AN ANALYSIS OF BACCALAUREATE EDUCATION STUDY-ABROAD AND ITS IMPACT UPON LEADERSHIP: EXAMINING THE RELATIONSHIP BETWEEN FACULTY AND STUDENTS BASED UPON CULTURAL COMPETANCE

By: Carla J. MacDonald, ACSW, MBA, LSW

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An Analysis of Baccalaureate Education Study-Abroad and Its Impact upon Leadership:

Examining the Relationship between Faculty and Students Based Upon Cultural Competence

Presented by:

Carla J. MacDonald, ACSW, MBA, LSW

Assistant Professor of Social Work

Huntington University

Huntington, Indiana

Abstract

Leadership can be found where influence, group context, and goal attainment resides within a transactional event between leaders and followers (Northouse, 2007) (Goethals and Sorenseon, 2006). In higher education, the professor serves as the leader with the student as the follower. The environment fosters an influence where the professor guides the student's learning with an ultimate goal of a college education in the selected field of study. The foundation for good teaching is the involvement of the teacher with the student, a collaborative effort where a supportive relationship exists (Max, 2007).

The relationship between faculty and student reveals a domain of leadership whereby the professor leads the student in the acquisition of knowledge. On the topic of cultural competence, leadership in higher education can provide the platform for learning the connection between behavior and cultural norms (Danzig, 1999). One of the methods used to teach cultural competence is study-abroad programs. Study abroad programs provide a broad impact on students' cross-cultural skills and global understanding (Kitsantas, 2004) and have been found to enhance students' worldview, leading to the characteristics needed for global leadership (Carlson & Widman, 1988).

Many factors contribute to a successful study abroad experience, not only for the students, but for the faculty leaders as well. This research will consider the relationship between faculty and the effect upon students engaged in study abroad in respect to cultural intelligence. Employing quantitative methodology to measure cultural competence for faculty, the Intercultural Developmental Inventory (IDI) will be used. The IDI is a statistically reliable,

cross-culturally valid measure of intercultural competence adapted from the Developmental Model of Intercultural Sensitivity (http://www.idiinventory.com).

The Intercultural Readiness Check (IRC) will be used for the students to assess their response to cultural differences. The IRC provides valid and reliable information on a person's current strengths and preferences relevant to effective intercultural interaction (www.ibinet.nl/irconline.com).

This research will conclude with a model for higher education faculty on cultural competency. The levels of expertise which serve as a basis for global leadership and cultural competence are comprised of cognitive processes, global knowledge, intercultural competence, and global organizing expertise (Mendenhall, Osland, Bird, Oddou, and Maznevski, 2008). These levels of cultural competencies will serve as a foundational aspect for this study.

Nature of the Problem

Baccalaureate programs in higher education are progressively focusing on the significance of international education experiences for their students (Altbach, 2002; Connell, 2003; Jenkins & Skelly, 2004; Larsen, 2004). September 11, 2001 prompted a heightened attention to national security while recognizing the increased dependence upon international business and trade opportunities and the growing ethnic and cultural diversity of the country. It is important for students to develop a sense of cultural fluency and knowledge of other countries, cultures and languages. Institutions of higher learning are committed to building their international study offices and study aboard programs (Bacon, 2002; Green, 2002; Lane, 2003).

This need is recognized by Huntington University. In the 2000-2005 strategic long-range plans, (Huntington University, 2000) a stated objective of enhancing the recruitment process of minority faculty and staff addresses a specific action step of increasing to 75 percent the number of faculty with professionally related international experience. A renewed interest in this goal has prompted support of this study to revisit the need for faculty to acquire this experience.

A foundational interest exists in study abroad experiences as part of a baccalaureate education for the following reasons:

1. continued increase for globally skilled workers, an observable increase in the number of students involved in study aboard programs (Lowe, Dozier, Hunt-Hurst, & Smith, 2008)

2. documented evidence that leadership in study abroad service work comes from members of the social work profession (Hokenstad & Midgley, (1997) and,

3. while the number of students engaged in study abroad continues to grow, only 8% of all American students engage in this educational experience (Institute of International Education, 2009).

In order to foster study-abroad studies as referenced above, sound leadership will be needed to assure the acquisition of culturally competent skills. Faculty in higher education is the assumed leaders with a need for strong traits in cultural competency (Tait, 1996). Does faculty with higher cultural intelligence levels foster the acquisition of cultural intelligence in students and simultaneously, do they impede the acquisition of cultural skills if the faculty scores are low? In assuring that faculty are prepared and equipped with the cultural intelligence needed to prompt obtaining skills for students in providing leadership, these questions will be addressed more fully.

The Problem Statement

Baccalaureate programs in higher education necessitates a provision for students to acquire critical intercultural knowledge, appreciation of differentness and global leadership in order to ensure exposure to the perspectives which will be critical for their future success (Samaan, 2005). A primary method to acquire intercultural competence during undergraduate education is through study-abroad experiences. The leader in undergraduate study-abroad is typically a faculty member. The desired outcomes of faculty and the students are analogous; with the professor setting the bar to assure that cultural competence is acquired during the experience (Tait, 1996). College students are regularly reminded that in order to compete in today's global economy; they will need a defined worldview within their educational curriculum. It is the job of higher education faculty to prepare their graduates for careers in this global context (Pineda, 2009).

In the pursuit of intercultural intelligence, the question arises on whether there is a relationship between faculty intercultural competence and that of students following a study-abroad experience. As faculty members in baccalaureate education strive to impart global leadership skills to students during study-abroad experiences, the faculty member needs to be globally and culturally prepared for this leadership role. Often times, faculty members assume these roles for non-palpable reasons such as tenure promotion, a chance to see the world or to receive overload pay, when instead the reasons should focus upon the pursuit of cultural competency. As a fault of higher education administrative leadership, faculty members' intercultural preparedness is not always a consideration (Tait, 1996).

Klenke (2008) echoes this connection between leaders and followers as influence portrayed by the leader's effects upon followers. While the literature available on leadership is infinite and extensive, the resources from the faculty perspective emphasize the gap in this field (Strang, 2006). Rasch (2001) states that the "paucity of literature concerning the faculty perspective underscores the gap in the research of this field" (p. 9).

As faculty strives to prepare students for global leadership roles, recognition of identifying when intercultural competence is present will be a critical component of curriculum development in study abroad preparedness. The provisional gap in available research on this subject provides the basis for this study.

Research Hypotheses

The problems referenced above along with the conditional gap in available research in this subject provided basis for the following research questions:

1. According to IRC scores for students who have completed a study abroad experience, a high level of cultural competence will be found to exist when the leader of the study abroad trip is a faculty with high cultural competence scores according to the IDI

2. According to IRC scores for students who have completed a study abroad experience, a low level of cultural competence will be found to exist when the leader of the study abroad trip is a faculty with low cultural competence scores according to the IDI.

Definition of Terms

Competency assessment instruments are the instruments used in developing global leaders.

Culture is one's way of life that is socially learned, shared and transmitted from generation to generation

Cultural fluency is a term to address intercultural competence, global competence, intercultural sensitivity and cultural competence. The term is used as a point or range of points on a continuum that indicates a particular familiarity, comfort, or knowledge of the differences among cultures and an ability to function effectively and respectfully among different people and groups.

Cultural identity is ways of life with which we identify.

Cultural intelligence is the key competencies that allow us to effectively interact with people from diverse cultural background in all kinds of setting.

Cultural intelligence skills are our ability to do something and do it well as a result of training, experience and practice.

Cultural lenses are the social influences that shape our vision and evaluation of the world around us.

Global leadership competency is the universal qualities that enable individuals to perform their job outside their own national as well as organizational culture, no matter what their educational or ethnic background is, what functional area their job description represents, or what organizational they come from.

Host Country/Culture is the country or culture being visited during the study abroad experience

Home Country/Culture is the country or culture left behind during the study abroad experience.

*Immersion i*f the state of being fully involved as a participant in the host culture or country. It will be associated with the factors related to residential situation, interaction with host nationals and other elements of the study aboard experience.

Leadership will be referred to as the group processes where influence, group context, and goal attainment is utilized between professor and student.

Reacculturation **i**s the readjustment into one's home culture following a period of time in a different culture. This term is often used interchangeably with reentry or readjustment.

Study abroad is course work, experiential (hands-on) activities and tours and varies in length from short term to a full year in a place outside the geographical boundaries of one's country of origin.

Transformative Learning is a condition of being human with a need to understand and make order of an experience.

Assumptions Guiding the Study

Colleges and universities urgently need to provide their students with critical intercultural knowledge and appreciation in order to ensure that they are exposed to global perspectives, which are critical for their future success. The leadership components assume that modeling and mentoring are key factors in conveying leadership traits from faculty to student. Future

directions for the college or university can be strengthened through a foundation of the characteristics needed in an effective study-abroad leader. Recognizing the vital role of faculty in study abroad builds upon the importance of not only leadership skills but the impact upon global leadership as well.

While this study will involve faculty and students of the institution where the researcher teaches, it will also include faculty and students from members' school of the Council on Christian Colleges and Universities (CCCU).

The IDI and the IRC are deemed appropriate assessment tools for faculty and students; however, there is still the risk of completing the assessment according to what is perceived to be correct answers versus that which is the basis for their actual perspectives.

The policies Institutional Review Boards (IRB) of Indiana Wesleyan University, division of doctorate studies and Huntington University, faculty research review will be followed and complied with.

<center>**Brief Review of the Literature**</center>

Literature in three areas is relevant to this study: cultural competence, an analysis of study abroad and the role of faculty as leaders.

Cultural Competence

An attempt to analyze the term, cultural competence, begins with defining what is implied with the word *competency*. McClelland (1973) is credited with introducing the term in the workplace, looking at the essential characteristics of an individual as a means of predicting advanced performance in a profession or other circumstances. A definition of competence in a cross-cultural function means "learning new patterns of behavior and effectively applying them in appropriate settings" (Earley & Ang, 2003, p. 263). Another definition looks at personal

characteristics such as "open-minded and flexible; culture interest and sensitivity; able to deal with complexity; resilient, resourceful, optimistic, energetic; honesty and integrity; stable personal life; value-added technical or business skills" (Mendenhall, Osland, Bird, Oddou, Maznevski, 2008, p. 42).

Culture is sometimes used to signify ethnicity or national origin or to signify a dimension of human diversity, race or minority status. In the vocational world, it is critical to understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures. Competency is displayed when one can work with others through a demonstrated sensitivity to others' culture (Fellin, 2000). Hofstede and Hofstede (2005) provide a contrast definition with an action orientated provision referring to the training and programming occurring in the individuals' mind that distinguishes them from members of one group or category of people from another. This characterization promotes further intentionality in contrast to other explanations of the term.

The environment plays a role in the definition developed by Smith, Bond and Kagitcibasi (2006) where the "quality that entities inhabiting that setting have in relation to one another, not of the individuals that comprise that entity" (p. 31). The common phrase often heard relates to individuals being *cultured*, but this relates to the collective nature of the environment in which ones lives. Cultural orientation relates to the interpretation of one's surroundings in a way that is consistent with other dimensions of the environment, recognizing the interplay between the already established culture and the individuals who are socialized within this setting (Smith, Bond & Kagitcibasi, 2006).

Experiences play a key role in the acquisition of cultural competency. In an study conducted by Krajewski-Jaime, Brown, Sifter, and Kaufman (1996) where twenty-three

undergraduate social work students from Eastern Michigan University completed a seven-week internship in a geriatric unit at a Mexico City hospital. A conceptual framework was formed for understanding how students move through stages of acceptance of cultures different than their own as a result of the 7-week program. The analysis of these stages provided a realization of the importance of cultural context leading to the formation of understanding cultural differences from one's own.

Another study conducted by Boyle, Nackerud, and Kilpatrick (1999), reported an increase in cultural competence for two groups of faculty and students. This attainment of competence was measured with pre- and post-testing using the Multi-cultural Counseling Awareness Scale (MCAS). The areas measured included participants knowledge of multi-cultural issues, skills relating across cultures, and awareness of cultural distinctiveness. Such studies suggest that study-abroad offers the exclusive prospect for students to confront both differences and similarities in various cultures while simultaneously acquiring specific skills in cultural competence. However, there is little empirical evidence to support this view, (Lindsey, 2005).

Cultural intelligence (CQ) is a relatively new term introduced in 2003 by Christopher Earley and Soon Ang to assess individual interactions across cultures. CQ has been gaining acceptance throughout the business community. CQ teaches strategies to improve cultural perception in order to distinguish behaviors driven by culture from those specific to an individual, suggesting that allowing knowledge and appreciation of the difference to guide responses results in better business practice. CQ is measured on a scale, similar to that used to measure an individual's intelligence quotient (IQ). People with higher CQ's are regarded as better able to successfully blend in to any environment, using more effective business practices,

than those with a lower CQ (Earley & Mozakowski, 2004). CQ is not only compared to IQ but also to the concept of social intelligence, the ability to understand and manage oneself and to wisely in human relations. Smith, Bond and Kagitcibasi (2006), question if there is much difference as both are required for one to function effectively within the environment.

Study Abroad Analysis

The need for a globally sophisticated workforce continues to grow. The demand for study-abroad programs is found to be one of the top nine trends in higher education (Dennis, 2003) raising an inquiry on the potential impact into the field of leadership. The potential for developing skills for the faculty who participate in study abroad with students is amplified (Brewster, 2002). Tomorrow's global leaders can develop team building skills, the ability to deal with uncertainty and structure, the talent to demonstrate skills to improve when needed, and the characteristics of becoming a visionary.

A primary benefit of study-abroad is the provision of experiential learning, focusing upon improving the learning process in education through the application of concepts learned in the classroom that are applied to the environment (Kolb & Kolb, 2005). These experiences enable the student to acquire cultural intelligence which is evidenced by "development of inner resources, hidden aptitudes, new attitudes, coping skills, and cultural sensitivities" (Beals, 1998, p. 16). Unfortunately, the level of research and knowledge contributions towards international education sharply declined since September 11, 2001, because of avoidance and fear of global travel (Jost, 2004). The pendulum shift is beginning to swing in an opposite direction as people feel safer. Thus, the timing for a study of these experiences and the cultural competence factor presents a horizon that is ripe for such an analysis (Jost, 2004).

A study conducted by Lindsey (2005) found six emerging themes in students who participated in study-abroad programs: opening the mind to new ways of thinking; insight into one's own values; social awareness of societal beliefs; appreciation of difference and anti-discriminatory practice; social justice; and identity development. Lindsey's study leads to an expanding examination of faculty leaders who are selected or self-appointed for these trips and their level of intercultural competency and the subsequent impact upon these themes.

Study-abroad is found to expand undergraduate students' career opportunities so that they gain valuable life skills that cannot be found elsewhere. They do this through adapting to a new culture and language (Emanoil, 1999). In order to build support and creditability for international education, a method for assessing the long-term impact of internationalization is a desired component of study-abroad experiences at the baccalaureate educational level (Deardorff, 2005). Faculty of international education see the need for quantitative foundational data in order to recruit and design programs that will maximize student learning outcomes through study abroad (Chieffo & Griffiths, 2004).

Michigan State University (MSU) has demonstrated a commitment to study abroad. Recognizing the scarcity of systematically gathered qualitative and quantitative information on the impact of study-abroad, the University implemented a broad plan to develop this assessment process. Five student goals serve as the foundation for this: intellectual growth, professional development, personal growth, skills for relating to culturally different others, and enhancement of self-awareness and understanding of one's own culture. Study abroad is an attribute in higher education, providing benefits far and beyond the immediate population who engage in the travel (Ingraham & Peterson, 2004).

Colleges and universities throughout the United States continue to expand the arena of study abroad through increased internationalization of systems, campuses and programs (Larsen, 2004). A key ingredient for any institution that strives to have its educational offerings become more globally based is to focus upon the support needed from faculty and academic advisors. In order to identify those key faculty members, a system of assessing the cultural competence will be a foundational tool (Larsen, 2004).

Bolden (2004) affirms that despite the institutional size, an edge into global education can more easily occur when internationalization becomes an integral component to the life of the small college. In other words, it must be peripheral in assuring that a global focus is not just included in the academic disciplines but becomes a core value for student life activities.

The number of United States students who study abroad has continued to increase since the 1950's. Although the number of students engaged in study-abroad continues to grow, it is currently at 8% of American students who engage in this educational experience (Institute of International Education, 2009). This factor has caused educators to question the extent to which academic, language, and intercultural results in the educational abroad experience will have lasting effects. A longitudinal study of over 17,000 alumni who had participated in international programs between 1950 and 1999 revealed that regardless of the decade in which the study-abroad experience occurred or the actual length of time, the academic, career, intercultural and personal/social benefits were found to be statistically significant. The long lasting effects of study-abroad were both powerful and enduring (Dwyer, 2004).

The United States is a global arena and higher education holds the key to prepare young people for experiencing the world in which they will be living (Fugate & Jefferson, 2001). It is

critical for college administrators and faculty to seize this prospect through enhancing

transitional teaching approaches by introducing cultural diversity (Mitry, 2008).

Faculty as Leaders

Institutions of higher learning agree that in preparing today's student for key roles in the

global economy, the acquisition of knowledge in international domains is a key for tomorrow's

work force (Pineda, 2009). Faculty plays a key role in the potential for cultural competencies to

be acquired through study abroad experiences. The teacher is the guru, the one who has weight

and honor in setting the tone for the learning environment. "In such a system the quality of one's

learning is highly dependent on the excellence of one's teachers" (Hofstede & Hofstede, 2005, p.

53). Equally important it the role of the faculty in acknowledging that global leaders will not be

developed in students whose only environment is the classroom on a traditional campus. Faculty

has recognized that the study of other cultures in one's home classroom is not enough. Students

need to experience the culture dislocation that comes with field work abroad. The opportunities

are great for students but problems can be introduced especially when the faculty who lead such

experiences are not in tune with the needs for cultural competence (Andrews & Henze, 2009).

Faculty leadership in study abroad plays a vital role in assessing the acquisition of

cultural competence for students enrolled in study-abroad courses. Leadership in this context is

exhibited when an analysis occurs of the experiences between the faculty and student.

Reflecting upon prior experiences provides the opportunity to reveal how they shape future

behaviors and courses of action which student will ultimately exhibit in their careers. Reflection

provides the time to see how actions are connected to cultural norms, to past experiences, and to

institutional histories. These experiences will remain with the student; following them to the

professional experiences they will someday encounter (Danzig, 1999).

In researching the relationship between faculty cultural competence and that of the students, the question arises on how this relationship is connected. Looking at whether cultural competence is taught in the traditional manner of classroom and lecture seems to be a concept hard to grasp. It can be considered similar to a question on the behavior trait of *caring*. Is caring taught to us or do we learn how to care by watching others display this human emotion? In a study on mentoring, this action within a relationship provides a foundation for transferring personal skills from one to another. In the faculty to student relationship, it is found to be an integral tool for student success (Hurte, 2002). Graduate programs do not always produce the students who are necessarily the highest academic achievers but rather those who have the will for endurance and perseverance. Most often, the students who demonstrate these personal characteristics of endeavor are those who have received support and guidance from a mentor (Casto, Caldwell, & Salazar, 2005). Thus, we consider the role of mentoring between faculty and study in the relationship of cultural competence.

Faculty play a key role in the outcome of a study abroad trip. They influence the curriculum used during the trip, they are often the sole motivator of students when anxiety and homesickness arises during the trip, and must deal with their own personal struggles during this time of separation from family and friends. Colleges and universities urgently need to provide their students with imperative intercultural knowledge and appreciation in order to promote the global perspectives that are critical for future success in students, (Samaan, 2005). While presidents and chancellors of colleges and universities throughout the country are promoting this method of global skill development in students, it is important to recognize that it is the faculty who make this connect between the academic community and the bridge to another culture.

Without faculty support, international programs through study abroad experiences would fail (Larsen, 2004).

A barrier often encountered by the faculty is the need to convince students that they need to adopt cultural competence behaviors. In a study with medical students, a simulated patient scenario revealed that most did not possess the cultural sensitivity skills they assumed they had. At the conclusion of the interviews, students were confronted by their inability to recognize cultural cues that impact potential upon health outcomes when these factors are not observed. This experience caused students to question whether cultural beliefs can affect the care of their patients. The key to responding to these cues is to understand communication theory, a model for intercultural communication that describes levels of competence, which in turn helps educators to further assess the students' status in learning these behaviors (Morell, Sharp, & Crandall, 2002).

Developing cultural sensitivity in faculty as leaders in study-abroad involves a complex intersection of being comfortable with the experience and the ability to make a transition from one culture to another. Faculty must possess the unique characteristics needed outside the classroom in preparing students prior to the departure, initial assessment of students' attitude of openness and flexibility, and an ability to evaluate students in their reasons for engaging in study abroad to assure that it aligns with the purpose of the trip (Ruddock & Turner, 2007). Clearly, the skills needed in this realm of higher education, goes beyond those typically sought after in the traditional sense of college faculty.

Faculty who engage in study-abroad will cultivate a cross-cultural understanding of a country, strengthening their knowledge of the discipline in which they teach by understanding the global impact in their respective fields. Universities that sponsor faculty in these endeavors

should assure full and unconditional backing for this faculty. While any type of international travel presents a set of risks not only to the faculty but to the institution as well, the benefits derived from such efforts yield results that make clear the risk is worthwhile (Fung & Filippo, 2002).

Faculty educators are challenged to prepare a culturally competent workforce for the future. Developing the expertise to provide this foundation is multifaceted and covers a broad span of areas which include cultural awareness and sensitivity, cultural competence, cultural skills, cultural content, teaching strategies, culturally diverse practice sites for students, cultural immersion experiences, and lastly, an understanding of the institutional culture where the institution resides. Faculty should not be assumed to be able to develop these competencies totally on their own. Cultural competence is described as a journey and not a destination. One does not become culturally competent overnight and instead finds that it is a goal to works towards which hope of acquiring more and more skills as time goes on (Mixer, 2008).

In summarizing a literature review regarding study abroad in higher education, the relationship of faculty to student's culture competency, and the ability of faculty to lead students in the acquisitions of these traits, numerous connections are found between faculty and cultural competence. The need for faculty to possess culture competency in order to lead students in pursuit of these characteristics, is an ongoing pursuit. A wide array of definitions are found for a foundational definition of cultural competence. Rew et al (2003) conducted an exhaustive literature review, finding four ingredients for this pursuit; cultural awareness, cultural sensitivity, cultural knowledge, and cultural skills. They common word, cultural, provides the connection between the knowledge, skills, and experiences that one can acquire to better understand the global world.

Research Methods and Procedures

This study will examine study abroad as the context for measuring cultural competence of faculty leaders and the relationship of cultural competence of the students who participate in the experience as followers. This examination will be two-fold. First, the Intercultural Developmental Inventory (IDI) will be administered to the faculty leading the study-abroad trip. The IDI is a 50-item, theory-based instrument that can be taken either in paper and pencil form or online. The instrument is easy to complete and can generate an in-depth graphic profile of an individual's or groups' predominant level of intercultural competence along with a detailed textual interpretation of that level of intercultural development and associated transitional issues.

The second phase of the study will involve the administration of the Intercultural Readiness Check (IRC) to the students in a similar manner as the administration of the IDI to the faculty. The IRC was developed over a three year period in collaboration with the University of Groningen, Netherlands. The IRC has been used successfully for enhancing clients' intercultural competences and is one of the largest sources of information on intercultural competences available today (http://www.ibinet.nl/irconline/visitor.html). The examination of faculty with higher intercultural competence will be compared to those students who also possess a high score in determining relationships between the two. A review of those faculty as well as students with low intercultural competency scores will be compared and contrasted in a similar manner. The focus will exist to find if faculty leaders have an effect upon the students whom they lead.

Contributions towards Organizational Leadership

Today's college graduates will live and work where national borders are permeable, communications flow at high pace, and communities are made up of a growing diversity of cultures, languages, and values. Learning about others is often the best way to learn about

oneself. Green (2002) promotes this thought regarding study-abroad by reminding us that we cannot claim to have the best of everything unless our values are free from an ethnocentric view of the world. A succinct statement in support of study abroad for higher education comes from former Secretary of State, Colin Powell:

> To solve most of the major problems facing our country today – from wiping
>
> out terrorism to minimizing global environment problems to eliminating the
>
> scourge of AIDS – will require every young person to learn more about other
>
> regions, cultures, and languages (NSEP, 2005).

A study conducted at Missouri State Southern College (MSSC) found that students engaged in study abroad experiences revealed in increased understanding in awareness of themselves, heightened self-confidence and maturity, language proficiency, and feelings of empathy (Gray, Murdock & Stebbins, 2002). McCauley and Van Velsor (2004) reference similar traits in leadership, noting that leadership development comes from experiences promoting self-awareness in understanding self, identifying personal strengths and weaknesses, and the impact of both upon others. While the initial focus upon study abroad experiences is to learn about another culture, suffice it to say, students learn as much about themselves and their own culture as they do about the culture of the host country (Fitzpatrick, 2008). The MSSC study found a relationship between students who studied abroad and a trait acquired in having the ability to express empathy. This trait has a similar component in leadership. Leaders who exercise a sense of empathy acquire the ability to demonstrate essential leadership capabilities (McCauley & Van Velsor, 2004).

This research will contribute to the study of organizational leadership through an increased awareness and understanding in this context. Research on study-abroad experiences

during baccalaureate education will make significant contributions for leadership development in the undergraduate student, recognizing the pivotal role of mentoring leadership by faculty. The practice of organizational leadership will benefit from knowledge gained in understanding the relationship found between studies abroad and acquired cultural competence, an attribute desired for global leadership.

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