

6-1-2012

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### Recommended Citation

McCrea, Elizabeth A. and Yin, Jason Z. (2012) "Developing Cultural Intelligence: An Undergraduate Course Assessment Framework," *Organization Management Journal*: Vol. 9: Iss. 2, Article 4.  
Available at: <https://scholarship.shu.edu/omj/vol9/iss2/4>

# Developing Cultural Intelligence: An Undergraduate Course Assessment Framework

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To develop students' cultural intelligence (CQ), some business schools offer at least two options: an on-campus global business course (GBC) or an international study tour (IST). However, not much is known about the pedagogies' relative effectiveness. To bridge the gap, this study uses extant literature and a secondary analysis of student feedback to develop a course assessment framework. We believe both study tours and on-campus classes improve students' overall cultural intelligence. Nevertheless, given student self-selection and the differences in course content and delivery, it is likely that students' learning outcomes are not identical. The framework proposes that IST participants gain a deeper level of cognitive and metacognitive intelligence, while GBC students gain wider breadth. Also, given the direct exposure and the opportunities to practice and receive feedback in realistic settings, we propose that study tour participants will improve their motivational and behavioral intelligences to a greater extent than traditional classroom-based students. *Organization Management Journal*, 9: 104–111, 2012. doi: 10.1080/15416518.2012.687992

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**Keywords** international business education; international study tours; cultural intelligence

In the preamble to its current standards, adopted in 2003 and revised in 2012, the Association to Advance Collegiate Schools of Business–International (AACSB-I; 2012) identified several significant issues challenging business professionals today: “strong and growing global economic forces; differences in organizational and cultural values; cultural diversity among employees [—even in “domestic” firms; and] an increasingly diverse customer base” (p. 4). As business educators, our mission is to prepare our students to manage these culture-based issues such that “every graduate [is] prepared to pursue a business or management career in a global context” (AACSB-I, 2012, p. 14). The AACSB-I standards also stressed that faculty must design pedagogy, curricula and programs to address these cultural challenges and “document how it achieves diverse

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viewpoints among its participants and as a part of students' learning experiences” (2012, p. 14).

Yet, in a report issued in 2012, AACSB-I observed that “comparatively little is known about the globalization of management education” (2011, p. 14). Given the scarcity of research in this area, we were inspired to begin a multistage research project that applied an existing cultural intelligence (CQ) framework to elucidate the strengths and weaknesses of two types of international business courses offered at many institutions of higher learning: international study tours (IST) and global business courses (GBC). Although CQ obviously does not address all the skills and knowledge graduates will need, cultural intelligence is a major factor needed to successfully navigate the global business environment.

Despite the emergent nature of the empirical research in global education, many institutions of higher learning and textbook authors have integrated international and transcultural issues into nearly all foundational courses, thereby broadening their students' exposure to diverse political, social, economic, and cultural environments in the global business arena. In addition to infusing the “core” body of business knowledge with international perspectives, institutions of higher learning have also developed and offered courses dedicated to various global business issues, such as global marketing, international finance, and transcultural leadership issues.

Ideally, students would also supplement this classroom-based learning with at least a semester studying abroad or an internship or other work experience in a foreign country (Forray & Goodnight, 2010). However, “many business students are concerned that such a large time commitment could have serious impacts on their financial status [and] expected graduation dates” (Toncar, Reid, & Anderson, 2005), as well as interfering with their ability to balance the “competing demands of work, study and family” (Hutchings, Jackson & McEllister, 2002, p. 59), especially for nontraditional students. Finally, a factor not often mentioned in the literature on study abroad is simply fear. Many students are apprehensive about living and working or studying on their own for several months in a foreign country, especially if they do not know the language, find the currency incomprehensible, and hold many misperceptions or ethnocentric attitudes about life as it is lived in other parts of the

world (Sánchez, Fornerino, & Zhang, 2006). As a result, as of the turn of the 21st century, only about 1% of United States business students have had direct international experience during the course of their studies (Lashbrook, Hult, Cavusgil, Yaprak, & Knight, 2002).

To address these issues and concerns yet still give students an opportunity to learn in a focused way about international business and culture, many business schools offer students at least two options that do not involve living abroad for an extended period: (a) enrolling in a traditional, classroom-based, focused global business course (GBC), or (b) participating in an academic international study tour (IST) program. In the first option, students learn in a focused way about international and cultural business issues in a traditional classroom setting. Typically, these courses integrate multiple business disciplines, such as marketing, finance, and strategic management, with the intention of developing students' global business literacy. They also highlight the trends and forces driving changes in the global business environment, including the impact of cultural differences.

In the second option, internationally experienced faculty members conduct business-focused study tours, usually lasting less than one month. In this format, students and faculty visit local businesses, tour facilities, and meet with expatriate and local executives or government officials. They often also participate in more traditional tourist activities, such as tours of historic landmarks, art museums, and monuments, and attendance at cultural events (for descriptions of typical study tour activities, see, e.g., Duke, 2000; Gordon & Smith, 1992; Festervand & Tillery, 2001; Hutchings et al., 2002; Koernig, 2007; Porth, 1997). The structured nature of the experience and the fact that faculty members lead the trips often mitigate the anxiety some students feel about foreign travel, and its short duration alleviates the need to take long periods of time off from work and minimizes the time away from the college campus or family obligations.

While, in general, student responses to both of these educational experiences—the traditional classroom-based course and the study tours—have been positive, little empirical work has rigorously compared program outcomes. Therefore, the objective of this study is to use existing literature and secondary data on students' feedback from both courses to develop a comparative assessment framework. In the following we offer several propositions regarding the expected relationships between cultural intelligence development and course pedagogy. Researchers can then use the framework to measure the effectiveness of the two approaches in meeting learning objectives, with the ultimate goal of improving the efficacy of both pedagogies. Indeed, we plan to conduct empirical testing of the framework in a future study.

As noted earlier, the impetus for this study came from both a strong belief in our students' need for quality global business education and our observation that the two available pedagogies had different strengths and weaknesses in regards to learning

outcomes. While both the global business course and the academic international study tours fulfill our business students' international business capstone requirement, it is likely, given the vast differences in format and topics, that the learning outcomes are at least somewhat dissimilar. In the next section we use the extant literature and an exploratory qualitative data analysis of student feedback and reflections to construct several propositions regarding the degree to which the course enhanced cultural intelligence. Our goal is to use the resultant assessment framework in a subsequent study to collect and analyze formal survey data.

## PEDAGOGICAL APPROACHES TO CULTURAL INTELLIGENCE

Few would disagree with the statement that, given today's increasingly globalized business environment, faculty members must enable "students to understand how cultural differences work and thus how to turn cultural competence into a competitive advantage" (Egan & Bendick, 2008, p. 387) for both themselves and the firms for which they work. Yet we do not know much about how to educate students along these lines (AACSB-I, 2011). Do students improve their awareness and understanding of cultural diversity? Do they recognize the importance of cultural sensitivity in their own business and personal conduct in a foreign country? What methods work best and for what purpose? In the next sections, we give brief overviews of two pedagogical approaches—an international study tour (IST) and a traditional classroom-based global business course (GBC)—in the international business curriculum.

### The June-in-China Program

This past year, our institution offered several ISTs, including trips to India, Italy, Cuba, and Turkey. The following brief discussion highlights the key design elements of our most recent June-in-China trip, which has been run annually for nearly 20 years. Unlike some study tours that focus exclusively on business issues (e.g., Lashbrook et al., 2002; Tchaicha, 2005; Tuleja, 2008), the study tour was a mix of business and cultural experiences designed both to enhance the students' understanding of the challenges and opportunities of doing business in China and to foster students' cultural intelligence in a cross-cultural setting. To accomplish these objectives, the study tour was composed of four interrelated parts: (1) intensive pre-departure preparation; (2) structured in-country learning experiences; (3) classroom-based discussions, lectures, videos and quizzes while in China; and (4) rigorous posttrip writing assignments.

*Pretrip preparation.* The intensive preparation for the journey began several weeks before leaving the United States. All students were required to attend two orientation meetings that focused on Chinese culture and business conduct. To further prepare students for the trip, another workshop conveyed the rudiments of Chinese word spelling (e.g., "pingying") and

simple Chinese phrases so that the students were able to ask for directions, order food, ask the price of an item, and offer proper greetings. In addition, we discussed several survival skills that travelers use to function in a foreign country—for example, how to recognize and cope with culture shock. Finally, students read one of the required texts, *The Chinese Century* (Shenkar, 2006), before the trip. This text framed the recent monumental changes to the Chinese economy and society and described the challenges firms face in doing business in such a rapidly growing and changing environment. The other required text, *Doing Business with China* (Liu, 2008), was distributed to the students while in Beijing.

*Trip activities.* The two-week on-site trip was a highly structured journey to three cities: Beijing, Xi'an, and Shanghai. While there, the students were required to engage in four different kinds of activities. First, the students spent five mornings during the trip in our host universities' classrooms discussing the Chinese social, political, business, and cultural environment with guest speakers from local businesses and educational institutions. We found that reviewing this basic background material—especially from the point of view of local Chinese—was fundamentally important to the students' understanding. It allowed them to appreciate what they were seeing and hearing while visiting business sites or attending cultural events.

Second, students met Chinese entrepreneurs and executives, and visited factories and other business facilities. This also included opportunities for informal interaction with expatriates and local Chinese business professionals. Third, the students toured several historic sites (e.g., the Great Wall, the Forbidden City, and museums), and attended cultural events, such as the Peking Opera, and a program portraying the music and dance of ancient China. Finally, we paired the IST participants with "learning partners" from the University of International Business and Economics (UIBE) in Beijing, Xi'an International University (XIU) in Xi'an, and Shanghai Foreign Trade University (SFTU) in Shanghai. Our students benefitted tremendously from these casual gatherings with their Chinese peers. During the scheduled free time, many of the students enjoyed shopping at local bargain stores, mingling with local residents, and exploring the back streets to see the daily life of the ordinary Chinese, even though the students had a very limited Chinese vocabulary.

While enjoyable and interesting, these varied activities were primarily designed for pedagogical, not amusement purposes. The goal was to give students, in the limited time available, a snapshot of China's cultural and business environments. The duration of the trip is certainly not sufficient to make students experts in Chinese culture, language, or business practices. Rather, the objective was to bring their ethnocentric perspectives into sharp contrast to other, equally valid ways of knowing and doing, thereby opening their eyes to the myriad opportunities available to them if they actively build their cultural intelligence and global business knowledge over the span of their careers.

*Posttrip assignments.* The IST participants were required to write several posttrip assignments. They were used to reinforce the material covered during the trip. The assignments also provided an opportunity for students to reflect on all they have seen, heard, and done. Finally, the assignments gave faculty a basis for determining course grades. First, the students wrote two short essays comparing their experiences to the material in the two texts mentioned earlier. Second, students were required to complete an independent field research report on a topic related to their personal interests. Finally, all students wrote a three- to five-page personal reflection paper. From the students' writings, the faculty could see the students' transformation on personal, intellectual, and cultural levels by their study of China and the Chinese people, and by their two-week journey. Some students—especially from those who had never experienced international travel before—described these changes as "profound."

### Global Business Course

In contrast to the international study tours, the global business course, as it was taught last year, was a traditional, classroom-based program that ran for an entire 15-week semester. Its major learning objectives included fostering students' understanding and familiarity with the global nature of today's business environment; introducing the major trends driving globalization of the business environment; developing an understanding of the ethical issues involved in global business; promoting "global sensitivity" in decision-making; and assisting students in developing an analytical approach to the ever-changing environment of business.

For most classes, the first half of each two-and-a-half hour session was conducted in an auditorium, where all six course sections gathered to listen to lectures by topic experts. The lectures focused on such global issues as: (a) political and legal systems; (b) economic development and privatization; (c) the role of culture in international business; (d) economic integration; (e) international trade theory; (f) the foreign exchange market; (g) international political and economic institutions such as the United Nations, the International Monetary Fund, the World Bank, and the World Trade Organization; (h) foreign direct investment; and (i) the global monetary system. After a short break, the students moved to smaller classrooms where internationally experienced faculty members ran discussion groups. These sessions either built on the earlier lectures, or covered additional subjects such as international marketing, the intersection of business ethics and sovereignty, and international business strategy.

As an integral part of the course, students formed teams and wrote an international venture business plan for either the global expansion of an existing product or service, or a completely new foreign business opportunity. The project allowed students to research and apply many facets of international business, including identifying global business opportunities, analyzing

international competitors, and assessing the environments of a particular country or region. It also encouraged students to learn how global and cultural issues influence business functions, such as management information systems, finance, human resource management, marketing, selling, and distribution activities.

A software package included with the required text, *Global Business Today* (Hill, 2007), provided the structure for the students' business plans. It was divided into four phases. In Phase 1, students identified a particular global business opportunity, analyzed international competitors, and assessed the economic, geographic, sociocultural, and political–legal environment of their proposal. In the second phase of the group project, the students selected an organization structure, discussed financing the venture, and considered information system and human resource needs. In the third phase, they proposed a product, developed a marketing plan (including pricing and promotion), and designed a global distribution strategy. In the final phase of the project, students discussed the challenges associated with managing and controlling global business activities and how they would measure the success of their proposal if it were implemented. At each stage, faculty members coached the students through the process, often highlighting where they were making erroneous assumptions based on their ethnocentric perspectives.

Like the international study tours, the objective of the GBC was not to make students experts in international business or cultures. Rather, it was to provide them with a wealth of knowledge of how people conduct business in the many different regions of the world, and allow them to confront their own U.S.-based perceptions and assumptions. The overarching goal was to raise their awareness of the similarities and differences between cultures, increase their cultural intelligence and global business literacy, and, hopefully, spark an abiding interest in learning more about world cultures and global business issues as they navigate their professional careers.

## FRAMEWORK DEVELOPMENT

In this section, we describe the cultural intelligence (CQ) capabilities we are attempting to teach in the international study tour and the global business course. We developed the framework presented here from the available study tour, international business education, and related literatures, and organized it using the four CQ dimensions of cognitive, metacognitive, motivational, and behavioral intelligences. Second, we examined recent student feedback from both traditional global business classes and academic study tours. These data were gathered as part of the customary, anonymous, end-of-semester teaching effectiveness assessments (i.e., these are secondary data). Then we developed specific propositions regarding the pedagogies' relative expected efficacy based on the limited extant literature and on secondary student feedback data.

Cultural intelligence is a multidimensional concept that has been defined as “a person's capability to adapt effectively to a new cultural context” (Earley & Ang, 2003, p. 59). Some have posited that it is a construct distinct from, yet related to, both social intelligence and emotional intelligence (Crowne, 2009). People with high cultural intelligence (CQ) are able to “work effectively in cross-cultural situations” (Cross, Bazron, Dennis & Isaacs, 1989, p. v), which stem from diverse work teams and/or international work assignments (Earley & Mosakowski, 2004). Ang and her colleagues (2007) have proposed that there are at least four dimensions of cultural intelligence: cognitive, metacognitive, motivational, and behavioral intelligences. In the sections that follow, we discuss in more detail the expected efficacy of the two pedagogical approaches described earlier in teaching these aspects of cultural intelligence.

## Cognitive Intelligence

Cognitive intelligence is what many people think of when discussing international or global business education. This element of cultural intelligence captures the degree to which students are familiar with the economic, legal, political, and social systems in different regions around the world. It encompasses the collection of facts and concepts that form the backbone of many international business textbooks. Thus, cognitive cultural intelligence “reflects knowledge of the norms, practices and conventions in different cultures” (Ang et al., 2007), and those with high levels are well versed in culturally based similarities and differences in human behavior (Brislin, Worthley, & MacNab, 2006). Importantly for global business, “individuals with high cognitive CQ are able to anticipate and understand similarities and differences across cultural situations” (Ng, Van Dyne & Ang, 2009, p. 514).

Personal observation, lectures and readings exposed the international study tour students to many facets of Chinese economic, legal, political, and social systems. For example, one student wrote, “I assumed that there was constant crime and poverty surrounding the country. I was truly scared and reluctant to sign up for the program. However, the two week trip changed my perception of China” (IST Student 1). Another student noted, “I was well aware before coming to China that the country was heavily populated but until I was able to see the country first hand, I never could have imagined that there could be so many people packed into one piece of land” (IST Student 2). And a third student observed that prior to the trip, “I expected China (the mainland) to be in complete chaos—at least in terms of the marketplace—with two separate rules being enforced: capitalism versus communism. During my stay, I found that I was wrong. China's economy is flourishing tremendously” (IST Student 3). Thus, this first-hand exposure enabled the qualities of China's unique business and social environment to be absorbed in a way that is difficult to duplicate in the classroom. Thus:

Proposition 1a: After successfully completing their respective course requirements, international study tour course participants will have a *greater depth* of cognitive intelligence regarding one country or region than will traditional global business course participants.

However, due to their very nature, it is typical for study tours to have a “less systematic coverage of factual material” (Allen & Young, 1997). Clearly, in this particular case, the international study tour students were learning quite a lot about China’s business and social environments, but almost nothing about other regions of the world (except, perhaps, the United States as their comparative culture). Therefore, a lack of breadth tempered the depth of the study tour students’ exposure; the only region these students were investigating was the one they were visiting. Global business students, on the other hand, survey a wide range of regions and cultures. For example, one student wrote, “The lectures presented by multiple presenters provided students with a variety of knowledge from more than one point of view. With each presenter having experiences from different areas of the world, the amount of knowledge presented regarding international business became encompassing” (GBC Student 1).

Proposition 1b: After successfully completing their respective course requirements, traditional global business course students will have a *wider breadth* of cognitive intelligence than will international study tour participants.

### Metacognitive Intelligence

Metacognitive intelligence reflects people’s capacity to perceive underlying cultural assumptions and preferences (their own and others’), and to understand cultural norms before and during interactions with people from other regions (Ang et al., 2007). It is the ability to “understand the *why* behind the *what* of doing business globally” (Tuleja, 2008, p. 335). “Those with high metacognitive CQ are consciously mindful of cultural preferences and norms—before and during interactions”—and will “adjust their mental models” afterward (Ng et al., 2009, p. 514).

Study tour participants likely will be able to develop a greater depth of metacognitive intelligence, especially through their many informal interactions with Chinese university students and business people. For example, one study tour participant observed, “There are major cultural differences between dealing with people from China versus people from the United States. Relationships and face-to-face interaction is highly regarded [in China]. In order to become a respected business partner, you must develop and nurture a relationship on a personal level. The importance of *guanxi* should not be taken lightly” (IST Student 4). Another student observed, “In the U.S., we tend to trust others until or unless we are given reasons not to. In China, suspicion and distrust characterize all meetings with strangers. Without trust, there will be no business when dealing with China” (IST Student 5). Finally, another student observed a fundamental problem with General Motors’ (GM)

planned joint venture with a Chinese firm, Chery Automobile Industry. “In Shanghai, I met an American businessman from GM. He informed me that GM was building a convertible version of the Chery [a car designed and produced for the China market]. What GM failed to do is to account for Asian women—[the people] who will most likely buy the car—because [these women] are not accustomed to being exposed to the sun to get a suntan” (IST Student 6). In fact, Chinese people generally see pale skin as an indicator of leisured affluence, while they view tanned skin as a sign of poverty and having to work outdoors in the agricultural fields. All of the preceding student comments and observations imply more than a surface level understanding of the local Chinese business and social environment; therefore:

Proposition 2a: After successfully completing their respective course requirements, international study tour participants will have a *greater depth* of metacognitive intelligence than will traditional global business course students.

However, not surprisingly, the international study tour participants focused all of their comments exclusively on the Chinese context. Underlying cultural assumptions, preferences, and norms are quite different in other parts of the world. Although these students may now be more aware that these kinds of differences do exist, they do not have specific knowledge of assumptions, preferences and norms elsewhere. Global business course students, however, were introduced to cultural norms and preferences in a wider variety of regions. In fact, one student echoed the comments of many when s/he wrote, “The most enjoyable and significant topic we discussed was about appropriate business etiquette in different countries” (GBC Student 2). As with cognitive intelligence, GBC students were introduced to cultural norms, assumptions, and practices in a wide range of countries and regions via lectures and the textbook. However, their exposure was not in-depth in any one area, nor did they have any opportunities to practice using their metacognitive intelligence in real-world situations; thus:

Proposition 2b: After successfully completing their respective course requirements, traditional global business course students will have a *wider breadth* of metacognitive intelligence than will international study tour participants.

### Motivational Intelligence

“Any treatment of globalization . . . must at least implicitly acknowledge that excellent pedagogy cannot completely take the place of student motivation. Programs in the curriculum cannot be successful without the enthusiastic acceptance of students” (Fugate & Jefferson, 2001, p. 161). This observation ties directly to the concept of motivational intelligence, which was defined as the desire to learn about and function in situations involving cultural differences (Ang et al., 2007). Those with high motivational CQ are self-assured and find intrinsic satisfaction in navigating multicultural experiences (Ng et al., 2009, p. 514).

Not surprising to those of us who have had inspiring travel experiences, research has shown increases in students' motivational intelligence after study tour participation. For example, Gordon and Smith (1992, p. 52) wrote, "Many returned participants actively searched out additional opportunities for ongoing international involvement." In another study, an Australian student was reported as writing, the study tour "encouraged me to want to learn more about China and perhaps work there one day" (Hutchings et al., 2002). Likewise, Jones and his colleagues (Jones, Burden, Layne, & Stein, 1992, p. 25) found that study tours leave participants "wanting more"—and, as a result, they immediately begin to plan their own future international travel and study.

This is not to say, however, that the curriculum of the global business course is incapable of increasing student motivation. In fact, we found that many students reported that they were inspired by the material, such as the student who wrote, "This course really sparked my interest in International Business" (GBC Student 3). However, we do posit that the level of motivation will be higher for the study tour participants for three main reasons. First, the motivation construct includes both intrinsic interest and confidence (Ang et al., 2007). Given their direct experience, it is likely that international study tour participants will have a higher level of confidence than would domestic course students. Second, some GBC students found the lectures "boring" and hence demotivating, perhaps because that format was not compatible with their personal learning style or because a particular lecture topic was perceived as unrelated to their interests (e.g., inexperienced, undergraduate marketing majors may erroneously feel a lecture on foreign currency exchange is irrelevant to their future careers). Finally, there is probably an element of self-selection at work here as well. At least a portion of students who choose the international study tour option are probably already more interested in travel, culture, and global issues than those who opt for the classroom-based global business course.

**Proposition 3:** After successfully completing their respective course requirements, international study tour participants will have a higher level of motivational intelligence than will traditional global business course students.

### Behavioral Intelligence

People demonstrate behavioral intelligence by successfully interacting with people from cultures other than their own. Behavioral intelligence involves the ability to exhibit verbal and non-verbal actions—such as words, tone, gestures, and facial expressions—that are appropriate for the particular situation, (Ang et al., 2007). It is a matter of behavioral flexibility, in that people with high behavioral CQ are able to adjust their actions "based on the cultural values of a specific setting" (Ng et al., 2009, p. 514).

We propose that the study tour participants will demonstrate a higher level of behavioral intelligence after completing the

course due to their direct engagement with the Chinese business and social environments. For example, one student wrote, "I had my perceptions of China changed through my visits with students in each of the cities we visited. I learned so much about the students' way of life as compared to ours; I also learned a lot about the differences between our cultures just through having conversations with them" (IST Student 7). We also noted a change in the students' behavior. For example, one student noted, "Their culture is one of working together as a collective instead of everyone for oneself, and they feel pressure not to fail in fear of embarrassing themselves, families, and their country" (IST Student 7). During the China trip, our students seemed to develop a strong sense that their behavior reflected not just themselves as individuals, but as people representing all American students and even representing the entire country. Over time, they developed a tremendous desire to behave with good manners, as they are defined in China rather than as they are defined in the United States. In addition, in the talent show with local students, the IST students showed a collective attitude in collaborating with each other, which was much more in line with the collectivism in Chinese culture than the individualism prevalent in the American culture. It is much harder to develop this kind of attitude and behavioral intelligence in traditional classroom settings; therefore:

**Proposition 4:** After successfully completing their respective course requirements, international study tour participants will have a higher level of behavioral intelligence than will traditional global business course students.

To summarize, we believe both the international study tours and the global business courses improve students' overall cultural intelligence. However, given both student self-selection into one course format or the other and the vast differences in the course content and delivery, it is likely that the students' learning outcomes are not the same. In general, we propose that study tour participants will gain a deeper level of cognitive and metacognitive intelligence, while GBC students will gain a wider breadth of those two intelligences. Also, given the direct exposure and the opportunities to practice and receive feedback in realistic settings, we suggest that international study tour participants will improve their motivational and behavioral intelligences to a greater extent than will the traditional GBC students.

### DISCUSSION

Although international study tours have been in existence for decades, offering them is still not a universal practice. What can universities without international study tour programs do to increase their students' cultural intelligence? One option is to encourage students to avail themselves of the trips offered by third-party tour providers. There are several organizations that organize international study tours, ranging from for-profit firms, to nonprofits such as Cultural Vistas ([www.culturalvistas.org](http://www.culturalvistas.org))

and WorldStrides Capstone ([www.worldstridescapstone.org](http://www.worldstridescapstone.org)), and educational institutions like Central European University. While faculty would still need to vet any third-party organizations for quality, this would enable the university to offer the experience to students without having to develop its own program.

Another alternative is to encourage students to develop their cultural intelligence closer to home. MacNab (2012) described an experiential assignment he employs to develop students' CQ. Each student is charged with finding a new cultural experience. After gaining instructor approval, students then engage in that activity and reflect on it using the dimensions of cultural intelligence as a framework. For example, a student raised in the Buddhist tradition may choose to attend a Catholic Mass, and then reflect on how the experience related to the four components of cultural intelligence: cognitive, metacognitive, motivational, and behavioral.

Finally, business schools might consider beginning an IST program on their own campus. We have found that international faculty members truly enjoy sharing their native lands with students, and other faculty members just enjoy the opportunity to travel to new countries. While some startup costs are involved, launching a study tour program is not prohibitively expensive, especially in light of the benefits gained by the participants. Travel agents typically make all the transportation and hotel arrangements, some governments are willing to provide local business contacts, and alumni (both native and expatriate) are often pleased to support the school's efforts. Importantly, there is also published literature that outlines the possibilities and potential pitfalls of leading international study tours (e.g., Duke, 2000; Gordon & Smith, 1992; Festervand & Tillery, 2001; Hutchings et al., 2002; Koernig, 2007; Porth, 1997).

### Suggestions for Future Research

AACSB-I emphasizes the importance of assurance of learning (AACSB-I, 2012), and as such, accredited institutions of higher learning need to document that their students are indeed learning what the faculty are purportedly teaching. The work presented here represents a first step in a long-term research project to test the usefulness of this approach. We hope to demonstrate that we are increasing at least some aspects of students' CQ. Unfortunately, a randomized study, where we assign students to either the international study tour or the domestic global business course, is not feasible. And, as noted earlier, students are likely to self-select, with the more motivated and internationally curious students choosing to travel. As a result, we plan to use a pretest/posttest research design to determine the impact each course has had on the students' cultural intelligence development.

While survey instruments have already been developed to assess cultural intelligence in professional settings (see for example, Ang et al., 2007), they have not, to our knowledge, been used for this type of comparative course assessment.

In addition, there are likely other competencies besides CQ that our students will need to successfully navigate the global business environment, such as self-efficacy and technical competence. Future development work is needed to adapt the CQ survey instrument to this purpose and to add additional competencies.

Another question raised by this work is, how much long-term value is provided by participation in structured international study tours? Research on the motivational dimension of cultural intelligence found that it predicted adjustment to international assignments better than realistic job and living conditions previews (Templer, Tay & Chandrasekar, 2006). Thus, if, as we expect, international study-tour participation increases motivational CQ, then it should also have a positive effect on expatriates' adjustment to their subsequent foreign assignments.

In addition, we have noted over the 20 years of running ISTs numerous cases that indicate both short-term and long-term positive impacts for the participating students in terms of both initial job search and subsequent career development. However, in a study of alumni and recruiters of a small private university in the Northeast, the respondents did not perceive such experiences would significantly enhance a student's competitiveness for an entry-level position (mean of 3.67 on a 7-point Likert-type scale), although the respondents did value such experiences more positively than they rated international business majors or minors (Forray & Goodnight, 2010, p. 61). To address this apparent contradiction, we plan to perform an empirical study of our alumni. We have fairly extensive contact information for many of the previous study tour participants and business school alumni who took the global business course, so we should be able to assess their perceptions of the longer term impacts of both the study tour and the global business course.

We anticipate that results of these planned empirical studies and the important work of others researchers in this field will reveal the pros and cons of the two pedagogical methods more systematically. Our goal is to help international business faculty better design curricula and programs to meet AACSB standards regarding the rapidly integrating world economy. But, even more importantly, the studies should help faculty better prepare graduates to navigate the significant cultural challenges inherent in today's business careers and to be competitive in the global marketplace.

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