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Developing Cultural Intelligence and Transformational Leadership
Through Participation in Short-Term Study Abroad Programs

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Abstract

This paper explores the concepts of cultural intelligence (CQ) and transformational leadership in the context of graduate level students' participation in short term study abroad programs offered at a small, private university. While existing literature is explored, the findings discovered through a self-conducted research study, indicate that participation in these particular programs raised levels of motivational and behavioral CQ significantly amongst participants. The author utilized a pre and post-test design to survey two programs, one that traveled to Northern Ireland and the other to Brazil. In connection with the rise of CQ, therein lies the possibility for potential leaders to adopt a transformational leadership style. By possessing the knowledge and having the ability to adjust one's behavior when interacting with individuals from specific cultures, there is a higher chance of stimulating positive influence and success amongst followers in a global organization.

Introduction

In a globalized world where communication is instant, information is easily accessible, and people from varying cultural backgrounds surround us, it is critical that aspiring leaders and professionals are culturally intelligent. Cultural intelligence, or CQ, is defined as the capability to relate and work effectively in culturally diverse situations (Cultural Intelligence, Inc., 2017). CQ goes beyond existing notions of cultural sensitivity and awareness to highlight a theoretically based set of capabilities needed to successfully and respectfully accomplish your objectives in culturally diverse settings (Cultural Intelligence, Inc., 2017). So how does one develop this cultural intelligence? One such way that is applicable to students is through participation in a study abroad program. According to the Institute for International Education's Open Doors report, 325,339 American college students studied abroad in 2015/16, a 3.8% increase from 2014/15 (Witherell, 2016).

However, despite this per year growth, overall the rate of growth of involvement in study abroad programs has slowed in the last decade, meaning that 90% of college level students are either not choosing to or are unable to study abroad (Witherell, 2016). This is compared to the one million international students that studied abroad in just the United States in 2016, according to Witherell (2016). It is clear that domestic students are severely missing out on vital opportunities to develop their CQ and leadership skills that would make them better equipped to succeed and lead in a professional work environment. That being said, the focus of this paper is to analyze the effectiveness of short-term study abroad programs in generating higher cultural intelligence and furthering the potential of transformational leadership amongst graduate level university students.

Purpose

It is important to address this topic because we live in the most globalized era in history. Therefore, the chances of working in or leading an organization with individuals from homogenous cultural backgrounds is highly unlikely. It is critical to be able to adapt, communicate, and collaborate appropriately with these individuals to be successful. According to Dyne, Ang, and Livermore (2009), though emotional intelligence can provide insight into a leader's ability to work with others through self-regulation and awareness of the other emotions one is carrying, CQ focuses on a leader's ability to effectively function alongside people who may be of a different background and culture or situations in a different country (3).

One of the ways to build CQ amongst college students is their participation in a study abroad program. It is easy for U.S. college students to get wrapped in a bubble of society in their respective geographical locations. Without study abroad programs, their opportunities to lay the foundation for or expand on their global mindset is limited, particularly compared to other countries that are sending their students abroad at a higher rate. Study abroad programs are important to foster this mindset, and should be an integral part of higher education curriculum. A key component of study abroad programs are the knowledge gained through the experience of living, assimilating, and studying in another country. This experiential learning, which is defined as learning through experience and reflection on action (Lopes-Murphy, 2014), provides different opportunities for learning and understanding that cannot be achieved in a classroom setting, other furthering the cognitive knowledge by reading about a destination in a book. The conversations spoken, the integration into a community, and the task of survival generate lifelong learning and a skillset that is necessary in the world we live in today.

As an aspiring leader myself in a globalized world, I believe that cultivating cultural intelligence is crucial to one's success. Whether you are leading an entire department, or working with international clientele, a leader should possess the knowledge of the cultures of those who come from a different background. With this knowledge, the leader will better be able to understand why that individual or group behaves how they do, their work ethic, and values. This can be helpful when leading to overcome change within an organization, having to engage in conflict resolution, or to better deduce what is occurring within the environment. Success in an organization can hardly be attributed to just that of the leader; it is attributed to the cohesiveness and efficiency of those that work around and beneath them. Rarely does anyone, let alone a leader, accomplish anything alone.

Transformational Leadership

As one advances their cultural intelligence, there is potential to develop as a transformational leader. Bass and Riggio (2006) define transformational leadership as four elements: individualized characterization, intellectual stimulation, inspirational motivation, idealized influence. A transformational leader is a facilitator of change; one who is able to cohesively work with a team where there is simultaneous raising of levels of motivation, performance, and morale (Bass and Riggio, 2006). The aim is to influence changes in the attitudes and assumptions of members of the organization and generating commitment to goals through high levels of communication. In a world of further globalized organizations, and employees of various backgrounds, a person possessing the qualities of CQ would possess a foundation for transformational leadership. The ability to influence and change attitudes as a leader requires an understanding of the team member's culture and backgrounds, which will heighten the chance of success (Campigotto, 2017). A leader who possesses a high level of CQ

would easily be able to adapt their behavior to suit the given situation or individual with whom they are working with, such as whether they are motivated through incentives or punishment. If a leader is attempting to motivate a group of employees from primarily collectivistic cultures, the leader should be aware that rewards and end goals is likely to be shared throughout the group. To generate inspiration and buy in, there must first be a wholesome understanding of one's followers.

In this paper I will explore the extent to which short-term global study courses at the graduate level influenced CQ and transformational leadership amongst its participants. I will be analyzing the existing literature as well as discussing my own research study on two short-term study abroad programs through the Global Study Center in a small private university that occurred in summer 2017. My decision to pursue this topic stemmed from my passionate belief in the importance of study abroad experiences, having participated in one myself in my undergraduate studies and also in one of the programs that I conducted research on. I am also intent of pursuing a career in this field, either at a university or with a third party provider. Of the two one-week programs that I focused my research upon, one went to Northern Ireland, the other to Brazil. There is a gap in the existing research in regards to graduate level students participating in study abroad programs, especially at the short-term level. In addition to this gap, it is important to analyze study abroad programs outcomes to ensure that students are obtaining the most culturally intelligent experience. If this is not occurring, programs may need to be reevaluated or structured to meet the criteria.

Literature Review

In terms of the existing literature, there is plenty examined on cultural intelligence and studies done on short-term study abroad programs. However, there is still a limited amount of

research on short-term study abroad programs and the fostering of cultural intelligence. Also, the majority of the research conducted has a focus on the undergraduate student population, but not at the graduate level. Cultural intelligence growth is even more important for graduate students as they are looking to either advance their careers or obtain a middle level position in a company.

Defining and Understanding Cultural Intelligence

The concept of cultural intelligence (CQ) is relatively new, and possesses varying definitions and scope of thought. Dyne, Ang, and Livermore's (2009) define CQ as "an individual's capability to function effectively across cultures—including national, ethnic, and organizational...with situations involving people from diverse backgrounds" (2). The factors that distinguish between CQ and emotional intelligence or cultural knowledge are the abilities of the individual to adapt, understand, motivate and utilize skill. When an individual with a high CQ enters a cultural that is not their own, they can experience the situation, reflect and interpret what is happening or not happening, and adjust how they relate and lead in this context (Dyne, Ang, Livermore, 2009). There are four factors that contribute to cultural intelligence: motivational CQ, cognitive CQ, metacognitive CQ, and behavioral CQ. Each is significant, however one most embody all four factors in order to function at a high CQ level.

Motivational CQ involves the leader's interest, drive, and energy to adapt to cross-cultural situations or engage with individuals (Dyne, Ang, Livermore, 2009). One's drive is strongly correlated with their effectiveness in either an academic or professional setting, so if the motivation is absent, the task and situation will not be enjoyable for that individual. Cognitive CQ refers to the understanding and knowledge of cultural issues, rules, and differences. This involves knowledge of other cultural systems and being able to discern how they are similar and also differ from one another. Metacognitive CQ relates to the strategic ability of the leader to be

aware and process an interaction while noting what is occurring between the different parties, internally for oneself and with the other individual. An example of this would be our mental models, and assessing how they are at work in a cross-cultural interaction and if they need to be reevaluated (Dyne, Ang, Livermore, 2009). Finally, Behavioral CQ involves changing one's actions to be able to correspond appropriately during that cross-cultural experience. A leader must be able to know when to adapt, and when adaption may not be necessary, ultimately being flexible across a wide-range of cultural interaction.

Measuring Outcomes of Short Term Study Abroad Programs

There is no shortage of research that explores the outcomes of short-term study abroad programs. The main buckets of information are that overall short-term study abroad programs receive positive outcomes, but how these outcomes are measured and assessed vary. Tuleja (2014) studied a group of MBA students that participated in a short-term study abroad trip to China, and measured the CQ outcomes through reflective paper writing. Although the study was limited in that only two immediate writing assignments were asked for, and there was no process to measure longevity of the experience, the students' cultural sensitivity, mindfulness, and abilities to be critically reflective, to conclude an increased higher CQ.

Studying in Anglo Countries vs. Non-Anglo Countries

Engle and Nash (2016) studied university students from a variety of majors that participated in a study abroad program to an Anglo dominant cultured country and another group that studied in a non-Anglo country as a way to contrast outcomes. In the initial evaluation, students who indicated that they spent the majority of their life in a non-Anglo country seemed to have higher levels of cultural intelligence than their counterparts that lived the longest in the U.S. or another Anglo-country (United Kingdom, Ireland, Australia, etc.) (Engle and Nash, 2016).

Those that were American that traveled internationally to another Anglo country displayed the same minimal, if any, progress as in three of the four categories as those who've never left the U.S. In study abroad programs, upon their return students who traveled to both Anglo and Non-Anglo countries saw an increase in CQ, but with significantly higher levels in the non-Anglo group. Through these findings, Engle and Nash (2016) concluded that country choice directly affects outcomes.

Mapp, McFarland, and Newells' (2007) study of a group of 25 undergraduate students to Ireland further exemplified the result of lower CQ outcomes. The program was geared towards a selected group of students (social worker and education studies), with little participation from outside majors. In an attempt to establish a culturally competent foundation for the students, there were five pre departure sessions that taught the history and culture of Ireland before they began their studies there. Through a combination of paper writing and CCAI assessment, Mapp, McFarland, and Newell (2007) were one of the few to pursue previous students of this program and request that they complete a questionnaire to test for longevity. After an initial analysis, no significant changes between pre and post testing was found, however after a second deeper analysis, there was an overall higher level of cultural competency after the trip, with a split desire of students to later join a longer study abroad program (Mapp, McFarland, Newell, 2007).

The issues with this study were that the majority of the students were studying in a small liberal arts college in Pennsylvania, and there was little cultural diversity to begin with amongst the group. Although the costs of the program were decreased due a large amount of participants, this was unable to attract a diversified group of students, given that the university only obtained a certain degree of diversity. In the country choice, as an Anglo country, Ireland was a 'safe' option that might have received more support from families, and the students themselves since

they would not face a language barrier. This concept of country choice appears to be a repeating theme that affects cultural competence outcomes amongst participants in these programs.

Embedding a Short Term Study Abroad Program

Another pedagogy discovered was embedding a short-term study abroad program into an existing semester long course (Core, 2017). Students at a large, private university of roughly 3,000 students from a variety of majors were given the opportunity to enroll in an elective course that studied abroad over the spring break. By being offered as an elective, this was meant to solicit greater interest and enrollment from undergraduate students. The course itself was through the Sociology department, and was general in title: Population, Society, and Environment. Through being general in title, this allowed for the study abroad component to be integrated, where students traveled to Shanghai to conduct fieldwork. With a total of 8 students, they were integrated into another university in Shanghai, where they had lunch with Chinese students and constant interaction (Core, 2017). What made it more possible for this seminar to occur was that it took place over spring break so it didn't interfere with other courses in the students' schedules.

The drawback to this pedagogy is that this could not be implemented in quarter system institutions, and the learning experience might not be as significant since mixed with a regular course structure. However, it can be argued that this model offers potential for higher cultural intelligence learning, as students are provided a strong foundation of work, and then experience where they put this learning directly to use in a foreign country. A downside to the structure of the program was its structure, as students were provided a significant amount of free time, where they chose to mostly go shopping and not experience the less glamorous side of Shanghai (Core, 2017). This is an area of the curriculum that could be modified to include exploration and

learning outside of the city hub, such as in the factories that make the clothes that fill the fancy shopping malls and an opportunity to further experience the daily life of the people.

Developing Cultural Intelligence without Experiential Learning

From an educator's perspective, Lopes-Murphy (2014) identified strategies to enhance cultural intelligence within a classroom without the use of a study abroad program, with a slight contrast to students who do study abroad but achieved no concrete results. To cultivate cultural intelligence in the classroom, the faculty member must be self-aware of their CQ, and assess the diversity in their own classroom with their student's learning styles (Lopes-Murphy, 2014). Faculty can generate culturally sensitive dialogue and gestures that foster perspective taking and mindfulness by the students in their interactions (Lopes-Murphy, 2014). However, it is arguable that constant experience with their peers may only produce higher CQ for a short while, and may not be as impactful as interacting with foreigners. Allowing for the students to make cross-cultural distinctions and decisions within the classroom can generate a 'too safe' container that won't allow for mistakes to really be learned from. Lopes-Murphy (2014) even states that students that are immersed in a study abroad program in another country are more likely to further develop their own CQ. Therefore, even though a classroom environment can be made to simulate a cross-cultural experience of learning, it does not produce as equitable or greater results than experiential learning in a study abroad program.

After reviewing the literature on this topic, there is a gap in research on graduate level students, as the majority of the programs evaluated have had undergraduate participants. Also, there lacks research on longevity of cultural intelligence derived through a study abroad program. Although faculty and instructors may attempt to generate a culturally intelligent classroom environment, this does not produce nearly as high of a CQ outcome in students as

experiential learning. Testing measures should be implemented several months or perhaps years after the program had ended to see if the increase in CQ had maintained. Also, outcomes in the majority of the research are only assessed for cultural competence, but cultural intelligence is much deeper and complex with its four categories, where mastery of the whole requires constant practice and application for developing leaders in a globalized world. In terms of marketing for longer duration programs, short-term programs seem to fall in the middle. They can be efficient catalysts to get undergraduate students interested in studying abroad once again, or can be suitable for those students who are athletes, are studying in a strict major where study abroad programs do not coincide with their curriculum, or they are financially limited. For the creation of future programs, these are criteria that educators should keep in mind to make this experience more attractive and available to a wider range of students, and ultimately fostering higher cultural intelligence.

Research Method

As a graduate student at the University of San Diego, I decided to conduct my own research on CQ in an attempt to contribute to current findings but also confront the gap in existing data. I wanted to see if participation in a short-term study abroad program as a graduate level student would actually raise CQ levels, or serve more as a vacation to the students. As a participant in the global study course to Northern Ireland during the summer of 2017, I was intrigued to discover if my colleagues would exemplify the CQ tendencies that I was researching. In realizing there was a gap in the existing research in regards to graduate level students, I sought to take advantage of my own experience. For my research, I utilized a pre and post-test design, which was done similarly in the literature referenced above. The research that I conducted was offered to a group of thirty graduate level students who were participating in a

one-week study abroad program to either Northern Ireland or Brazil. These trips were faculty led and had separate objectives and learning experiences. Participants of these two trips were asked to voluntarily participate by responding to demographic questions and completing a twenty question structured questionnaire. Their responses remained anonymous, and were gathered electronically via email.

Measures

Both the pre and post-test were comprised of six questions that gathered information on: which program the student was participating in, if the participant had studied abroad in the past, if this would be the only time they would be studying abroad at USD, how many countries they had visited in their lifetime, how many countries they had lived in their lifetime, and if they were an international student. These questions were specific in assessing for outliers and possible alternative explanations for higher CQ levels, if found. This was followed by a self-report assessment questionnaire entitled the 'Cultural Intelligence Scale' developed by the Cultural Intelligence Center (Cultural Intelligence Inc., 2017). The self-report assessment contained 20 questions, utilizing a Likert scale of Strongly Agree to Strongly Disagree. The first four questions exemplified the Metacognitive CQ, the following six were Cognitive CQ, the next five were Motivational CQ, and the remaining five were Behavioral CQ questions (see Figure 1 in Appendix). These questionnaires were distributed electronically via email to all participants in both programs the week of their pre-departure meeting, and distributed again during their debrief meeting upon returning home, and were entirely voluntary. There was no benefit or consequence for them participating.

Results

In a program of 25 students for the Northern Ireland trip, I received nine responses on my pre-session survey, and six responses for the Brazil trip. None of the students were international

students studying in the United States. Ten of the total students indicated that this was their first study abroad experience, whereas six said that it was not. In the pre-session, 13 of the students indicated that this would be their only study abroad experience throughout their program, and two said that they would be traveling once again. When asked how many countries they had been to in their lives, 47.7% of the respondents stated that they had been to 4 - 7. 77% of participants responded that they had only ever lived in their country of birth. These factors were meant to provide additional context and information that might affect the results of CQ amongst the participants. In the post-session, there were a total of 13 responses (three did not continue to complete the questionnaire portion, and were excluded from the total results). Participants were asked once again to identify their program, resulting in responses of ten from Northern Ireland and six from Brazil. Again, none were international students, and only one responded that this would not be their only study abroad course through SOLES.

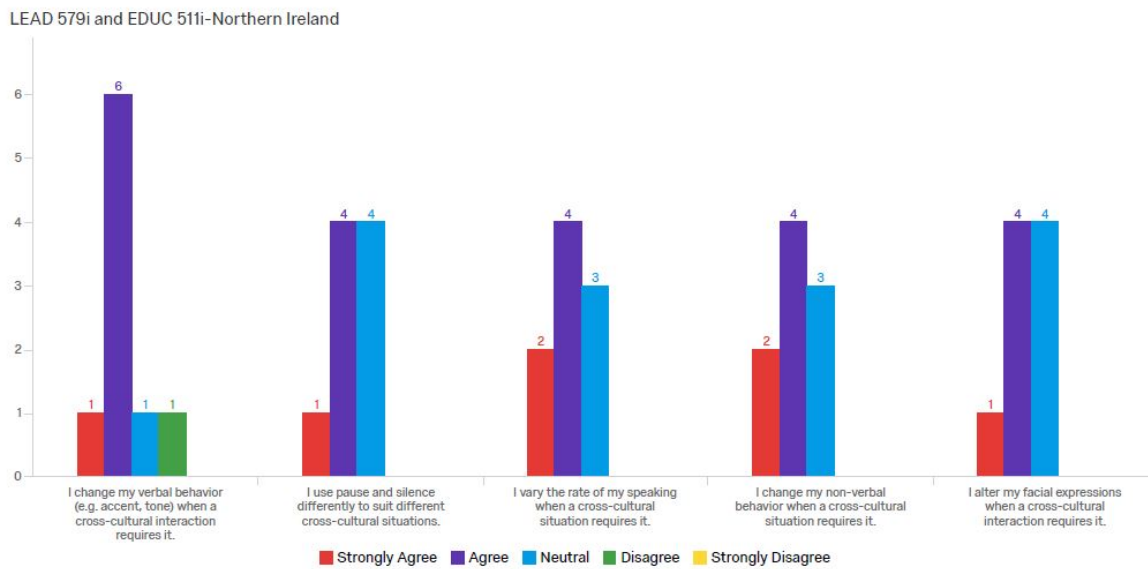
The questionnaire was divided into four different sections reflecting questions tied to metacognitive CQ, cognitive CQ, motivational CQ, and behavioral CQ. The two areas of significant difference when comparing the pre and post-session results were motivational CQ and behavioral CQ. Although these were the two areas of greatest significant difference in response, generally more respondents chose 'strongly agree' in all sections in the post-session, as opposed to a wider range of responses in the pre-session. This may be attributed to greater confidence in oneself in these areas, and a more heightened awareness of themselves after having gone abroad. In the pre-session, for the motivational CQ section, four out of the five questions had a majority response of 'Agree'. In the post-session, for the same section, three of the five questions the majority response was 'Strongly Agree'. Although there were two fewer responses for the post-

session questionnaire, it is apparent that there was a rise in motivational CQ amongst participants in both programs.

For the section of questions attributed to behavioral CQ, there was a greater response of ‘Strongly Agree’ and ‘Agree’ in the post-session for four out of the five questions (see Figure B below). In the pre-session, results for three questions were spread from ‘Strongly Agree-Disagree’, with the post results showing a spread of responses from ‘Strongly Agree-Neutral’ (see Figure A below). A rise in behavioral CQ may be attributed to the experience of studying abroad and having to survive in a foreign country for a short period of time. These students were immersed in a completely different culture, language, and style of living, which directly affected their behavior and mannerisms and resulted in the necessity of their adaptation.

Figure A.

Pre-Session Data for LEAD579i/EDUC511i Northern Ireland & LEAD579i Brazil



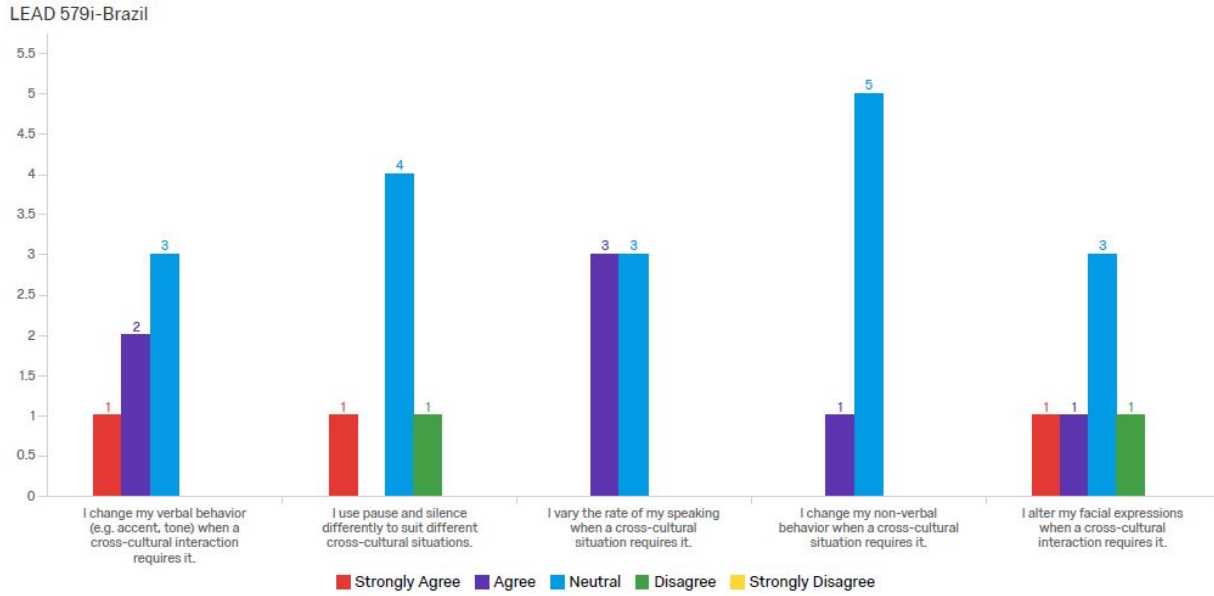
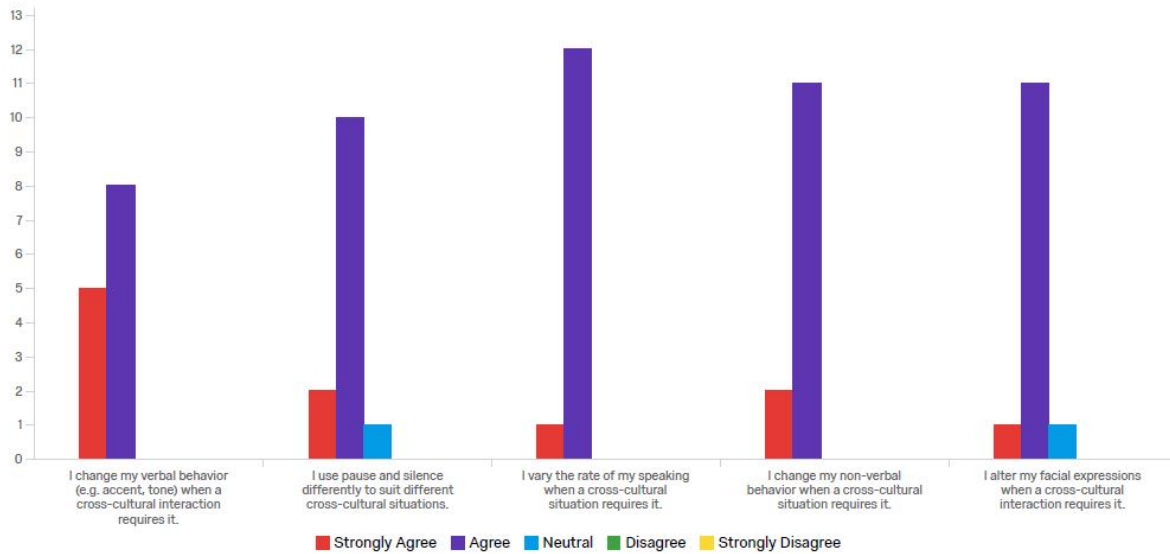


Figure B.

Post-Session Data for LEAD579i/EDUC511i Northern Ireland & LEAD579i Brazil



Post Session Data Combining Results from LEAD579i/EDUC511i-Northern Ireland and LEAD579i-Brazil

Discussion

After analyzing the results of this research, the most significant area of growth attributed to the participation in the study abroad experience was motivational and behavioral CQ. It may be assumed that the rise in these CQ levels was due to the experiential learning through the study abroad program, rather than reading about the destinations in a book. The participants were invested in this learning experience in the sense that they had to pay tuition, fees, flights, etc. and likely conducted preliminary research on the destination and participated in the pre-departure session. It is then likely that they were already motivated to have a cultural experience throughout this program, which proved to be the case as afterwards there was a documented increase in motivational CQ. For behavioral CQ, the participants had no choice but to temporarily adapt to their environment and assimilate into the culture to basically survive the experience. They were aware of this change, and acknowledged that they did adapt their behavior to communicate, and interact with those of that host country in the questionnaire.

With these participants developing a higher CQ, therein lies the possibility for growth in becoming transformational leaders. The four elements of transformational leadership: individualized characterization, intellectual stimulation, inspirational motivation, and idealized influence, parallel the four elements of CQ. As a facilitator of change, a transformational leader would benefit from this experiential learning, and be better equipped to know how to address that change with various subordinates that likely come from a variety of cultural backgrounds. These participants likely already embodied the ways of a transformational leader in adapting not only themselves to the new environment, but assisting and growing alongside their peers as well. As a collective, the group was introduced, experienced, and completed this experience and engaged in a process of change and learning through their own motivation. With their raised levels of CQ

through these study abroad programs, it benefits them into becoming more successful leaders in the future.

Limitations and Recommendations for Future Research

For the research conducted, there was a small sample of respondents, and only two global study courses were analyzed. There was a limited timeframe for the responses to be gathered, given that pre-departure and post-return sessions occurred close to the programs travel dates. Also, there was a limited timeframe and resources to synthesize the data, which could be analyzed further in depth. There was also no predictor in response volume between pre and post-session due to the questionnaire being voluntary.

This research can be utilized to assess learning outcomes for students in study abroad programs, and may indicate needs for adjustment in curriculum based on little to no changes in CQ between pre and post-sessions. However, it is recommended for future researchers to contrast multiple programs that occur throughout the academic year, and compare against those with longer duration. Future research can expand to include one-on-one interviews of program participants for a deeper analysis. Also, the questionnaire could have been distributed to graduate students who were enrolled in a substitute international requirement class that did not go abroad. It would be an interest of future research to analyze CQ in programs that incorporated field experiences, and examine differences between those that traveled to Anglo vs. Non-Anglo countries to measure if a language barrier generated higher levels of CQ in all four areas. It would also be of interest to conduct a questionnaire of the program participants three months after their program had ended, to deduce if CQ outcomes continued or were short lived.

Conclusion

As an aspiring leader, possessing a high CQ can attribute to one's success in an organization. In the globalized world we live in today, it is increasingly important for those leading to possess the knowledge of other cultures and be capable to adapt, communicate, and collaborate with individuals from different backgrounds. The possession of cognitive, metacognitive, motivational, and behavioral CQ can attribute to a more holistic globalized transformational leader. These are part of the criterion upon which I will measure myself as a leader when working within international education at a university.

One particular way aspiring leaders, such as myself, can further their CQ is through participation in study abroad experiences. Though one may question whether study abroad programs are true learning experiences, or just an excuse for participants to vacation while earning academic credit, the results from two groups that traveled to Northern Ireland and Brazil suggests the former. Although the literature, particularly for graduate level students is limited, the research conducted does appear to be in line with what has been discovered thus far. It is the hope that through this research, there will be higher rates of participation in study abroad programs where individuals could grow and enhance their CQ in an effort to become better leaders in this globalized world.

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Appendix A

Figure 1. CQS Questionnaire

Read each statement and select the response that best describes your capabilities at this point in time

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am conscious of the cultural knowledge I apply to cross-cultural interactions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I check the accuracy of my cultural knowledge as I interact with people from different cultures. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I know the legal and economic systems of other countries. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I know the rules (e.g. vocabulary, grammar) of other languages. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I know the cultural values and religious beliefs of other cultures. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I know the marriage systems of other cultures. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I know the arts and crafts of other cultures. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I know the rules for expressing non-verbal behaviors in other cultures. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I enjoy interacting with people from different cultures. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am confident that I can socialize with locals in a culture that is unfamiliar to me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am sure I can deal with the stresses of adjusting to a culture that is new to me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I enjoy living in cultures that are unfamiliar to me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am confident that I can get accustomed to the shopping conditions in a different culture. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I change my verbal behavior (e.g. accent, tone) when a cross-cultural interaction requires it. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I use pause and silence differently to suit different cross-cultural situations. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I vary the rate of my speaking when a cross-cultural situation requires it. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I change my non-verbal behavior when a cross-cultural situation requires it. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I alter my facial expressions when a cross-cultural interaction requires it. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



Appendix B

Global Study Pre-Session Survey

Q1 - Which global study course are you enrolled in?

| # | Answer | % | Count |
|---|--|--------|-------|
| 1 | LEAD 579i and EDUC 511i-Northern Ireland | 60.00% | 9 |
| 2 | LEAD 579i-Brazil | 40.00% | 6 |
| | Total | 100% | 15 |

Q2 - Are you an international student currently studying in the U.S.?

| # | Question | LEAD 579i and EDUC 511i-Northern Ireland | | LEAD 579i-Brazil | | Total |
|---|----------|--|---|------------------|---|-------|
| 1 | Yes | 0.00% | 0 | 0.00% | 0 | 0 |
| 2 | No | 60.00% | 9 | 40.00% | 6 | 15 |

Q3 - Will your global study course be your 1st time studying abroad?

| # | Question | LEAD 579i and EDUC 511i-Northern Ireland | | LEAD 579i-Brazil | | LEAD 535i-Mondragon | | Total |
|---|----------|--|---|------------------|---|---------------------|---|-------|
| 1 | Yes | 50.00% | 4 | 50.00% | 4 | 0.00% | 0 | 8 |
| 2 | No | 71.43% | 5 | 28.57% | 2 | 0.00% | 0 | 7 |

Q3 - Will this be the only global study course you enroll in throughout your program duration at SOLES?

| # | Question | LEAD 579i and EDUC 511i-Northern Ireland | | LEAD 579i-Brazil | | Total |
|---|----------|--|---|------------------|---|-------|
| 1 | Yes | 53.85% | 7 | 46.15% | 6 | 13 |
| 2 | No | 100.00% | 2 | 0.00% | 0 | 2 |

Q4 - How many countries have you traveled to in your lifetime?

| # | Question | LEAD 579i and EDUC 511i-Northern Ireland | | LEAD 579i-Brazil | | Total |
|---|----------|--|---|------------------|---|-------|
| 1 | 1-3 | 50.00% | 1 | 50.00% | 1 | 2 |
| 2 | 4-7 | 42.86% | 3 | 57.14% | 4 | 7 |
| 3 | 8-11 | 50.00% | 1 | 50.00% | 1 | 2 |
| 4 | 12+ | 100.00% | 4 | 0.00% | 0 | 4 |

Q5 - How many countries have you lived in?

| # | Question | LEAD 579i and EDUC 511i-Northern Ireland | | LEAD 579i-Brazil | | Total |
|---|-----------------------------|--|---|------------------|---|-------|
| 1 | 1-the country I was born in | 54.55% | 6 | 45.45% | 5 | 11 |
| 2 | 2 | 66.67% | 2 | 33.33% | 1 | 3 |
| 3 | 3 | 0.00% | 0 | 0.00% | 0 | 0 |
| 4 | 4+ | 100.00% | 1 | 0.00% | 0 | 1 |

Q6 – Please respond to the following questions to the best of your ability as you currently are:

LEAD 579i and EDUC 511i-Northern Ireland

| # | Question | Strongly Agree | | Agree | | Neutral | | Disagree | | Strongly Disagree | | Total |
|---|--|----------------|---|---------|---|---------|---|----------|---|-------------------|---|-------|
| 1 | I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds. | 22.22% | 2 | 77.78% | 7 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 9 |
| 2 | I adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me. | 11.11% | 1 | 88.89% | 8 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 9 |
| 3 | I am conscious of the cultural knowledge I apply to cross-cultural interactions. | 22.22% | 2 | 77.78% | 7 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 9 |
| 4 | I check the accuracy of my cultural knowledge as I interact with people from different | 0.00% | 0 | 100.00% | 9 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 9 |

| | | | | | | | | | | | | |
|----|--|--------|---|--------|---|--------|---|--------|---|--------|---|---|
| | cultures. | | | | | | | | | | | |
| 5 | I know the legal and economic systems of other countries. | 0.00% | 0 | 22.22% | 2 | 33.33% | 3 | 44.44% | 4 | 0.00% | 0 | 9 |
| 6 | I know the rules (e.g. vocabulary, grammar) of other languages. | 0.00% | 0 | 22.22% | 2 | 33.33% | 3 | 33.33% | 3 | 11.11% | 1 | 9 |
| 7 | I know the cultural values and religious beliefs of other cultures. | 0.00% | 0 | 66.67% | 6 | 22.22% | 2 | 11.11% | 1 | 0.00% | 0 | 9 |
| 8 | I know the marriage systems of other cultures. | 0.00% | 0 | 22.22% | 2 | 33.33% | 3 | 44.44% | 4 | 0.00% | 0 | 9 |
| 9 | I know the arts and crafts of other cultures. | 11.11% | 1 | 33.33% | 3 | 33.33% | 3 | 22.22% | 2 | 0.00% | 0 | 9 |
| 10 | I know the rules for expressing non-verbal behaviors in other cultures. | 0.00% | 0 | 33.33% | 3 | 44.44% | 4 | 22.22% | 2 | 0.00% | 0 | 9 |
| 11 | I enjoy interacting with people from different cultures. | 33.33% | 3 | 66.67% | 6 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 9 |
| 12 | I am confident that I can socialize with locals in a culture that is unfamiliar to me. | 22.22% | 2 | 66.67% | 6 | 11.11% | 1 | 0.00% | 0 | 0.00% | 0 | 9 |
| 13 | I am sure I can deal with the stresses of adjusting to a culture that is new to me. | 22.22% | 2 | 66.67% | 6 | 11.11% | 1 | 0.00% | 0 | 0.00% | 0 | 9 |
| 14 | I enjoy living in cultures that are unfamiliar to me. | 33.33% | 3 | 44.44% | 4 | 22.22% | 2 | 0.00% | 0 | 0.00% | 0 | 9 |
| 15 | I am confident that I can get accustomed to the shopping conditions in a different culture. | 11.11% | 1 | 88.89% | 8 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 9 |
| 16 | I change my verbal behavior (e.g. accent, tone) when a cross-cultural interaction requires it. | 11.11% | 1 | 66.67% | 6 | 11.11% | 1 | 11.11% | 1 | 0.00% | 0 | 9 |
| 17 | I use pause and silence differently to suit different cross-cultural situations. | 11.11% | 1 | 44.44% | 4 | 44.44% | 4 | 0.00% | 0 | 0.00% | 0 | 9 |
| 18 | I vary the rate of my | 22.22% | 2 | 44.44% | 4 | 33.33% | 3 | 0.00% | 0 | 0.00% | 0 | 9 |

| | | | | | | | | | | | | |
|----|--|--------|---|--------|---|--------|---|-------|---|-------|---|---|
| | speaking when a cross-cultural situation requires it. | | | | | | | | | | | |
| 19 | I change my non-verbal behavior when a cross-cultural situation requires it. | 22.22% | 2 | 44.44% | 4 | 33.33% | 3 | 0.00% | 0 | 0.00% | 0 | 9 |
| 20 | I alter my facial expressions when a cross-cultural interaction requires it. | 11.11% | 1 | 44.44% | 4 | 44.44% | 4 | 0.00% | 0 | 0.00% | 0 | 9 |

LEAD 579i-Brazil

| # | Question | Strongly Agree | | Agree | | Neutral | | Disagree | | Strongly Disagree | | Total |
|---|--|----------------|---|--------|---|---------|---|----------|---|-------------------|---|-------|
| 1 | I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds. | 33.33% | 2 | 66.67% | 4 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 6 |
| 2 | I adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me. | 16.67% | 1 | 83.33% | 5 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 6 |
| 3 | I am conscious of the cultural knowledge I apply to cross-cultural interactions. | 50.00% | 3 | 50.00% | 3 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 6 |
| 4 | I check the accuracy of my cultural knowledge as I interact with people from different cultures. | 16.67% | 1 | 83.33% | 5 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 6 |
| 5 | I know the legal and economic systems of other countries. | 0.00% | 0 | 16.67% | 1 | 16.67% | 1 | 33.33% | 2 | 33.33% | 2 | 6 |
| 6 | I know the rules (e.g. vocabulary, grammar) of other languages. | 0.00% | 0 | 0.00% | 0 | 50.00% | 3 | 33.33% | 2 | 16.67% | 1 | 6 |
| 7 | I know the cultural values and religious beliefs of other cultures. | 0.00% | 0 | 33.33% | 2 | 16.67% | 1 | 50.00% | 3 | 0.00% | 0 | 6 |
| 8 | I know the marriage systems of other cultures. | 0.00% | 0 | 16.67% | 1 | 16.67% | 1 | 66.67% | 4 | 0.00% | 0 | 6 |
| 9 | I know the arts and crafts of other | 0.00% | 0 | 50.00% | 3 | 16.67% | 1 | 33.33% | 2 | 0.00% | 0 | 6 |

| | cultures. | | | | | | | | | | | |
|----|--|--------|---|--------|---|--------|---|--------|---|--------|---|---|
| 10 | I know the rules for expressing non-verbal behaviors in other cultures. | 0.00% | 0 | 0.00% | 0 | 33.33% | 2 | 50.00% | 3 | 16.67% | 1 | 6 |
| 11 | I enjoy interacting with people from different cultures. | 66.67% | 4 | 33.33% | 2 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 6 |
| 12 | I am confident that I can socialize with locals in a culture that is unfamiliar to me. | 16.67% | 1 | 83.33% | 5 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 6 |
| 13 | I am sure I can deal with the stresses of adjusting to a culture that is new to me. | 33.33% | 2 | 50.00% | 3 | 16.67% | 1 | 0.00% | 0 | 0.00% | 0 | 6 |
| 14 | I enjoy living in cultures that are unfamiliar to me. | 0.00% | 0 | 33.33% | 2 | 50.00% | 3 | 16.67% | 1 | 0.00% | 0 | 6 |
| 15 | I am confident that I can get accustomed to the shopping conditions in a different culture. | 33.33% | 2 | 50.00% | 3 | 16.67% | 1 | 0.00% | 0 | 0.00% | 0 | 6 |
| 16 | I change my verbal behavior (e.g. accent, tone) when a cross-cultural interaction requires it. | 16.67% | 1 | 33.33% | 2 | 50.00% | 3 | 0.00% | 0 | 0.00% | 0 | 6 |
| 17 | I use pause and silence differently to suit different cross-cultural situations. | 16.67% | 1 | 0.00% | 0 | 66.67% | 4 | 16.67% | 1 | 0.00% | 0 | 6 |
| 18 | I vary the rate of my speaking when a cross-cultural situation requires it. | 0.00% | 0 | 50.00% | 3 | 50.00% | 3 | 0.00% | 0 | 0.00% | 0 | 6 |
| 19 | I change my non-verbal behavior when a cross-cultural situation requires it. | 0.00% | 0 | 16.67% | 1 | 83.33% | 5 | 0.00% | 0 | 0.00% | 0 | 6 |
| 20 | I alter my facial expressions when a cross-cultural interaction requires it. | 16.67% | 1 | 16.67% | 1 | 50.00% | 3 | 16.67% | 1 | 0.00% | 0 | 6 |

Appendix C*Global Study Post-Session Survey***Q1 - Which global study course were you enrolled in?**

| # | Answer | % | Count |
|---|--|--------|-------|
| 1 | LEAD 579i and EDUC 511i-Northern Ireland | 62.50% | 10 |
| 2 | LEAD 579i-Brazil | 37.50% | 6 |
| | Total | 100% | 16 |

Q2 - Are you an international student currently studying in the U.S.?

| # | Answer | % | Count |
|---|--------|---------|-------|
| 1 | Yes | 0.00% | 0 |
| 2 | No | 100.00% | 16 |
| | Total | 100% | 16 |

Q3 - Was this global study course your 1st time studying abroad?

| # | Answer | % | Count |
|---|--------|--------|-------|
| 1 | Yes | 62.50% | 10 |
| 2 | No | 37.50% | 6 |
| | Total | 100% | 16 |

Q4 - Will this be the only global study course you enroll in throughout your program duration at SOLES?

| # | Answer | % | Count |
|---|--------|--------|-------|
| 1 | Yes | 93.75% | 15 |
| 2 | No | 6.25% | 1 |
| | Total | 100% | 16 |

| # | Question | Strongly Agree | | Agree | | Neutral | | Disagree | | Strongly Disagree | | Total |
|----|--|----------------|----|--------|---|---------|---|----------|---|-------------------|---|-------|
| 1 | I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds. | 30.77% | 4 | 61.54% | 8 | 7.69% | 1 | 0.00% | 0 | 0.00% | 0 | 13 |
| 2 | I adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me. | 53.85% | 7 | 46.15% | 6 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 13 |
| 3 | I am conscious of the cultural knowledge I apply to cross-cultural interactions. | 30.77% | 4 | 69.23% | 9 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 13 |
| 4 | I check the accuracy of my cultural knowledge as I interact with people from different cultures. | 30.77% | 4 | 69.23% | 9 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 13 |
| 5 | I know the legal and economic systems of other countries. | 7.69% | 1 | 46.15% | 6 | 23.08% | 3 | 23.08% | 3 | 0.00% | 0 | 13 |
| 6 | I know the rules (e.g. vocabulary, grammar) of other languages. | 7.69% | 1 | 15.38% | 2 | 53.85% | 7 | 23.08% | 3 | 0.00% | 0 | 13 |
| 7 | I know the cultural values and religious beliefs of other cultures. | 15.38% | 2 | 69.23% | 9 | 15.38% | 2 | 0.00% | 0 | 0.00% | 0 | 13 |
| 8 | I know the marriage systems of other cultures. | 7.69% | 1 | 46.15% | 6 | 23.08% | 3 | 23.08% | 3 | 0.00% | 0 | 13 |
| 9 | I know the arts and crafts of other cultures. | 15.38% | 2 | 53.85% | 7 | 7.69% | 1 | 23.08% | 3 | 0.00% | 0 | 13 |
| 10 | I know the rules for expressing non-verbal behaviors in other cultures. | 7.69% | 1 | 38.46% | 5 | 46.15% | 6 | 7.69% | 1 | 0.00% | 0 | 13 |
| 11 | I enjoy interacting with people from different cultures. | 76.92% | 10 | 23.08% | 3 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 13 |
| 12 | I am confident that I can socialize with locals in a culture that is unfamiliar to me. | 46.15% | 6 | 38.46% | 5 | 15.38% | 2 | 0.00% | 0 | 0.00% | 0 | 13 |
| 13 | I am sure I can deal with the stresses of adjusting to a culture that is new to me. | 61.54% | 8 | 38.46% | 5 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 13 |
| 14 | I enjoy living in cultures that are unfamiliar to me. | 38.46% | 5 | 46.15% | 6 | 15.38% | 2 | 0.00% | 0 | 0.00% | 0 | 13 |

| | | | | | | | | | | | | |
|----|--|--------|---|--------|----|-------|---|-------|---|-------|---|----|
| 15 | I am confident that I can get accustomed to the shopping conditions in a different culture. | 61.54% | 8 | 38.46% | 5 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 13 |
| 16 | I change my verbal behavior (e.g. accent, tone) when a cross-cultural interaction requires it. | 38.46% | 5 | 61.54% | 8 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 13 |
| 17 | I use pause and silence differently to suit different cross-cultural situations. | 15.38% | 2 | 76.92% | 10 | 7.69% | 1 | 0.00% | 0 | 0.00% | 0 | 13 |
| 18 | I vary the rate of my speaking when a cross-cultural situation requires it. | 7.69% | 1 | 92.31% | 12 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 13 |
| 19 | I change my non-verbal behavior when a cross-cultural situation requires it. | 15.38% | 2 | 84.62% | 11 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 13 |
| 20 | I alter my facial expressions when a cross-cultural interaction requires it. | 7.69% | 1 | 84.62% | 11 | 7.69% | 1 | 0.00% | 0 | 0.00% | 0 | 13 |