

CARLSON SCHOOL
OF MANAGEMENT

UNIVERSITY OF MINNESOTA



CARLSON GLOBAL INSTITUTE

Shaping the Future
of Global Business

Assessing the Long-Term Impact of Study Abroad on Business Students' Cultural Intelligence

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Carlson Context



- Student population
- The International Experience
 - Faculty vote in 2007
 - 2008 Undergraduate Requirement
 - 2009 Full-Time MBA requirement*
 - 2010 Part-Time MBA requirement*
- Variety of ways to fulfill the International Experience
- Participation numbers
- Carlson Global Institute Advisory Council

- All Carlson students study abroad
- Feedback from advisory council – hard to find the right people for global roles
- Survey purpose:
 - To understand the work context of Carlson alumni, especially as it relates to international & intercultural experiences and opportunities
 - To understand whether Carlson alumni who studied abroad during their time at Carlson differ from alumni who did not study abroad with respect to their post-Carlson experiences and international/intercultural motivations and abilities.

Results



- Launched in July 2016
- Sent to Carlson alumni who graduated in 2006, 2011, and 2013
- 495 respondents (17% response rate)

- Work environment
- Self-assessment
- International/intercultural motivation
- Impact of study abroad

- Cohort breakdown:
 - 22% - 2006 (10 years ago)
 - 39% - 2011 (5 years ago)
 - 39% - 2013 (3 years ago)
- 43% studied as undergraduate, 44% as graduate, and 12% as both
- Percentage of respondents who studied abroad as Carlson student:
 - 33% of 2006 cohort
 - 49% of 2011 cohort
 - 76% of 2013 cohort

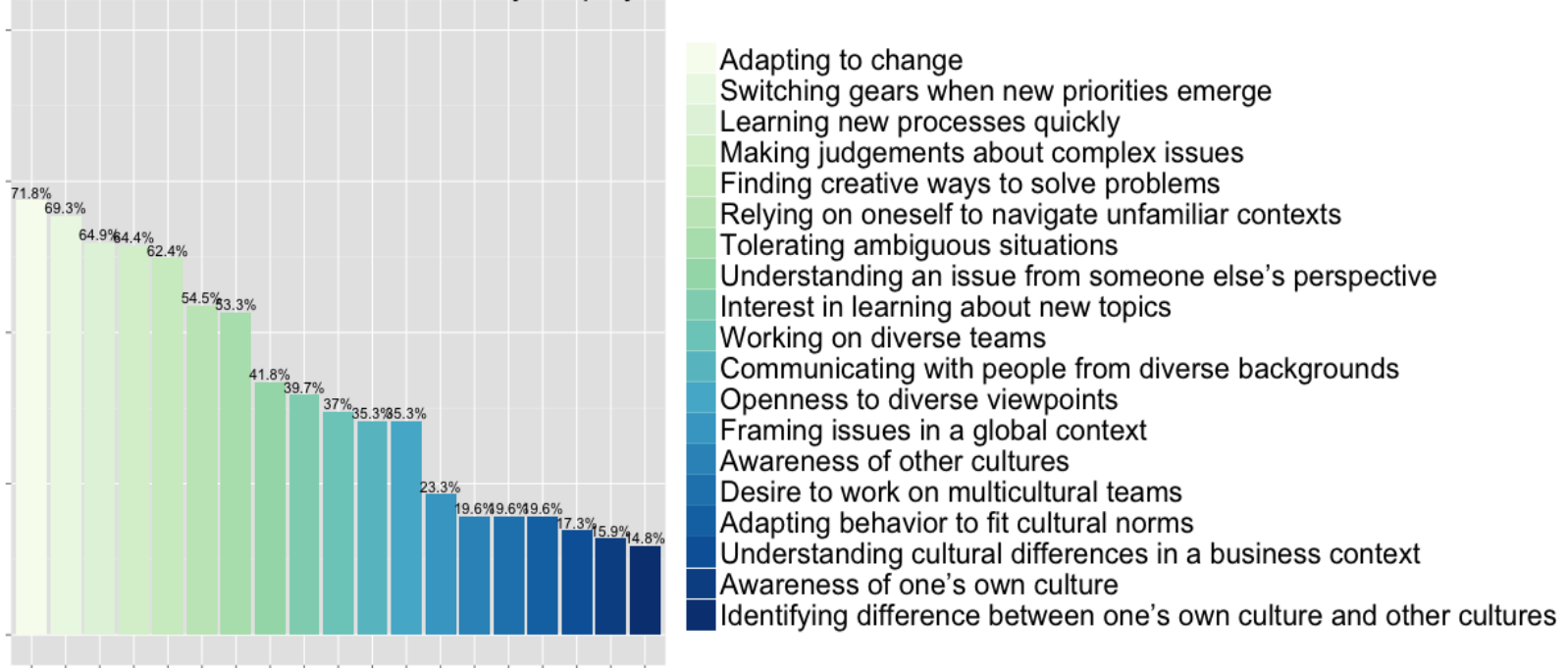
- In at least 1 job since Carlson - % of respondents who have had opportunity to...
 - Work with people whose backgrounds are culturally different from their own: 92%
 - Work virtually with colleagues from other parts of the world: 76%
 - Work on projects with an international component: 71%
 - Learn to work with a new culture: 58%
 - Travel to another country: 40%
 - Relocate to another country: 5%

Current job – International/Intercultural Opportunities

- By industry:
 - The industries that represent the highest levels of opportunities for employees are technology, manufacturing, and consulting. The industries with the lowest levels of these opportunities are health care/pharmaceuticals, retail, and government/nonprofit.
- By function:
 - Differences in opportunities were not as pronounced when broken down by job function, although the consulting role is notable for its high levels of access to these types of opportunities.

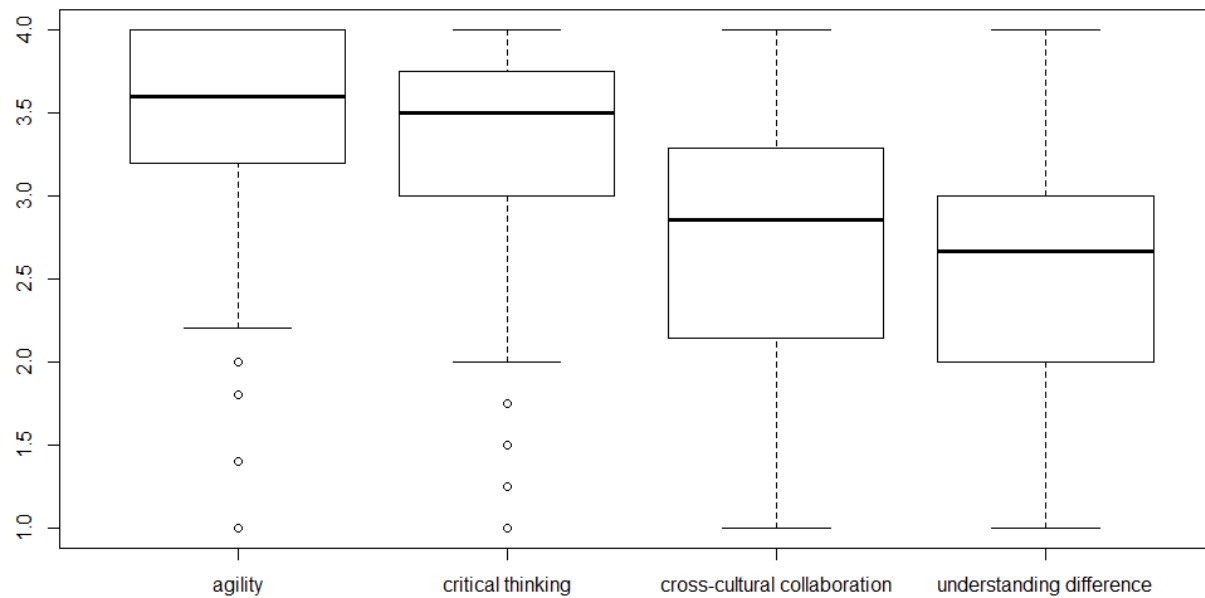
Skills/Attributes Valued by Employers

Skills and Attributes Most Prioritized by Employers



Skills/Attributes Valued by Employers

A factor analysis of these individual items revealed that they could be grouped into 4 categories/scales: agility, critical thinking, cross-cultural collaboration, and understanding difference





- Cultural Intelligence (CQ): A person's capability to function effectively in a culturally diverse environment (Earley & Ang, 2003)
- 4 dimensions of CQ: metacognitive, cognitive, motivational, and behavioral
- Cultural intelligence is associated with positive work outcomes in individuals, including overall work performance, group effectiveness, interpersonal trust, and leader effectiveness with multicultural teams (McComas, 2014)

Earley, C.P., & Ang, S. (2003). *Cultural intelligence: Individual interactions across cultures*. Stanford, CA: Stanford Business Books.

McComas, A. B. (2014). *The relationship of a leader's cultural intelligence to organizational citizenship behaviors in a multicultural work group*. Indiana Wesleyan University.



- BCIQ: Designed to measure cultural intelligence in business and workplace contexts
- 3 scales:
 - **Motivation** (sample item - *I have a desire to experience cultures that are different from my own*)
 - **Listening & communicative adaptation** (sample item - *I pay close attention to how my words affect the people with whom I interact*)
 - **Cognitive preparation and learning behavior** (sample item - *I read editorials on international business*)

Alon, I., Boulanger, M., Meyers, J., & Taras, V. (2016). The development and validation of the business cultural intelligence quotient. *Cross Cultural & Strategic Management*, 23(1), 78-100.



Self-Assessment

Business Cultural Intelligence Quotient (BCIQ)

- Respondents who studied abroad while at Carlson scored higher on motivation and listening & communicative adaptation scales (difference is statistically significant, $p < .05$)
- No significant differences for cognitive preparation

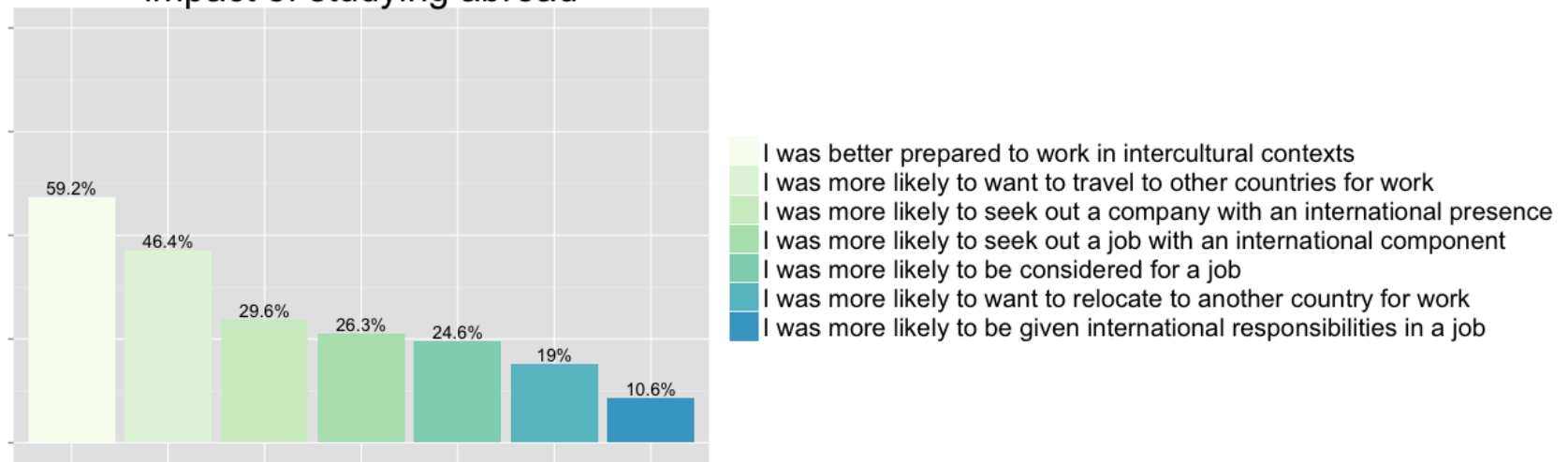
- Dependent variables: BCIQ sub-scales
- Independent variables:
 - Whether studied abroad while at Carlson
 - Demographics (gender, race, eligibility for financial aid while at Carlson)
 - International background (whether studied abroad in high school, longest time abroad before college)
 - Level of study at Carlson
 - Current family structure (whether married, whether has children)



- Study abroad: those who studied abroad while at Carlson were more likely to score higher on motivation
- Gender: women were more likely to score higher on motivation; men were more likely to score higher on cognitive preparation and learning behavior
- Level of study: those who studied at Carlson as a graduate student were more likely to score higher on cognitive preparation and learning behavior

- 79% of respondents said that their study abroad experience had an impact on them professionally
 - 93% of respondents who did a semester- or year-long program said there was an impact, vs. 70% of those who did a short-term program
 - Respondents who were more satisfied with their abroad experience were more likely to say there was an impact
 - Respondents who studied abroad as undergrad or as both undergrad and grad were more likely to say there was an impact compared to those who studied as graduate student
 - No difference by whether they were required to study abroad
 - No difference by gender

Greatest reported professional impact of studying abroad



Lessons Learned & Next Steps

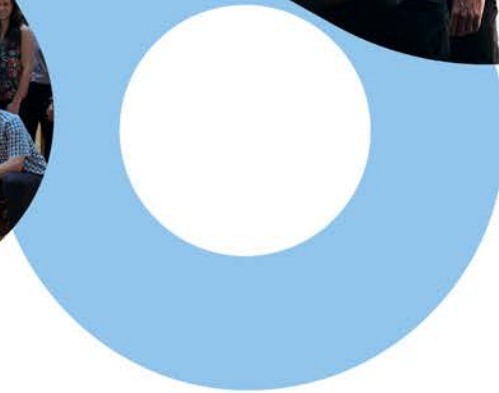


- Personalizes impact story for Carlson students
- Change the way we talk about impact (e.g. interview prep workshop)
- Opportunity for reciprocal engagement with local business community

Next steps

- Conduct focus groups to better understand results
- Consider a “deep-dive” with several local employers
- Share relevant findings with stakeholders (activity)

Discussion





Finding:

Carlson alumni who studied abroad demonstrate higher levels of *motivation for intercultural experiences and interaction*, but not the other two scales (*listening /communicative adaptation and cognitive preparation/learning behavior*)

Discuss:

- At your institution, how would you make sense of this finding?
- Is motivation enough?
- What additional questions would you want to ask?

Discussion: Telling the Story

- What stakeholders need to know the impact of study abroad (or another aspect of your work)?
- What messages/key points are most relevant for them to understand?
- What is the best method of communicating with each group?