PAIRED T-TEST RESULTS

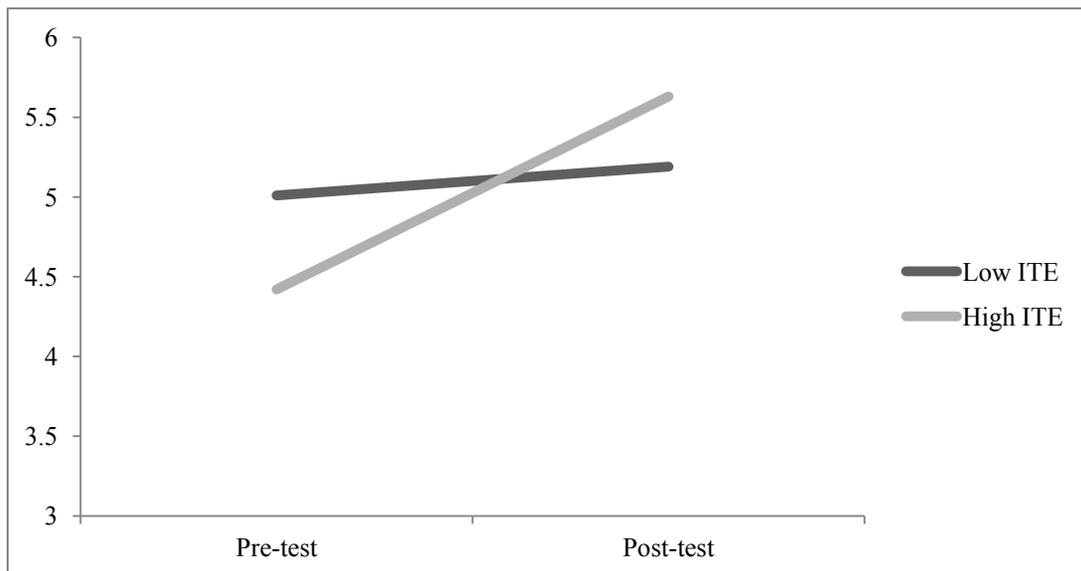
Global Competence Dimension	Pre-test (all)		Post-test (all)	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Strategy	5.5	.89	6.0	0.77
Knowledge	4.2	.87	4.6	1.17
Motivation	5.3	.70	5.6	0.87
Behavior	4.7	.86	5.4	0.72

N = 28; Means and standards of deviation between Tables 3 and 4 may vary due to incomplete data for all paired comparisons.

All pre- vs. post-test comparisons are significantly different at $p < .05$

Finally, we tested whether one's international travel experience prior to study abroad affected students' improvements in global competence. To do this we ran a repeated measure General Linear Model examining each Global Competence dimension individually as the dependent variable. There was no significant interaction between international travel experience and time (pre-test vs. post-test) on the dimensions of strategy, knowledge, and motivation. As displayed in Figure 1, there was, however, a significant interaction ($F = 11.67$, $p < .01$) between international travel experience and time on the dimension of behavior such that greater behavior improvements ($M\Delta = 1.22$) occurred when students had prior international travel experience compared to those who did not ($M\Delta = 0.17$).

FIGURE 1
INTERACTION OF INTERNATIONAL TRAVEL EXPERIENCE AND TIME ON GC-BEHAVIOR



Discussion

This research supports the work of earlier authors such as Hunter (2006), Deardorff (2009), Fesenmaier, et. al. (2009) that an individual's Global Competence can be increased. Kehl and Morris (2008) and Salisbury (2011) called for further research using different formats and designs to increase the understanding of what Study Abroad dimensions are effective or not effective and which are more and less effective. This research addresses that issue. From a broad perspective this research suggests that well-designed pedagogical programs, both those that are domestic-only, and those that involve study abroad, can have an impact on a student's view of the world. Almost by necessity, study abroad programs that include contact with aspects of a real, living foreign culture have a positive impact on Global Competence. Our research provides additional evidence that well-constructed, short-term study abroad programs can increase GC.

As university missions espouse the goal of preparing their students for success in the 21st century global marketplace, administrations need to provide strong support to programs that take students out of the classroom and into foreign cultures. Individual university colleges and departments must also align their direction with the overall strategic direction of their universities. The reality is that areas arguing that they have a large stake in preparing students for a global future often must still generate the resource base necessary to support these activities. This burden, which adds cost to student participants, can be reduced when appropriate financial and human resources are made available as a result of institutionalized commitment to Global Citizenship. Allocation of resources along the lines suggested can enable Colleges of Business to address the shortcomings and concerns discussed by Brustein (2006), ACE (2012), and Aggarwal (2011).

As studies such as this one add to the argument that GC can be impacted through educational experiences, decision makers must opt for strategic positions that will allow these programs to flourish in an efficient manner. Issues like the administrative burden of organizing, recruiting and financing these experiences, if properly institutionalized, can efficiently increase the number of students who participate in international study programs and thus increase program impact.

Limitations and Future Research Directions

As with many empirical investigations, replication is recommended herein to increase the generalizability of the findings. Replication in the form of different study abroad formats, lengths, content, sample size and diversity would help to isolate what factors seem to be more influential. Future research should also include more of a longitudinal component in order to determine whether changes in attitudes persist and become part and parcel of who one is. While the current study involves a pre- and post-test format, a follow-up of six months to a year would facilitate this.

Longitudinal research could focus on attitude retention. Questions could address any differences a person noticed about his/her way of life or thought processes that seem to have occurred as a result of your experience? Do you find yourself reacting to international activities or concerns any differently? Do you believe you are more open to foreign people in the US differently? Do you consciously do anything to continue to maintain or enhance your positive international attitudes? Have you sought out opportunities to continue to learn about and interact with people of other cultures? Have experiences since your study abroad helped to solidify your new attitudes?

Conclusion

With the elevated levels of international business being transacted in today's global economy, it seems more imperative than ever that faculty in Colleges of Business be in tune with issues of global competence and be willing to bring this into the classroom. Increasingly, employees do not need to travel abroad on behalf of their employer to encounter different cultures or be in situations where cultural differences matter. Employees today work with colleagues within their own firm who are from different cultures; they may deal with people in their profession, they may deal with foreign born individuals who work for their suppliers, or they may have contact with customers who are of foreign birth. As this study has shown, change can be brought about by education. Thus, attitudes and competences which enable

business people to more effectively work with people of other cultures is of high level of importance in today's business world and building that skill set should be a high priority for today's business schools.

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