

**RESEARCH STUDIES THAT EMPLOYED THE INTERCULTURAL
EFFECTIVENESS SCALE (IES)
(In Chronological Order)**

2012

Assessing the relationship between intercultural competence and leadership styles: An empirical Study of international Fulbright students in the U.S. (2012).

Cartwright, Chris T. Dissertation, Portland State University. PQDT Open, Number 3540118. Available at:

<http://pqdtopen.proquest.com/results.html?keywords=Intercultural%20competence>

Abstract

As U.S. higher education institutions strive to educate students to meet the needs of an increasingly complex world, there is great importance in studying the interplay between leadership and culture to enhance preparation of global-ready graduates. This inquiry examines the relationship between intercultural competence and leadership styles. The construct of intercultural competence focuses on effectiveness in engaging people across cultural differences, while the construct of leadership style or "connective leadership" focuses on the achieving styles employed to engage diverse followers. The Fulbright International Student Program offers an unparalleled opportunity to examine the dynamic interplay of intercultural and leadership development. More than 100 participants were surveyed using the Intercultural Effectiveness Scale and Achieving Styles Inventory psychometric instruments. Statistically significant correlations emerged between intercultural competence and connective leadership across four critical themes: individual development, the Fulbright Program, international education, and higher education. Overall, multiple leadership styles can be achieved through curiosity and continuous learning about cultural differences. Implications for individual learning and organizational development are discussed.

Students and instructors respond to a course on global IT: a case study. (2012).

Howard, Elizabeth V., Petrone, M., Harrison, J., Constable, J., Lay, S., Owens, D.J., Muron, R., Payne, B. *Journal of Computing Sciences*, (28)1: 66-73.

Abstract

We designed our course, Global and Strategic Issues in Information Technology, to incorporate systematic intercultural sensitization within the context of the Information Technology field. Essentially, this means we gradually exposed our students to increasingly more intense and complex intercultural concepts through experiential activities. According to the Internet World Stats website, there are currently more than 2 billion internet users worldwide, which is a 528% increase from the year 2000 with North America representing only approximately 12% of all internet users [6]. With nearly 90% of the internet users outside of North America, understanding cultural differences is critical to the success of international IT projects and corporations. The goal of the course was to begin to move our students from an U. S. American-centric outlook to a more multicultural worldview. What would students say about this approach? Students from

the course and their instructors offer their opinions on how effective the course design was on learning and engagement.

Faculty leadership in baccalaureate study abroad programs: The relationship between faculty preparedness and intercultural competence. (2012). MacDonald, C. J. (Order No. 3509700). Available from ProQuest Dissertations & Theses A&I. (1020617142). Retrieved from <https://proxy.lib.utc.edu/login?url=http://search.proquest.com.proxy.lib.utc.edu/docview/1020617142?accountid=14767>

Abstract

The dissertation describes projected research to investigate whether a relationship exists between faculty in baccalaureate education who lead short term study abroad programs (SAPS) and their levels of intercultural competency. Specifically, the research collected considers whether a connection exists between those faculty who received preparation and training prior to the trip compared to their level of intercultural competency after a trip along with their leadership style. The literature review examines the impact made by faculty in leadership positions upon their students, the followers. In programs such as SAPS, leadership in higher education can provide the platform for learning the connection between behavior and cultural norms (Danzig, 1999). SAPS have been found to enhance students' worldview, leading to the characteristics needed for global leadership (Kitsantas, 2004). Studies have found that intercultural competence can be measured via a multiplicity of validated instruments commonly used in the global contexts of vocational and educational environments. Using the Intercultural Effectiveness Scale (IES), this study investigated the leadership of faculty who lead short term SAPS and their association with intercultural competence. Additionally, the use of the Multifactor Leadership Questionnaire (MLQ) assessed transformational leadership. The research considers the relationship between faculty who receive preparation and training prior to the SAPS and those who do not. The levels of intercultural competence and expertise found in faculty who lead short term SAPS revealed in this study, associated with the level of preparation and determination of the leadership style, will serve as a foundation for recommendations to college administrators

2013

Nurturing global talent. (2013). Turnbull, Sarah, and Liza Howe-Walsh. *HR Bulletin-Research and Practice*, 8(2): 3-6. Available at: <http://eprints.port.ac.uk/14506/>
Abstract

The development of global talent is seen by many organisations to be central to their success in today's global marketplace. Organisations realise that to remain competitive they need people that are able to operate effectively in complex global environments. Individuals need to work within multiple cultures and in different geographical and cultural settings. Global talent need to be able to manage and lead under conditions of uncertainty, be willing to embrace new challenges and be culturally sensitive. Most

organisations realise that such talent is developed through careful training and engagement. Global talent needs to be nurtured. Organisations need to attract, develop and retain individuals that are able to be assigned global roles working with cross-border responsibilities and with multi-cultural teams. More importantly, they need employees that can lead teams and effect change within such complex environments. Developing such 'global leaders' is seen by many organisations to be a strategic priority (Howe-Walsh and Turnbull, 2012). This article discusses the importance of identifying and developing individual employee's global competencies and the competency based assessment techniques many organisations are employing to help nurture their global talent.

A preliminary exploration of intercultural effectiveness of counselor education interns. (2013). Scheck, L. (Order No. 1538815). Available from ProQuest Dissertations & Theses A&I. (1400505224). Retrieved from <https://proxy.lib.utc.edu/login?url=http://search.proquest.com.proxy.lib.utc.edu/docview/1400505224?accountid=14767>

Abstract

Research into the indicators underlying intercultural competency is needed to develop a baseline from which to gain an understanding of counselor education students intercultural competency. This study aims to provide a preliminary look at the intercultural competencies that counseling students possess at the end of their Master's degree based on the Intercultural Effectiveness Scale Survey and the questionnaire responses to the intercultural competencies that counseling students believe to possess based on their education, training, and involvement in the counseling profession. Twenty masters level counselor education internship students, during their final semester before graduation, took part in a study about intercultural effectiveness. Participants took the Intercultural Effectiveness Scale (IES) Survey developed by the Kozai Group, Inc and completed an additional questionnaire about the perception of intercultural competence based on participation in the field of counseling. The results of the IES and the questionnaire were reported using descriptive statistics to describe independent intercultural competencies and perceptions held by the students. An overall IES of 3.89 out of 6 was measured from the participants, with the areas that need the most improvement being interpersonal engagement, global mindset, and relationship interest. The questionnaire revealed that most of the participants perceived the counseling field as helping to develop intercultural competencies except for the area of seeking out cultural mentors and leaders in the community.

2014

An evaluation of an international service experience and students' intercultural competence. (2014). Grass, S. (Order No. 3681724). Available from ProQuest Dissertations & Theses A&I. (1655904990). Retrieved from <https://proxy.lib.utc.edu/login?url=http://search.proquest.com.proxy.lib.utc.edu/docview/1655904990?accountid=14767>

Abstract

The intention of this study was to understand how intercultural competence was developed in students participating in three international service projects approximately one and a half years after their return, understand students' attitudes about their experiences, and propose suggestions for program improvements into future planning. The study was conducted with mixed methods and incorporated both qualitative and quantitative data. Surveys were conducted using the Intercultural Effectiveness Scale (IES) and the Intercultural Sensitivity Inventory (ICSI), which were designed to identify students' intercultural competence outcomes. The IES measures three dimensions: continuous learning, interpersonal engagement, and hardiness. Based on the dimensions of the IES, interviews were completed with each student approximately one and a half years post-project trip. The two student program directors also participated in a separate, second interview process seeking input on proposed changes both for the organization and the future design of international service projects. Sixteen students participated in one of UHP's three international service trips. Fifteen responded to the surveys and 14 made themselves available for an individual interview. Results were based on the subsequent analyses and triangulation of these data sources. The data showed all but one student scored in the 'high' range of the IES. The interview responses supported these scores and showed that students developed not only intercultural competence through their experience on the trip, but other skills including project management and evaluation. The data collected via the Intercultural Sensitivity Inventory suggested that students appeared to be flexible and open, however, the scores on the adaptability section suggested participants' misunderstanding of the objective of the measurement tool itself. Program elements which facilitated students' development of intercultural competence were identified. These included their involvement in the management of day-to-day activities while in-country, integration into the community and the culture, participation in community development activities, and extensive intercultural interactions. Because students were able to work and live alongside local community members, they seemed to gain a greater empathy for the culture and truly valued providing services to them. Survey data showed that students scored highest in the Interpersonal Engagement dimension, and this was supported by the interviews. A lack of planning was identified by many as a factor undermining the effectiveness of the program. All participants commented that they felt some of the elements were not planned well enough and that this had negative effects on the program outcomes. Although the change of plans seemed to upset students and distracted them from their goal of helping the host community, it all also gave them opportunities to develop other important skills like problem solving and team work. A number of important recommendations to enhance the program surfaced in the interviews, including: having experienced directors stay with the program for a long period of time; pre-trip opportunities to learn more about the culture, the host country, and the work to be expected upon arrival; recording and passing on lessons learned, policies, and practices; recruiting students earlier for participation in projects; delegating some of the planning work to students; recruiting from a greater range of academic disciplines; more pre-trip time to get to know other students; and having a liaison in the U.S. for the students abroad. The implementation of these recommendations will provide UHP with a stronger foundation and ensure a more sustainable organization. Overall, all

participants found the experience to be life changing and expressed the desire to have more such organizations on campus.

The impact of international versus domestic service-learning experiences on college students' intercultural competence. (2014). Oberle, L.A. (Order No. 3642254).

Available from ProQuest Dissertations & Theses A&I. (1630099964). Retrieved from <https://proxy.lib.utc.edu/login?url=http://search.proquest.com.proxy.lib.utc.edu/docview/1630099964?accountid=14767>

Abstract

The purpose of this study was to investigate the value of international service-learning experience from the perspective of the student participants using a quantitative research method. The second purpose was to determine whether a domestic or international service-learning field experience had a significant impact on intercultural competence that was greater than classroom instruction alone. The research questions being investigated in this study include: 1) Do students who choose an international vs. a domestic service-learning experience differ with respect to their intercultural competency, and each of its disaggregating components, prior to the experience? 2) Do students who choose an international vs. a domestic service-learning experience differ with respect to their intercultural competency, and each of its disaggregating components, two weeks after the experience? 3) Do students who participate in either an international or domestic service learning experience rate higher on intercultural competence, and each of its disaggregate components, two weeks following the experience, than they did four weeks prior? Participants completed a pre- and posttest to determine whether or not the international service-learning experience led to a measurable increase in intercultural competence. All students enrolled in GOCCT 522 OT Intervention: Pediatrics and Developmental Disabilities class were invited to participate; students self-selected whether to participate, based on information provided at an information session in class. The results of the data demonstrated that initially the individuals in the domestic group demonstrated a slightly higher mean score than the participants in the international group on the pretest; however, the data did not support significance. Following the fieldwork experience the students who were in the international group demonstrated a higher mean score than the domestic group of individuals; however, the data did not support significance. Comparing the pre- and posttest of the domestic group the data did not support a significant change. However, in contrast to the domestic group, the international group norms did support a significant improvement in their skills when comparing the pre- and posttest data. In conclusion, the individuals that participated in the international service learning experience demonstrated a significant change in their intercultural competency skills. Hence, the data is in alignment with the Gannon University's strategic plan and the OT Departments strategic plan.

2015

Including global leadership in transformational and leader-member exchange

models. (2015). Day, S. R. (Order No. 3712240). Available from ProQuest Dissertations & Theses A&I. (1709243503). Retrieved from

<https://proxy.lib.utc.edu/login?url=http://search.proquest.com.proxy.lib.utc.edu/docview/1709243503?accountid=14767>

Abstract

No longer are global leaders as elusive as they once were believed to be. This research focused on providing essential insight to help organizations understand and identify the competencies that make the organizations and global leaders within them successful. By examining the multiple constructs and competencies that have been assigned in the global leadership and expatriate literatures, this research sought to evaluate whether transformational and leader-member exchange models of leadership can be expanded to include competencies once believed to be exclusive to global leaders of the past. Using the Intercultural Effectiveness Scale (IES), MLQ (5-x) Short Form, and LMX-7 Short Form instruments, this study included research that analyzed which factors of the dimensions of intercultural competence and global mindset may be considered representative of behaviors and attributes that are reflective of transformational leaders, in settings where the work is global in scope. The results of this research project, along with all salient findings, are discussed in efforts to provide a baseline for organizations to use in equipping global leaders for the future. These findings support expansion of contemporary leadership models for inclusion of global leaders. Specifically, findings from this study support both transformational leadership and leader-member exchange theory for inclusion of intercultural competence and global mindset.

Documentation and development on intercultural competence in short-term study

abroad. (2015). Nguyen, A. (Order No. 3703877). Available from ProQuest Dissertations & Theses A&I. (1689690981). Retrieved from <https://proxy.lib.utc.edu/login?url=http://search.proquest.com.proxy.lib.utc.edu/docview/1689690981?accountid=14767>

Abstract

According to most recent figures reported by the Institute of International Education (2014), the majority of American students (60.3%) are choosing to participate in short-term study abroad programs. Considering the role that short-term programs play in institutional goals related to global citizenship and intercultural competency, this mixed-methods study examines possible gains and factors influencing such gains that are made in students' overall intercultural competency following participation. This research endeavor involved pre-testing, post-testing, and follow up three months later which analyzed data for fifty-five students across eight different short-term programs at three distinct institutions within the state of Texas. The Intercultural Effectiveness Scale (IES) survey was used as a quantitative instrument for assessing intercultural competency. In addition, in-depth interviews and document analysis of program syllabi and participant photographs provided qualitative narratives on student perceptions of intercultural growth. Findings indicate the capacity of short-term study abroad programs ranging from two to five weeks to provide formative experiences and have significant impacts on students' self-perceived intercultural competency. There is a clear implication that components of intercultural competency are most affected by intentional structures, which support recommended practices of incorporating intercultural objectives alongside discipline related goals, preparing students for change, structuring activities with guided

reflection, and providing opportunities for meaningful and immersive local interaction. Although study limitations make it difficult to presume certainty, this research reveals important areas for future research in terms development of intercultural competency and how educational leaders might begin to address such goals at both the programmatic and institutional levels.

An investigation of the relationship between Christian spirituality and the intercultural effectiveness of academic leaders in Christian higher education. (2015).

Pohl, M. (Order No. 3716649). Available from ProQuest Dissertations & Theses A&I. (1709468838). Retrieved from <https://proxy.lib.utc.edu/login?url=http://search.proquest.com.proxy.lib.utc.edu/docview/1709468838?accountid=14767>

Abstract

This study examined the extent to which a relationship exists between Christian spirituality and the intercultural effectiveness of academic leaders in Christian higher education. The study utilized a sequential mixed methods approach, with two quantitative surveys administered first, followed by a qualitative open-ended e-mail survey in order to delve deeper into the quantitative findings and answer the research questions. Thirty-four academic leaders responded to the quantitative surveys for a response rate of 51.5%, and eight academic leaders were purposefully selected for the subsequent qualitative survey. No statistically strong relationships between Christian spirituality and intercultural effectiveness were found in this investigation. The quantitative research found Awareness of God to have a slight moderate relationship with interpersonal engagement, and instability was found to have a slight negative moderate relationship with hardiness. Subsequently, eight academic leaders participated in the qualitative research that further explained some relationship between Christian spirituality and intercultural effectiveness in the context of Christian higher education.

2016

Intercultural competency and first-year students. Hightower, C. T. (2016). (Order No. 10113231). Available from ProQuest Dissertations & Theses A&I. (1800791866).

Retrieved from <https://proxy.lib.utc.edu/login?url=http://search.proquest.com.proxy.lib.utc.edu/docview/1800791866?accountid=14767>

Abstract

Since the turn of the century, higher education organizations and educational policy makers have urged U.S. colleges and universities to internationalize due to globalization pressures of the twenty-first century. The desired outcome of these internationalization efforts is intercultural competence. Decades of literature have provided a number of definitions and models created to operationalize intercultural competence. Dozens of instruments have been published to help provide some reliable constructs for intercultural competence. Many research studies have produced a wealth of knowledge regarding programming and curricular activities and their outcomes, but there is a significant gap in the literature about what students already know prior to coming to college. This study

examines precollege traits to determine what kinds of skills, attitudes and experiences among 2,919 first-year student participants of Texas Christian University over the course of three years (2013, 2014 and 2015). Participants have taken the CIRP Freshman Survey and the Intercultural Effectiveness Scale. Both instruments measure an array of demographic information, self-reported skills and attitudes and a variety of experiences. This research used correlation, multiple regression analysis, hierarchical cluster analysis and logistic regression analysis to look at relationships between variables from both instruments and to determine some predictor variables that can shed light on all dimensions of the IES as well as the overall IES score. This study found that many of the variables from the CIRP Freshman Survey not only correlate to the IES constructs, but many of the predictor variables across all of the precollege traits (person, skills, attitudes and experiences) impact the dependent variables from the IES. By knowing some information about students, educators in higher education can better challenge and support students' development of intercultural competence through some strategically designing curricular and co-curricular activities that appropriately meet the needs of a first-year student. Students and educators can use the information in this study to be more intentional learners in intercultural competence