

Enhancing Cultural Intelligence and Global Competency in Marketing Education: a Comparison Between Study Abroad and Host Country Students

Sydney Chinchanchokchai, Pimlapas Pongsakornrungrungsilp, Siwarit Pongsakornrungrungsilp & Theeranuch Pusaksrikrit

To cite this article: Sydney Chinchanchokchai, Pimlapas Pongsakornrungrungsilp, Siwarit Pongsakornrungrungsilp & Theeranuch Pusaksrikrit (2025) Enhancing Cultural Intelligence and Global Competency in Marketing Education: a Comparison Between Study Abroad and Host Country Students, Marketing Education Review, 35:1, 31-43, DOI: 10.1080/10528008.2024.2417096

To link to this article: <https://doi.org/10.1080/10528008.2024.2417096>



View supplementary material [↗](#)



Published online: 22 Oct 2024.



Submit your article to this journal [↗](#)



Article views: 31







View related articles [↗](#)



View Crossmark data [↗](#)



ENHANCING CULTURAL INTELLIGENCE AND GLOBAL COMPETENCY IN MARKETING EDUCATION: A COMPARISON BETWEEN STUDY ABROAD AND HOST COUNTRY STUDENTS

Sydney Chinchanchokchai ^a, Pimlapas Pongsakornrungrungsilp ^b, Siwarit Pongsakornrungrungsilp ^b,
and Theeranuch Pusaksrikit ^c



^aCollege of Business, University of Akron, Akron, OH, USA; ^bSchool of Management, Walailak University, Nakhon Si Thammarat, Thailand; ^cChulalongkorn Business School, Chulalongkorn University, Bangkok, Thailand


ABSTRACT

A study abroad program offers numerous benefits and holds significant importance in a student's educational and personal development. It offers a transformative and enriching experience that can positively impact a student's personal, academic, and professional life. We propose a short-term study abroad and cultural exchange program where one of the main focuses is to create an opportunity for study abroad students to interact and collaborate with people from a different culture (host country students). American students spent 2 weeks with Thai students attending lectures, group discussions, and activities to learn about international marketing and sustainable tourism in Thailand. This study examines the effects of this program on student's cultural intelligence, global competency, openness to diversity, and learning. It also compares the differences between these two groups to offer more insights. The results show that American study abroad students showed higher cultural intelligence, global competency, and openness to diversity after the program completion, whereas Thai host country students did not show any significant changes.

As the US becomes more diverse and an increasing number of US corporations have expanded abroad or collaborated with companies in other countries, it is important for marketers to be culturally competent and globally proficient in order to observe consumer behavior, market trends, and competitive landscapes to gain valuable insights into international markets. Additionally, employers increasingly value candidates who have international experience and value diversity. Students who complete a study abroad program can demonstrate adaptability, intercultural competence, and a willingness to take on challenges. These characteristics can differentiate graduates in the job market, and possibly open doors to global career opportunities. Therefore, business schools must ensure the curriculum prepares graduates to meet this job market demand. Throughout the years, business schools have launched a variety of programs to internationalize themselves such as faculty exchanges, specialized courses (i.e., international business, international marketing), international topics within courses, and study abroad programs (Orahod et al., 2004).

Short-term study abroad programs have increasingly gained popularity among business school students and have become the fastest growing segment of experiential learning programs (Lokkesmoe et al., 2016). Some study abroad programs incorporate the cultural exchange component whose goals are to foster intercultural connections, relationships, and understanding of different cultures. However, not all study abroad programs, especially the short-term programs, include the cultural exchange component due to various constraints. In this study, we offer insights into a newly designed short-term study abroad and cultural exchange program where, in addition to the course content, one of the main focuses is to create an opportunity for study abroad students to interact and collaborate with people from a different culture. The students (American and Thai) spent 2 weeks in Thailand where they attended lectures, group discussions, a guest speaking session, and activities about international marketing and sustainable tourism in Thailand. As part of experiential learning, the students also worked in a cross-cultural team to propose a marketing plan to a local client.

CONTACT Sydney Chinchanchokchai  schinchana@uakron.edu  College of Business, Polsky 563B University of Akron, Polsky 563B 302 E Buchtel Ave, Akron, OH 44325, USA

 Supplemental data for this article can be accessed online at <https://doi.org/10.1080/10528008.2024.2417096>

© 2024 Society for Marketing Advances

Existing pedagogical research on short-term study abroad programs in business schools has focused on student's learning (Paul & Mukhopadhyay, 2003), learning activities (Duke, 2000), perception of the program (Albers-Miller et al., 1999), or intercultural competency (Clarke et al., 2009; Wright & Clarke, 2010). In this study, we examine new variables – cultural intelligence (CQ) and global competency (GC) – which are considered among key success factors in one's job performance, work adjustment, leadership competency, and cross-cultural effectiveness (Lee et al., 2013; Ott & Michailova, 2018).

Moreover, most research in study abroad programs only offer insights from American students' perspective due to its lack of cross-cultural interactions. More is needed to understand the interactions among other relevant participants and stakeholders such as host country students, faculty, and businesses (Iskhakova & Bradly, 2022). Prior study abroad research also suggested to explore whether exposure to more-developed or less-developed countries or low- or high-cultural distant countries facilitates higher learning outcomes (Iskhakova & Bradly, 2022). This paper responds to the call for a better understanding of participation in a short-term study abroad program in a developing country with high cultural distance. The purpose of this study is to examine the effects of a short-term study abroad and cultural exchange program on study abroad and host country student's cultural intelligence, global competency, openness to diversity, and learning. Additionally, although prior research has examined these constructs in various settings, our research can differ from earlier studies as we attempt to test these constructs in the same study and particularly in the marketing education context.

Literature Review

Short-Term Study Abroad (STSA) and Cultural Exchange (CE) Programs

A study abroad program offers numerous benefits and holds significant importance in a student's educational and personal development. It offers a transformative and enriching experience that can positively impact a student's personal, academic, and professional life. Across the world, study abroad programs vary tremendously in terms of the duration, structure, group size, location, purpose, faculty supervision level, predeparture preparation, level of cultural immersion, level of post arrival engagement, and language competence required (Iskhakova & Bradly, 2022). While there are a lot of benefits to

long-term study abroad programs (i.e., programs that are longer than 8 weeks) (Nguyen, 2017), they require more resources (time and money) and commitment, which can be a challenge for the majority of business school students to participate in due to lack of resources or other commitments (e.g., internships). Thus, STSA programs have increasingly gained popularity among business school students and have become the fastest growing segment of experiential learning programs (Lokkesmoe et al., 2016).

Typically, STSA programs in business schools range from 2–8 weeks and are supervised by faculty leaders. They are also highly structured and do not require students to know the host country's language (Iskhakova & Bradly, 2022). Students usually travel in a group and activities during the trip include lectures, company visits, guest speakers, and in some cases client or group projects. Due to such a short duration and the highly structured design, students usually have limited opportunity to interact with the locals, which is considered one of the most important factors that increase one's global competency (Olson & Kroeger, 2001). In marketing education literature, STSA programs have been shown to increase important factors such as global competency and openness to diversity (Clarke et al., 2009; Wright & Clarke, 2010).

Another type of programs that offers opportunities for students to expose and immerse themselves in local cultures is a cultural exchange program. Unlike a STSA program, which usually centers around a particular topic or class content (e.g., global business, international marketing, supply chain management, etc.), the main purpose of a CE program is to foster intercultural connections, relationships, and understanding of different cultures. Typically, study abroad students who participate in a CE program have more exposure to the local people and culture through living with a host family, attending the local school, or becoming an active member of the community. Around the world, there are several prominent CE programs such as the AFS intercultural program and the Rotary Youth Exchange program. CE programs can range from two weeks to one year depending on the programs and the sponsoring organizations. Research on CE programs found that participation in CE programs increased one's intercultural competence, knowledge of the host culture, and fluency in the language of the host country while decreased anxiety in interacting with people from different cultures (Hammer, 2005). Through participating in a CE program, students also increase emotional resilience (Ujitani, 2013). Many CE programs are part of study abroad programs. However, not all study abroad programs include the cultural exchange

component. In fact, many American students who participated in study abroad programs admitted that they failed to immerse themselves in a cross-cultural environment (Chwialkowska, 2020).

In this study, we designed and implemented a STSA and CE program to create an opportunity for students to interact and collaborate with others from a different cultural background. American students participated in the program as visitors who traveled from the U.S. to Thailand, whereas Thai students participated in the program as the hosts who represented the local culture. The students spent 2 weeks together in Thailand where they attended lectures, participated in group discussions and activities, as well as worked in a cross-cultural team on a marketing plan. Our research aims to replicate important learning outcomes found in previous marketing education research (i.e., global competency and openness to diversity) as well as introduce a new outcome (i.e., cultural intelligence) to the marketing education literature. These outcomes have been demonstrated to be key success factors in one's job performance and cross-cultural effectiveness, which we discuss in the next section.

Cultural Intelligence (CQ)

In recent years, there has been a growing interest in “real world” intelligence other than intellectual intelligence (IQ). These types of intelligence such as emotional intelligence (Mayer et al., 2000) and social intelligence (Thorndike & Stein, 1937) focus on specific content domains that are not only the ability to solve problems in academic settings. Cultural intelligence (CQ) is defined as “*an individual's capability to function and manage effectively in culturally diverse settings*” (Ang et al., 2015, p. 337). It acknowledges the practical realities of globalization and focuses on a specific domain – intercultural settings. CQ is a specific form of intelligence that is related to one's ability to grasp, reason, and behave effectively in situations characterized by cultural diversity (Ang et al., 2015).

According to Ang et al. (2015), CQ is a multidimensional construct. It is comprised of 1) metacognitive CQ, which focuses on higher-order cognitive processes, 2) cognitive CQ, which focuses on knowledge of the norms, practices and conventions in different cultures, 3) motivational CQ, which reflects the capability to direct attention and energy toward learning about and functioning in situations characterized by cultural differences, and 4) behavioral CQ, which refers to the capability to exhibit appropriate verbal and nonverbal actions when interacting with people from different cultures. Together, these sub-

dimensions form overall CQ, which is considered an aggregate multidimensional construct.

In marketing, cultural intelligence is crucial for marketers as it enables them to effectively navigate diverse cultural landscapes, understand local or diverse consumer behaviors, and tailor marketing strategies to resonate with target audiences worldwide. By possessing high cultural intelligence, marketers can communicate messages in ways that are sensitive and relevant to different cultural contexts, thereby fostering stronger connections with customers, expanding market reach, and driving business success in an increasingly globalized and diverse marketplace.

The past literature in pedagogical research on study abroad in marketing and business schools has mostly focused on intercultural competency (Clarke et al., 2009; Wright & Clarke, 2010; Iskhakova et al., 2022). However, research has shown that having high CQ is one of key success factors in one's job performance, work adjustment, leadership competency, and cross-cultural effectiveness (Lee et al., 2013; Ott & Michailova, 2018). International experience and cultural exposure have an impact on an individual's CQ. For example, the number of countries one visited is linked to their level of CQ. Moreover, the depth and type of cultural exposure also plays a role in improvement of one's CQ. That is a study abroad or work abroad experience leads to higher CQ than other experiences such as vacations in other countries (Crowne, 2013). Şahin et al. (2014) looked at the effect of international assignments on the development of CQ among military personnel. They showed that after 6 months of international assignments in a multinational and multicultural military organization, the participants reported a significant improvement in all four facets of CQ over time (metacognitive, cognitive, motivational, and behavioral CQ). In the study abroad domain, Engle and Crowne (2014) examined the impact of a short-term international experience among American students who spent 7 to 12 days in Latin American countries as part of study abroad service-learning projects on the four factors that made up cultural intelligence (CQ). They found that there was a significant increase in each of the four factors of CQ after the students came back from the study abroad trip. Thus, we hypothesize that the STSA and CE program where students interact directly with people from another culture will improve cultural intelligence among American and Thai students.

H1: The study abroad and cultural exchange program will positively affect students' cultural intelligence.

Global Competency (GC)

In a world that is constantly evolving, thus creating opportunities for collaborations and several platforms for cross-cultural collaborations, one's global competency (GC) is at the highest importance and has been identified as a crucial business factor (Hilton, 2007). In the business world, global leaders must understand diverse issues, cultural and business challenges as well as be able to work with different human resources systems and understand local culture and commerce. Global competency (GC) refers to an individual's possession of substantive knowledge, perceptual understanding, and intercultural communication skills to effectively interact in a globally interdependent world (Olson & Kroeger, 2001). It also includes fostering an attitude that makes it possible to interact peacefully, respectfully, and productively with other people from diverse geographies (Reimers, 2009). Global competency could be at an individual level or an organizational level. A company can be globally competent if the company has enough number of people that have the knowledge and skills as well as a culture, which promotes such competency (Olson & Kroeger, 2001). Three components of global competency are substantive knowledge, perceptual understanding, and intercultural communication. *Substantive knowledge* includes knowledge of cultures, languages, world issues, global dynamics, and human choices (Wilson, 1996). *Perceptual understanding* refers to the process one uses to take in the world and frame their understanding of others. It has been identified to include open-mindedness, resistance to stereotyping, complexity of thinking, and perspective consciousness (Olson & Kroeger, 2001; Wilson, 1996). Lastly, *intercultural communication* is the skill one draws on to engage effectively with others. It includes adaptability, empathy, cross-cultural awareness, intercultural relations, and cultural mediation (Olson & Kroeger, 2001).

Global competency is considered part of intercultural proficiency, which refers to the knowledge, skills, and attitudes/beliefs that enable people to collaborate well with people in cross-cultural settings (Clarke et al., 2009). Literature has shown that study abroad programs increase student's intercultural

proficiency, openness to diversity, and intercultural communication (Clarke et al., 2009). Students who participated in a semester-long study abroad program reported that they have become more globally minded, communicate better across cultural and national boundaries, and more sensitive to new and diverse cultures (Wright & Clarke, 2010). Schenker (2019) measured students' global competency before and after the eight-week short-term study abroad program where the students spent four weeks in the US and four weeks in Germany. The result showed that the students had a significant improvement in several dimensions of global competency after the study abroad program ended. Thus, we hypothesize that the study abroad and cultural exchange program will increase global competency among American and Thai students.

H2: The study abroad and cultural exchange program will positively affect students' global competency.

Openness to Diversity (OTD)

There is no better time to educate students about diversity and inclusion than now. In the United States, diversity, equity, and inclusion (DEI) are three closely linked values held by many companies that are working to be supportive of different groups of individuals in the organizations, including people of different races, ethnicities, religions, abilities, genders, and sexual orientations. Diversity in the workplace has been shown to enhance creativity and innovation. It encourages the search for new information and perspectives, leading to better decision making and problem solving in business, and eventually improves the bottom line (Phillips, 2017). Companies that embrace diversity recognize and appreciate the unique experiences and talents of individuals, striving to create an inclusive work environment where everyone feels valued and respected. Marketing students are very likely to live and work in a multicultural environment that is increasingly diverse no matter where they are. The ability to embrace diverse cultures and function across different cultural groups is an important skill for marketing students (Clarke et al., 2009).

Various research has demonstrated the positive effects of study abroad programs and educational workshops focusing on cultural diversity on student's attitudes toward and openness to diversity. Ismail et al. (2006) tested the effect of a short-term (3 weeks) study abroad course to China on students' openness to diversity and reported that there was a significant increase in

openness to diversity score after the students completed the program. This finding was again confirmed by Clarke et al. (2009) who showed that American students who participated in short-term study abroad programs reported higher openness to diversity compared to those who stayed in the US. Besides study abroad programs, participation in educational workshops on cultural diversity is also shown to improve one's openness to diversity (Sanner et al., 2010). Moreover, short-term study abroad programs also positively changed students' diversity attitude, which impacted their intercultural mind-set (Wang et al., 2009). Therefore, we hypothesize that the study abroad and cultural exchange program will increase openness to diversity among American and Thai students.

H3: The study abroad and cultural exchange program will positively affect students' openness to diversity.

Student's Learning and Career Readiness

Study abroad and cultural exchange programs allow students to experience different cultures and interact with people from different cultural backgrounds. For the learning to occur, the programs need to provide the students with opportunities to explore and experience the local culture and to practice marketing concepts they learn in the classroom. Experiential learning is an increasingly important strategy in business education because it presents an authentic instructional experience to enhance student engagement and learning outcomes (Chinchanchokchai & McKelvey, 2023; Winsett et al., 2016). Study abroad programs with various learning activities or courses that incorporate international travel components have been shown to improve student's learning (Duke, 2000; Paul & Mukhopadhyay, 2003; Reuter & Moak, 2022). For example, Paul and Mukhopadhyay (2003) examined the effect of a two-week international trip (either to China or Vietnam) on student's learning in an executive MBA Global Business course. They found that students perceived a very positive effect of the international trip on their learning, particularly the cognitive and affective learning. Reuter and Moak (2022) demonstrated that a short-term study abroad course that incorporated an experiential learning component (i.e., a service-learning, community engagement project) improved the student's understanding of the class concept (global citizenship) as reflected in their post-trip essays. Regarding career preparation and readiness, researchers found that students who have studied abroad were more open to internationalizing their careers. These students

were types of employees that companies sought for international assignments or even for domestic assignments that required a degree of cross-cultural competency (Orahod et al., 2004). Through classes that have experiential learning and community engagement projects, the students are able to practice and apply the content that they learn in the classroom in a real-life environment. This opportunity should improve their critical thinking, teamwork, professionalism, and communication, which are important skills considered by employers. Thus, the study abroad and cultural exchange program that incorporates experiential learning components (i.e., guest speakers, activities, and a client project) should improve learning and career readiness among American and Thai students.

H4: The study abroad and cultural exchange program will positively affect students' learning.

H5: The study abroad and cultural exchange program will positively affect students' career readiness.

Method

Program Design and Participants

The STSA and CE program was a collaboration between a Midwestern University in the US and a Southern University in Thailand (host university). The purpose of the program was to learn about international marketing and sustainable tourism in Thailand as well as to facilitate cultural exchange between the American and Thai students. Fifteen American students (67% female) and 15 Thai students (80% female) (total of 30 students) participated in a 2-week program. The program was structured in two parts. Part one was the preparation phase. The American students learned about the local culture and language as well as went through preparation about international travel while the Thai students who were considered the host went through a language preparation and a lecture on how to work and communicate with people from a different culture, in particular Americans. The second part of the class included a 14-day trip to Thailand where each American student was assigned a local Thai friend whom they could ask questions related to the Thai culture, language, or if they needed any help during their stay. This was to maximize the learning experience and cultural exposure for both parties. For two weeks, the students attended lectures, group discussions, a guest-speaking session about international marketing and sustainable tourism in Thailand. They also participated in net-zero carbon tourism

activities such as a tie-dye workshop where the dye was made from a natural ingredient, eco kayaking, a Thai dessert class, and an eco-print workshop. In addition to the lectures, discussions and activities, the students were grouped into teams where each team consisted of three American students and three Thai students. Then, they worked together to present a marketing plan to a local client on the last day of the trip. The students had to work in a real cross-cultural team where they had to find a way to get over cultural differences in working ethic and style, and a language barrier.

The students were asked to complete the questionnaire before the program started and again after the program ended. All students (15 Americans and 15 Thais) completed both pre- and post-program questionnaire. To provide a comparison and better measure the effectiveness of the program, we also asked American students ($N = 26$, 61.5% female) who did not participate in the program to complete the same questionnaire to serve as a control group. Despite the limitation in terms of the size of the program, this study serves as an exploratory investigation into the impact of a short-term study abroad and cultural exchange program on important factors such as cultural intelligence, global competency, and openness to diversity.

Measurements

To measure cultural intelligence (CQ), we used a 7-point scale consisting of 20 questions by Ang et al. (2015) (Cronbach's $\alpha = 0.93$), which has been widely used and tested in various contexts including pedagogical research (Ang et al., 2015; Engle & Crowne, 2014). Following the previous study abroad research in marketing education, global competency scale was adapted from Olson and Kroeger (2001) and consisted of 21 questions (Cronbach's $\alpha = 0.90$) on a 7-point scale. Some items of the original scale, which can be applied only to the situation in the U.S., were modified or omitted in order to be applied to the Thai context (see the final version in Appendix). Olson and Kroeger (2001) scale has been considered as the most reliable tool for studying study abroad students' intercultural communication skill

(Wright & Clarke, 2010). Openness to diversity was measured using an eight-item, 7-point scale by Pascarella et al. (1996) (Cronbach's $\alpha = 0.89$), which has been proven valid and widely used in study abroad research (Ismail et al., 2006; Wright & Clarke, 2010). Perceived learning consisted of 5 items modified from McCarthy et al. (2021) and was measured on a 7-point scale (Cronbach's $\alpha = 0.98$). Lastly, career readiness was measured following Raymond et al. (2021), which referred to the National Association of Colleges and Employers (NACE, 2019). According to NACE (2019), four core competencies consistently rated high by employers to assess career readiness were critical thinking, teamwork, professionalism, and communications. In the questionnaire, each core competency was defined and then rated by the respondents on a 7-point scale (the degree to which they agreed that the program helped prepare them for that competency). For the questionnaire distributed among Thai students, the questions were translated into Thai since all respondents were native Thai speakers. Following cross-cultural survey development procedures (Douglas & Craig, 2007; Pusaksrikit & Chinchanchokchai, 2023), the surveys were translated from English into Thai and then back translated by two translators who had experiences in questionnaire translations. Any discrepancies were reconciled by the authors to ensure the equivalence of the two languages.

Results

Cultural Intelligence (CQ)

American Students

To test the hypotheses, we used the Wilcoxon signed ranks test, which is a non-parametric statistical analysis method utilized when the data are not normally distributed, or the sample size is too small to assume a normal distribution and when the data are obtained from a repeat measurement (Scheff, 2016). Overall CQ score among American students increased after they completed the program [$M_{\text{before}} = 5.18$, $SD = 0.78$ vs $M_{\text{after}} = 5.80$, $SD = 0.73$, Wilcoxon signed-ranks test $Z = 2.50$, $p = .012$, $r = 0.65$]. The cognitive CQ,

Table 1. Means and statistics of cultural intelligence (CQ).

	American				Thai			
	Before Mean (SD)	After Mean (SD)	Wilcoxon signed-ranks test	<i>p</i> value	Before Mean (SD)	After Mean (SD)	Wilcoxon signed-ranks test	<i>p</i> value
Metacognitive CQ	5.8 (0.91)	5.95 (1.54)	1.58	.115	6.22 (0.57)	6.33 (0.77)	1.06	.291
Cognitive CQ	3.81 (1.14)	4.91 (0.95)	2.58*	.010	5.31 (0.99)	5.28 (0.71)	0.45	.649
Motivational CQ	5.75 (0.71)	6.20 (0.79)	2.08*	.038	6.12 (0.56)	6.17 (0.60)	0.46	.648
Behavioral CQ	5.37 (0.84)	6.13 (0.73)	2.88**	.004	6.03 (0.81)	6.24 (0.57)	1.06	.291
Overall CQ	5.18 (0.78)	5.80 (0.73)	2.50*	.012	5.92 (0.65)	6.01 (0.47)	0.74	.460

* = $p < .05$, ** = $p < .01$, *** = $p < .001$

motivational CQ, and behavioral CQ scores also significantly improved after the students participated in the study abroad and cultural exchange program. However, there was no significant increase in the metacognitive CQ score after the program ended (see Table 1 for the means).

Thai Students

Unlike their American counterparts, Thai students did not show any significant increase in the overall CQ score [$M_{\text{before}} = 5.92$, $SD = 0.65$ vs $M_{\text{after}} = 6.01$, $SD = 0.47$, Wilcoxon signed-ranks test $Z = 0.74$, $p = .46$, $r = 0.19$] (see Table 1 for the means).

When comparing the post-program scores among American students, Thai students, and the control group, both American and Thai groups showed a significantly higher cultural intelligence score than the control group [$M_{\text{American}} = 5.80$, $SD = 0.73$ vs $M_{\text{Thai}} = 6.01$, $SD = 0.47$ vs $M_{\text{Control}} = 4.60$, $SD = 0.92$, $F(2, 53) = 28.20$, $p < .001$, $\eta_p^2 = 0.52$). The post-hoc analysis using Bonferroni correction showed that American students had a significantly higher CQ score than the control group ($p < .001$). Similarly, the Thai students also showed a significantly higher CQ score than the control group ($p < .001$). Thus, H1 is partially supported.

Global Competency (GC)

American Students

Similar to CQ, the overall GC score among American students significantly increased after they completed the program [$M_{\text{before}} = 5.37$, $SD = 0.67$ vs $M_{\text{after}} = 5.91$, $SD = 0.53$, Wilcoxon signed-ranks test $Z = 3.24$, $p = .001$, $r = 0.84$]. When looking at the sub-scale, the perceptual understanding, substantive knowledge, and intercultural communication scores also increased after the program (see Table 2 for the means).

Thai Students

Similar to CQ, unlike their American counterparts, Thai students did not show any significant increase in the overall GC score after the program completion [$M_{\text{before}} = 5.24$,

$SD = 1.04$ vs $M_{\text{after}} = 5.69$, $SD = 0.47$, Wilcoxon signed-ranks test $Z = 1.29$, $p = .198$, $r = 0.33$] (see Table 2 for the means).

When comparing the post-program GC scores among American students, Thai students, and the control group, both American and Thai groups showed a significantly higher score than the control group [$M_{\text{American}} = 5.91$, $SD = 0.53$ vs $M_{\text{Thai}} = 5.69$, $SD = 0.47$ vs $M_{\text{Control}} = 5.08$, $SD = 0.87$, $F(2, 53) = 7.83$, $p = .001$, $\eta_p^2 = 0.23$). The post-hoc analysis using Bonferroni correction showed that American students had a significantly higher GC score than the control group ($p = .002$). Similarly, the Thai students also showed a significantly higher GC score than the control group ($p = .04$). Thus, H2 is partially supported.

Openness to Diversity (OTD)

American Students

The result pattern of OTD score among American students followed those of the other two scales. OTD score significantly increased after the American students completed the program [$M_{\text{before}} = 6.23$, $SD = 0.61$ vs $M_{\text{after}} = 6.67$, $SD = 0.41$, Wilcoxon signed-ranks test $Z = 2.94$, $p = .003$, $r = 0.76$].

Thai Students

On the contrary, Thai students did not show any significant increase in OTD score after the program completion [$M_{\text{before}} = 6.04$, $SD = 0.94$ vs $M_{\text{after}} = 6.23$, $SD = 0.63$, Wilcoxon signed-ranks test $Z = 0.60$, $p = .550$, $r = 0.15$].

When comparing the post-program OTD scores among American students, Thai students, and the control group, the result was significant [$M_{\text{American}} = 6.67$, $SD = 0.41$ vs $M_{\text{Thai}} = 6.23$, $SD = 0.63$ vs $M_{\text{Control}} = 5.82$, $SD = 0.83$, $F(2, 53) = 6.38$, $p = .003$, $\eta_p^2 = 0.19$). The post-hoc analysis using Bonferroni correction showed that American students had a significantly higher OTD score than the control group ($p = .003$). However, there was no significant difference in the OTD scores between the Thai student group and the control group ($p = .338$). Thus, H3 is partially supported.

Table 2. Means and statistics of global competency (GC).

	American				Thai			
	Before Mean (SD)	After Mean (SD)	Wilcoxon signed-ranks test	p value	Before Mean (SD)	After Mean (SD)	Wilcoxon signed-ranks test	p value
Perceptual Understanding	6.28 (0.48)	6.48 (0.48)	2.36*	.018	5.29 (1.07)	5.69 (0.55)	1.05	.294
Substantive Knowledge	4.55 (0.89)	5.30 (0.90)	3.10**	.002	5.12 (1.32)	5.77 (0.56)	1.31	.191
Intercultural Communication	5.28 (0.94)	5.96 (0.71)	3.19**	.001	5.31 (1.02)	5.63 (0.59)	0.94	.348
Overall GC	5.37 (0.67)	5.91 (0.53)	3.24**	.001	5.24 (1.04)	5.69 (0.47)	1.29	.198

* = $p < .05$, ** = $p < .01$, *** = $p < .001$

Table 3. Means and statistics of perceived learning and career readiness.

	American				Thai			
	Before Mean (SD)	After Mean (SD)	Wilcoxon signed-ranks test	<i>p</i> value	Before Mean (SD)	After Mean (SD)	Wilcoxon signed-ranks test	<i>p</i> value
Perceived learning	6.79 (0.34)	6.95 (0.09)	1.90*	.048	5.80 (1.33)	6.53 (0.67)	2.03*	.042
<i>NACE Career Readiness</i>								
Critical thinking	6.53 (0.64)	6.87 (0.35)	1.89	.059	5.80 (1.57)	6.40 (0.63)	1.38	.168
Teamwork	6.93 (0.26)	6.80 (0.56)	0.82 ^a	.414	5.93 (1.34)	6.53 (0.74)	1.66	.098
Professionalism	6.53 (0.83)	6.27 (1.10)	0.96 ^a	.336	6.00 (1.31)	6.53 (0.64)	1.52	.129
Communication	6.87 (0.35)	6.80 (0.41)	0.45 ^a	.655	5.87 (1.55)	6.27 (0.70)	1.06	.288

*= $p < .05$, **= $p < .01$, ***= $p < .001$ ^a=the calculation was based on positive ranks

Perceived Learning and Career Readiness

American Students

American students who participated in the program reported a significant increase in their perceived learning score [$M_{\text{before}} = 6.59$, $SD = 0.34$ vs $M_{\text{after}} = 6.95$, $SD = 0.09$, Wilcoxon signed-ranks test $Z = 1.90$, $p = .048$, $r = 0.50$]. Career readiness was assessed on four core competencies according to the NACE (2019) study. There was no significant difference between the pre- and post-program of critical thinking, teamwork, professionalism, or communication skills among American students (see Table 3 for more details).

Thai Students

Similar to their American counterparts, Thai students showed a significant increase in the perceived learning score after the program completion [$M_{\text{before}} = 5.80$, $SD = 1.33$ vs $M_{\text{after}} = 6.53$, $SD = 0.67$, Wilcoxon signed-ranks test $Z = 2.03$, $p = .042$, $r = 0.52$]. However, none of the career readiness measures (i.e., critical thinking, teamwork, professionalism, and communication) was significantly different between the pre- and post-program. Therefore, H4 is supported while H5 is not supported.

General Discussion

This study attempts to evaluate the effects of short-term study abroad (STSA) and cultural exchange (CE) programs on the cultural intelligence, global competency, openness to diversity, and marketing educational experiences of both American study abroad and Thai students in the host country. Our research addresses the need for deeper insights into the effectiveness and outcomes of STSA and other cultural learning initiatives (Pedersen, 2010; Iskhakova & Bradly, 2022). Recognizing that much of the existing research on STSA is limited to singular contexts – such as a program from one university, one country, or one type of program – there is a need for studies that

incorporate a broader array of STSA participants, including host country students, faculty, and businesses (Kurpis & Hunter, 2017). Additionally, existing literature primarily focuses on American students' experiences in Europe or the Caribbean, indicating a gap in understanding the outcomes of exposure to different regions (Iskhakova & Bradly, 2022). To address this gap, our research expands the scope by examining the impact of participating in the STSA and CE program in Thailand, a developing country in Asia, on a diverse group of stakeholders, potentially offering new insights into the varied educational outcomes of the program.

Overall, we found that, compared to the control group, American students who participated in the STSA program showed higher CQ, GC, and OTD after the program completion. They also reported increased perceived learning after the program completion. This confirms the hypotheses and previous findings that demonstrated positive impacts of study abroad programs on American students' learning and intercultural proficiency (i.e., Chédru & Ostapchuk, 2023; Clarke et al., 2009; Ismail et al., 2006; Wright & Clarke, 2010). The results added to the body of literature on study abroad programs that the STSA program can be recognized as one of the key strategies in preparing marketing students to navigate the complexities of the global market and succeed in a career that increasingly demands an understanding of the diverse customer base. By increasing their CQ, GC, and OTD, the students will be able to design effective marketing strategies that resonate with international audiences. In addition, the study abroad experience can help them craft a marketing campaign that respects and honors cultural differences as the US has increasingly become more culturally diverse (Holtbrugge & Engelhard, 2016; Iskhakova & Bradly, 2022).

While the findings support a positive impact between STSA and overall CQ, inconsistent results across the four dimensions of CQ were found. Very few studies showed that studying abroad generated higher levels of all dimensions of CQ (e.g., Engle & Crowne, 2014),

while some only demonstrated two or three dimensions of CQ that were positively impacted by studying abroad (e.g., Varela & Gatlin-Watts, 2014; Wood & St Peters, 2014). Our results showed that American STSA students significantly increased their CQ in three dimensions (i.e., cognitive, motivational, and behavioral CQ). Mixed results are still observed.

Although we observed significant increases in American students' CQ, GC, and OTD scores, contrary to our expectations, we did not find any significant changes in these scores before and after the CE program among Thai students in the host country. The results only showed higher CQ and GC compared to the control group. This could be because this program was positioned as a study abroad program for American students but was positioned as a cultural exchange program among Thai students who were considered the host. Despite many interactions and cultural exchange activities between students from both cultures during the duration of the program, Thai students were mostly still in the same learning environment and culture (e.g., classrooms, campus environment, dorms, food, local language spoken, etc.)

The increase in CQ often occurs when individuals are exposed to new and different cultures (Crowne, 2008, 2013). As the American students had higher degrees of cultural exposure (i.e., visiting culturally distinct country, experiencing directly with local people, and participating in cultural assignment), these can significantly contribute to the increase in cultural intelligence. Moreover, interaction with local people and their community to learn about their culture is considered one of the most important factors that increase one's GC (Olson & Kroeger, 2001). On the other hand, the Thai students participated in the program in a familiar cultural environment and were hardly exposed to new perspectives or challenged their existing worldviews, which are crucial aspects of the development of cultural intelligence (Crowne, 2013). Although interacting with someone from another culture can increase cultural understanding, the Thai students, as cultural hosts, might be focusing on showcasing their culture to the American students rather than engaging in a reciprocal learning process. They might perceive the interaction more as a chance to educate others about their culture rather than a mutual exchange of cultural understanding. This perception can limit their opportunity to develop cultural intelligence and global competency, which require openness to new challenges and adapting to new cultural contexts (Crowne, 2008). However, despite the statistically insignificant scores, the Thai students still increased their CQ, GC, and OTD scores after the program ended. Moreover, their pre-program

scores were already high (e.g., Thai students' pre-program CQ score was at 5.92 on a 7-point scale), which could mean that there was a ceiling effect in the data. Additionally, the high scores before the program began could be that the host country (Thai) students might already have substantial intercultural experience gain through different forms of marketing education before the course began.

Regarding the changes in perceived learning and career readiness, both American and Thai students reported increased perceived learning after the program completion but not the career readiness skills. This is in line with Goldblatt (2019)'s findings that studying abroad did not have an impact on early career outcomes. Some possible explanations for no change in the career readiness scores are that the program largely focused on cultural exchange, awareness, and understanding, which may not directly align with the specific skills considered essential for career readiness. Moreover, the program might be too short to have a significant impact on developing complex skills such as critical thinking, adaptability, and problem-solving in a professional context. Some of these skills often require sustained effort and practice over time to transition these skills from the program to a career context.

To enhance career readiness, we suggest that study abroad and cultural exchange programs should be thoughtfully designed to include elements of professional development, provide opportunities for active and applied learning, and have mechanisms for feedback and reflection that align with career goals (Goldblatt, 2019). Integrating professional development components such as internships and networking opportunities within and following the programs can also bridge this gap.

Implications for Marketing Educators

Our comparative study makes useful practical contributions to the marketing education field for STSA and host country educators. Based on our findings, there is a need to better understand how to design cross-cultural educational and training programs for specific target audiences. We propose several strategies for marketing educators to implement in order to maximize the cross-cultural learning experience for STSA and host country students. Here are some suggestions:

For STSA Marketing Educators

Marketing students increasingly find themselves in culturally diverse and complicated settings (Schmidt-Wilk, 2010). As a result, it is essential for marketing professors to equip their students with the skills needed to navigate

the complexities of a contemporary, multicultural world. This includes fostering an understanding of local cultures and promoting cross-cultural respect within the realm of business studies (MacNab, 2012). The STSA program offers a valuable resource for marketing educators by enabling students to gain insights into both external and internal marketing dynamics in different countries and enhancing their confidence in handling intercultural interactions (Peng et al., 2015).

Previous studies have indicated that students might face more social challenges when studying abroad in countries they perceive as culturally very different (Iskhakova et al., 2022). However, our research demonstrates that with thorough pre-departure training, immersive cultural activities, and group projects with host country students, study abroad destinations with significant cultural differences, such as Thailand, can significantly enhance students' perceptions of their CQ, GC, and OTD. This approach can profoundly open the cultural perspectives of American STSA students. Our findings also provide guidance for faculty in choosing destinations with substantial cultural differences for the STSA program.

Additionally, in order to enhance all dimensions of CQ, GC, and OTD through the STSA program, we recommend that marketing educators encourage students to undertake small-scale ethnographic research projects. These projects should aim to delve into the host country's specific cultural aspects, promoting a more understanding of the culture, thereby enhancing students' awareness and appreciation for cultural variances. In addition, marketing educators can require students to keep reflection journals during their time abroad, allowing them to record their experiences, challenges, and insights. This practice promotes self-reflection on their personal growth and cultural intelligence development. By incorporating these strategies, marketing educators can significantly enhance the level of CQ, GC, and OTD of students participating in STSA programs, preparing them for successful careers in a globalized business environment.

For Host Country Marketing Educators

Although a CE program is designed to improve participants' awareness of various cultures and their effectiveness in intercultural contexts (Peng et al., 2015), surprisingly, our results did not find any significant changes in the host country students' CQ, GC, and OTD levels. This suggests that merely being exposed to intercultural experiences may not inherently enhance an individual's cultural skills (Pedersen, 2010).

To effectively improve CQ, GC, and OTD of host students participating in a CE program, it is necessary to

focus on reciprocal experiential learning, raising the awareness of their own and other cultures, integrating new understandings into their worldview, and reflection of their assumption (Earley & Peterson, 2004). This is because when host country students act as role-models and cultural integrators in the cultural exchange program, they may hold their own cultural norms in high regard. This strong valuation can lead them to dismiss other cultures and reinforce the perceived superiority of their own (Peng et al., 2015).

We recommend that when the host country students collaborate with the STSA students on team projects, such as crafting a marketing plan, the learning activities should be thoughtfully designed to foster meaningful interactions among peers. This can be achieved through both structured cross-cultural academic activities and casual social gatherings (Peng et al., 2015; Sachau et al., 2010). For instance, formal activities might include interactive exercises tailored to explore and practice culture-specific skills, potentially enhancing participants' cultural confidence (Ozcelik & Paprika, 2010). These activities should aim to boost both the host country and STSA students' enthusiasm and confidence in cross-cultural engagements, rather than focusing solely on the STSA students.

Finally, setting up virtual exchange sessions that allow STSA students to collaborate with host students online presents a valuable opportunity. Such initiatives can broaden the scope of learning and cultural immersion before and after the physical journey. For less formal engagements, marketing educators could organize international nights or cultural showcases. At these events, both STSA and host country students can share their heritage through cuisine, dance, music, and storytelling, promoting a deeper mutual understanding and appreciation of diverse cultures.

Limitations and Directions for Future Research

This study has some limitations to consider. The first limitation is regarding the sample size and the student population in this program. We only had a small sample size comparing American and Thai undergraduate students (30 students across both cultures), which was limited by the size of the program. This is due to the expenses associated with the study abroad trip for American students and the student to faculty ratio. Moreover, the majority of students from both cultures were female. Thus, we recommend future educators and universities to form similar types of short-term study abroad programs where the students have an opportunity to collaborate and interact with students from the host culture during the duration of the program and

collect data with a bigger sample size and a higher proportion of male students. Another limitation regarding the sample is that this study only utilized American students as a control group. Future research should include students from both cultures in the control group to ensure the rigor of the research.

Another limitation is the wording of the questions in the survey. Some questions in the cultural intelligence (CQ), perceived learning, and career readiness scales could be considered too broad, which could lead some students to draw on other prior study abroad experiences. Thus, future research can modify the wording in the questions to be more specific to the program to eliminate any confusion.

In addition, future research should investigate the impact of study abroad programs among foreign students coming to study in the US. As American students become hosts, we can explore whether CQ, GC, and OTD will increase when they interact with foreign students in the programs. Future research can also explore STSA and CE programs where students visit other countries within the same continent (like Asian students visiting other Asian countries) compared to those involving students from different continents. The knowledge of intra-continental and intercontinental study abroad programs may offer unique perspectives for educators and students in order to make decisions about which type of study abroad experience best suits their goals and interests (Hung & Yen, 2020).

Finally, future research can measure the respondent's breadth and depth of international exposure as a moderating effect. For example, we can ask the number of countries they had visited (breadth), and the types of experiences abroad (e.g., work, education, or vacation) (depth). This information can provide valuable insight as prior research found that the number of times going abroad and their experiences with local people and places contribute to cultural intelligence (Crowne, 2013).

Conclusion

This study offers valuable insights into the role of study abroad and cultural exchange programs in enhancing cultural intelligence, global competency, and openness to diversity among marketing students. In an era of increasing globalization, these competencies are essential for marketers to navigate diverse markets, understand consumer behavior, and develop effective global marketing strategies. By demonstrating the effectiveness of STSA programs in fostering these skills, this study underscores the importance of study abroad programs in marketing education. Moreover, by including both

American STSA and host country students in the assessment of study abroad outcomes, this study sheds light on how cultural positioning influences the impact of such programs. The comparison between American and Thai students provides valuable insights into the nuances of cultural exchange and highlights the need for a mutual learning approach. This underscores the importance of reframing study abroad and cultural exchange programs as opportunities for reciprocal cultural understanding rather than one-sided showcases.

Furthermore, this study expands the scope of study abroad outcomes to include emerging psychological constructs like cultural intelligence, which are increasingly relevant in the global marketing landscape. As marketing evolves into a more globally interconnected field, the development of these competencies becomes more important. By intentionally designing study abroad programs to challenge mindsets and build adaptive capacity, marketing educators can better prepare students for success in diverse, cross-cultural contexts. In summary, this study contributes to both theoretical and practical understanding of how STSA and CE programs can cultivate global competencies and openness among marketing students. It lays the groundwork for future research aimed at refining best practices for intercultural learning and enhancing global skill development in marketing education. As the demand for marketers with strong intercultural competencies continues to grow, the insights gleaned from this study hold significant value for shaping the future of marketing education and practice.

Disclosure Statement

No potential conflict of interest was reported by the author(s).

ORCID

Sydney Chinchanchokchai  <http://orcid.org/0000-0003-3967-5155>

Pimlapas Pongsakornrunsilp  <http://orcid.org/0000-0002-9290-0115>

Siwarit Pongsakornrunsilp  <http://orcid.org/0000-0001-5378-2489>

Theeranuch Pusaksrikit  <http://orcid.org/0000-0002-5091-7269>

Ethical Approval

The study was reviewed and received an exemption by the Institutional Review Board at the University of Akron due to its initiation as an educational experience, for which quality improvement activities were undertaken. At the time the study was conducted, Walailak University did not have any

ethical or institutional committee in place. Prior to the study, all research protocols and methodologies were thoroughly reviewed to ensure conformity with ethical principles.

References

- Albers-Miller, N. D., Prenshaw, P. J., & Straughan, R. D. (1999). Student perceptions of study abroad programs: A survey of US colleges and universities. *Marketing Education Review*, 9(1), 29–36. <https://doi.org/10.1080/10528008.1999.11488657>
- Ang, S., Van Dyne, L., Koh, C., Ng, K. Y., Templer, K. J., Tay, C., & Chandrasekar, N. A. (2015). Cultural intelligence: Its measurement and effects on cultural judgment and decision making, cultural adaptation and task performance. *Management and Organization Review*, 3(3), 335–371. <https://doi.org/10.1111/j.1740-8784.2007.00082.x>
- Chédru, M., & Ostapchuk, M. (2023). The effect of study abroad and personality on cultural intelligence: A deeper understanding using the expanded model of cultural intelligence. *International Journal of Intercultural Relations*, 92(1), 101737. <https://doi.org/10.1016/j.ijintrel.2022.11.001>
- Chinchanchokchai, S., & McKelvey, J. (2023). Teaching eye-tracking and facial expression analysis technology in an online marketing research class. *Marketing Education Review*, 33(2), 125–129. <https://doi.org/10.1080/10528008.2022.2159441>
- Chwialkowska, A. (2020). Maximizing cross-cultural learning from exchange study abroad programs: Transformative learning theory. *Journal of Studies in International Education*, 24(5), 535–554. <https://doi.org/10.1177/1028315320906163>
- Clarke, I., III, Flaherty, T., Wright, N. D., & McMillan, R. M. (2009). Student intercultural proficiency from study abroad programs. *Journal of Marketing Education*, 31(2), 173–181. <https://doi.org/10.1177/0273475309335583>
- Crowne, K. A. (2008). What leads to cultural intelligence? *Business Horizons*, 51(5), 391–399. <https://doi.org/10.1016/j.bushor.2008.03.010>
- Crowne, K. A. (2013). Cultural exposure, emotional intelligence, and cultural intelligence: An exploratory study. *International Journal of Cross Cultural Management*, 13(1), 5–22. <https://doi.org/10.1177/1470595812452633>
- Douglas, S. P., & Craig, C. S. (2007). Collaborative and iterative translation: An alternative approach to back translation. *Journal of International Marketing*, 15(1), 30–43. <https://doi.org/10.1509/jimk.15.1.030>
- Duke, C. R. (2000). Study abroad learning activities: A synthesis and comparison. *Journal of Marketing Education*, 22(2), 155–165. <https://doi.org/10.1177/0273475300222010>
- Earley, P. C., & Peterson, R. S. (2004). The elusive cultural chameleon: Cultural intelligence as a new approach to intercultural training for the global manager. *Academy of Management Learning & Education*, 3(1), 100–115. <https://doi.org/10.5465/amle.2004.12436826>
- Engle, R. L., & Crowne, K. A. (2014). The impact of international experience on cultural intelligence: An application of contact theory in a structured short-term programme. *Human Resource Development International*, 17(1), 30–46. <https://doi.org/10.1080/13678868.2013.856206>
- Goldblatt, N. (2019). *Examining the impact of undergraduate study abroad on early career outcomes: A mixed methods approach* [Graduate College Dissertations and Theses, University of Vermont]. <https://scholarworks.uvm.edu/graddis/1024>
- Hammer, M. R. (2005). *Assessment of the impact of the AFS study abroad experience*. <https://afs.org/research/#afs-nav-icl-research>
- Hilton, G. (2007). Becoming culturally fluent. *Communication World*, 24(6), 34–36.
- Holtbrugge, D., & Engelhard, F. (2016). Study abroad programs: Individual motivations, cultural intelligence, and the mediating role of cultural boundary spanning. *Academy of Management Learning & Education*, 15(3), 435–455. <https://doi.org/10.5465/amle.2015.0128>
- Hung, N. T., & Yen, L. K. (2020). The role of motivation and career planning in students' decision-making process for studying abroad: A mixed-methods study. *Revista Argentina de Clínica Psicológica*, 29(4), 252–265.
- Iskhakova, M., & Bradly, A. (2022). Short-term study abroad research: A systematic review 2000–2019. *Journal of Management Education*, 46(2), 383–427. <https://doi.org/10.1177/10525629211015706>
- Iskhakova, M., Bradly, A., Whiting, B., & Lu, V. N. (2022). Cultural intelligence development during short-term study abroad programmes: The role of cultural distance and prior international experience. *Studies in Higher Education*, 47(8), 1694–1711. <https://doi.org/10.1080/03075079.2021.1957811>
- Ismail, B., Morgan, M., & Hayes, K. (2006). Effect of short study abroad course on student openness to diversity. *Journal of Food Science Education*, 1(1), 15–18. <https://doi.org/10.1111/j.1541-4329.2006.tb00070.x>
- Kurpis, L. H., & Hunter, J. (2017). Developing students' cultural intelligence through an experiential learning activity: A cross-cultural consumer behavior interview. *Journal of Marketing Education*, 39(1), 30–46. <https://doi.org/10.1177/0273475316653337>
- Lee, L. Y., Veasna, S., & Wu, W. Y. (2013). The effects of social support and transformational leadership on expatriate adjustment and performance: The moderating roles of socialization experience and cultural intelligence. *Career Development International*, 18(4), 377–415. <https://doi.org/10.1108/CDI-06-2012-0062>
- Lokkesmoe, K., Kuchinke, K. P., & Ardichvili, A. (2016). Developing cross-cultural awareness through foreign immersion programs: Implications of university study abroad research for global competency development. *European Journal of Training & Development*, 40(3), 155–170. <https://doi.org/10.1108/EJTD-07-2014-0048>
- MacNab, B. R. (2012). An experiential approach to cultural intelligence education. *Journal of Management Education*, 36(1), 66–94. <https://doi.org/10.1177/1052562911412587>
- Mayer, J. D., Caruso, R. R., & Salovey, P. (2000). Emotional intelligence meets traditional standards for an intelligence. *Intelligence*, 27(4), 267–298. [https://doi.org/10.1016/S0160-2896\(99\)00016-1](https://doi.org/10.1016/S0160-2896(99)00016-1)
- McCarthy, S., Pelletier, M., & McCoy, A. (2021). Talking together: Using intercollegiate podcasts for increased engagement in marketing education. *Marketing Education*

- Review*, 31(2), 125–130. <https://doi.org/10.1080/10528008.2021.1875849>
- NACE. (2019). *Recruiting benchmarks survey report 2019*. <https://www.nacweb.org/store/2019/recruiting-benchmarks-survey-2019/>
- Nguyen, A. (2017). Intercultural competence in short-term study abroad. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 29(2), 109–127. <https://doi.org/10.36366/frontiers.v29i2.396>
- Olson, C. L., & Kroeger, K. R. (2001). Global competency and intercultural sensitivity. *Journal of Studies in International Education*, 5(2), 116–137. <https://doi.org/10.1177/102831530152003>
- Orahood, T., Kruze, L., & Pearson, D. E. (2004). The impact of study abroad on business students' career goals. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 10(1), 117–130. <https://doi.org/10.36366/frontiers.v10i1.137>
- Ott, D. L., & Michailova, S. (2018). Cultural intelligence: A review and new research avenues. *International Journal of Management Reviews*, 20(1), 99–119. <https://doi.org/10.1111/ijmr.12118>
- Ozcelik, H., & Paprika, Z. Z. (2010). Developing emotional awareness in cross-cultural communication: A videoconferencing approach. *Journal of Management Education*, 34(5), 671–699. <https://doi.org/10.1177/1052562910362664>
- Pascarella, E. T., Edison, M., Nora, A., Hagedorn, L. S., & Terenzini, P. T. (1996). Influences on students' openness to diversity and challenge in the first year of college. *The Journal of Higher Education*, 67(2), 174–195. <https://doi.org/10.1080/00221546.1996.11780255>
- Paul, P., & Mukhopadhyay, K. (2003). The impact of international travel component of the executive MBA curriculum on participant learning. *Marketing Education Review*, 13(3), 1–16. <https://doi.org/10.1080/10528008.2003.11488836>
- Pedersen, P. J. (2010). Assessing intercultural effectiveness outcomes in a year-long study abroad program. *International Journal of Intercultural Relations*, 34(1), 70–80. <https://doi.org/10.1016/j.ijintrel.2009.09.003>
- Peng, A. C., Van Dyne, L., & Oh, K. (2015). The influence of motivational cultural intelligence on cultural effectiveness based on study abroad: The moderating role of participant's cultural identity. *Journal of Management Education*, 39(5), 572–596. <https://doi.org/10.1177/1052562914555717>
- Phillips, K. W. (2017). How diversity makes us smarter: Being around people who are different from us makes us more creative, diligent, and hard-working. *Greater Good Magazine*. https://greatergood.berkeley.edu/article/item/how_diversity_makes_us_smarter
- Pusaksrikit, T., & Chinchachokchai, S. (2023). Exploring the recipients' attitudes and behaviors toward gift-giving: A cross-cultural comparison between Thailand and the USA. *Asia Pacific Journal of Marketing & Logistics*, 35(8), 1935–1950. <https://doi.org/10.1108/APJML-02-2022-0133>
- Raymond, M. A., Siemens, J. T., & Thyroff, A. (2021). Students, please teach us! Implementing student-employee reverse mentoring to increase career readiness. *Marketing Education Review*, 31(2), 87–92. <https://doi.org/10.1080/10528008.2021.1907593>
- Reimers, F. (2009). Enlightening globalization: An opportunity for continuing education. *Continuing Higher Education Review*, 73, 32–45.
- Reuter, T. K., & Moak, S. (2022). Developing global citizens through international studies: Enhancing student voices and active learning in short-term study abroad courses. *International Studies Perspectives*, 23(4), 353–374. <https://doi.org/10.1093/isp/ekab018>
- Sachau, D., Brasher, M., & Fee, S. (2010). Three models for short-term study abroad. *Journal of Management Education*, 34(5), 645–670. <https://doi.org/10.1177/1052562909340880>
- Şahin, F., Gurbuz, S., & Köksal, O. (2014). Cultural intelligence (CQ) in action: The effects of personality and international assignment on the development of CQ. *International Journal of Intercultural Relations*, 39, 152–163. <https://doi.org/10.1016/j.ijintrel.2013.11.002>
- Sanner, S., Baldwin, D., Cannella, K. A. S., & Charles, J. (2010). The impact of cultural diversity forum on students' openness to diversity. *Journal of Cultural Diversity*, 17(2), 56–61.
- Scheff, S. W. (2016). Chapter 8–Nonparametric statistics. In S. W. Scheff (Ed.), *Fundamental Statistical Principles for the Neurobiologist: A Survival Guide*. (157–182). Academic Press. <https://doi.org/10.1016/B978-0-12-804753-8.00008-7>
- Schenker, T. (2019). Fostering global competence through short-term study abroad. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 31(2), 139–157. <https://doi.org/10.36366/frontiers.v31i2.459>
- Schmidt-Wilk, J. (2010). Signature pedagogy: A framework for thinking about management education. *Journal of Management Education*, 34(4), 491–495. <https://doi.org/10.1177/1052562910376508>
- Thorndike, R., & Stein, S. (1937). An evaluation of the attempts to measure social intelligence. *Psychological Bulletin*, 34(5), 275–285. <https://doi.org/10.1037/h0053850>
- Ujitani, E. (2013). Impact of cultural exchange programs in Asia. *Journal of the School of Foreign Languages, Nagoya University of Foreign Languages*, 44, 123–138.
- Varela, O. E., & Gatlin-Watts, R. (2014). The development of the global manager: An empirical study on the role of academic international sojourns. *Academy of Management Learning & Education*, 13(2), 187207. <https://doi.org/10.5465/ame.2012.0289>
- Wang, J., Peyvandi, A., & Moghaddam, J. M. (2009). Impact of short study abroad programs on students' diversity attitude. *International Review of Business Research Papers*, 5(2), 349–357.
- Wilson, A. H. (1996). The attributes and tasks of global competence. In R. D. Lambert (Ed.), *Educational exchange and global competence* (pp. 37–50). Council on International Educational Exchange.
- Winsett, C., Foster, C., Dearing, J., & Burch, G. (2016). The impact of group experiential learning on student engagement. *Academy of Business Research Journal*, 3, 7–17.
- Wood, E. D., & St. Peters, H. Y. Z. (2014). Short-term cross-cultural study tours: Impact on cultural intelligence. *International Journal of Human Resource Management*, 25(4), 558–570. <https://doi.org/10.1080/09585192.2013.796315>
- Wright, N. D., & Clarke, I., III. (2010). Preparing marketing students for a global and multicultural work environment: The value of a semester-long study abroad program. *Marketing Education Review*, 20(2), 149–162. <https://doi.org/10.2753/MER1052-8008200206>