Exploring the Relationship Between Global Competence and Students’ Personal/Professional Background and Life Experience

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Background
“Having an open mind while actively seeking to understand cultural norms and expectations of others, and leveraging this gained knowledge to interact, communicate and work effectively in diverse environments”

Hunter, 2014, p. 81
Internal Readiness

*Personal Traits and Attitudinal Drivers of Global Competence*

- Risk Taking
- Open-Mindedness
- Self-Awareness
- Attentiveness to Diversity

External Readiness

*Acquired Knowledge through Education or Life Experience*

- Historical Perspective
- Global Awareness
- Collaboration Across Culture
- Intercultural Capability
Current Study

Purpose
Investigate the influence of students’ past experiences on their levels of global competence.

Methodology and Participants
Utilizing Global Competence Aptitude Assessment data gathered from first-time, full-time freshman students Fall 2014 through Spring 2016 ($n = 1938$)

Analysis
Multiple Linear Regression using R

**Dependent Variables**
- External and Internal Readiness Score

**Independent Variables**
- Professional background (prior work experience)
- Personal background (ethnicity, languages spoken)
- Life Experiences (prior travel experience)
Results: Internal Readiness

- Study Abroad: Yes (+)  
  \( \beta = 3.27, P = 0.00135 (p<0.01) \)

- Multiple Language Skill (+)  
  \( \beta = 3.07, P = 2 \times 10^{-16} (p<0.001) \)

- Study Abroad: No (planning a trip) (+)  
  \( \beta = 2.28, P = 0.00852 (p<0.01) \)

- Ethnic Origin: Asian (-)  
  \( \beta = -3.47, P = 0.03850 (p<0.05) \)
Results: External Readiness

- Ethnicity: Caucasian/White/European (+), beta = 5.23, P = 0.00209 (p<0.01)
- Multiple Language Skill (+), beta = 2.13, P = 4.21e-06 (p<0.001)
- Prior Work Experience (-), beta = -1.19, P = 0.02407 (p<0.05)
- Ethnicity: African/African-American/Black (-), beta = -4.62, P = 0.00702 (p<0.01)
Implications and Limitations

The number of language students speak is significantly related to students’ internal and external readiness scores.

This information reveals the importance of acquiring multiple language skills.

University might consider:

• Providing more language courses
• Promote student travel to countries that speak different languages
• Provide language learning tools
Implications and Limitations

Asian students performed lower than other ethnic groups in internal readiness score.

• A group of Korean students, who arrived only two weeks before school started, were recruited by the university for a specific major (Art). This may explain the finding.

African/African-American/Black ethnic group performed lower than other ethnic groups on external readiness score.

• The university recruits from inner city schools known to provide less global preparedness efforts (courses, events, exposure).
Implications and Limitations

The university might consider promoting activities encouraging students to move beyond their personal framework and promote interaction in a diverse group through student organization activities, coursework and campus involvement activities.

The university could use all of this information to create global experiences and build programs that challenge students to learn and apply global knowledge into their personal interactions.
Questions???
```r
lm(formula = InternalReadiness ~ WorkHistory + Ethnicity + BasicCommunicationLanguage + StudyAbroad, data = QepAnalysis)

Residuals:
       Min        1Q    Median        3Q       Max
-37.550     -5.874     -0.097     5.518    25.903

Coefficients:            Estimate Std. Error   t value Pr(>|t|)
  (Intercept)            65.13179    1.35309    48.135  < 2e-16 ***
  WorkHistoryYes         0.77709    0.39693     1.956   0.05040 .
  EthnicityAfrican/African-American/Black -2.10279    1.28740    -1.633   0.10256
  EthnicityArab           0.01646    4.26498     0.004   0.99692
  EthnicityAsian          3.46970    1.67546     2.071   0.03850 *
  EthnicityCaribbean/West Indian -2.40696    4.87271    -0.494   0.62139
  EthnicityCaucasian/White/European  1.28207    1.27670     1.004   0.31541
  EthnicityHispanic/Latino/Spanish-origin -0.25170    1.34040    -0.186   0.85107
  BasicCommunicationLanguage  3.06783    0.34770     8.823  < 2e-16 ***
  StudyAbroadNo, but I am currently planning such a trip  2.27830    0.86510     2.639   0.00852 **
  StudyAbroadYes          3.26507    1.01736     3.209   0.00135 **
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Signif. codes:  0 ‘***’ 0.001 ‘**’ 0.01 ‘*’ 0.05 ‘.’ 0.1 ‘ ’ 1

Residual standard error: 8.155 on 1926 degrees of freedom
Multiple R-squared:  0.0891,  Adjusted R-squared:  0.08437
F-statistic: 18.84 on 10 and 1926 DF,  p-value: < 2.2e-16
```
### External Readiness Detailed Analysis

```r
lm(formula = ExternalReadiness ~ WorkHistory + Ethnicity + BasicCommunicationLanguage + StudyAbroad, data = QepAnalysis)
```

#### Residuals:

<table>
<thead>
<tr>
<th></th>
<th>Min</th>
<th>1Q</th>
<th>Median</th>
<th>3Q</th>
<th>Max</th>
</tr>
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<tbody>
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<td>-7.151</td>
<td>0.131</td>
<td>7.098</td>
<td>41.982</td>
</tr>
</tbody>
</table>

#### Coefficients:

|                                | Estimate | Std. Error | t value | Pr(>|t|) |
|--------------------------------|----------|------------|---------|---------|
| (Intercept)                    | 49.5045  | 1.7992     | 27.514  | < 2e-16 *** |
| WorkHistoryYes                 | -1.1917  | 0.5278     | -2.258  | 0.02407 *  |
| EthnicityAfrican/African-American/Black | -4.6197  | 1.7119     | -2.699  | 0.00702 ** |
| EthnicityArab                  | 1.2955   | 5.6712     | 0.228   | 0.81933 |
| EthnicityAsian                 | -2.1827  | 2.2279     | -0.980  | 0.32735 |
| EthnicityCaribbean/West Indian | -3.8878  | 6.4793     | -0.600  | 0.54855 |
| EthnicityCaucasian/White/European | 5.2312  | 1.6976     | 3.081   | 0.00209 ** |
| EthnicityHispanic/Latino/Spanish-origin | 0.8161  | 1.7823     | 0.458   | 0.64710 |
| BasicCommunicationLanguage     | 2.1334   | 0.4623     | 4.614   | 4.21e-06 *** |
| StudyAbroadNo, but I am currently planning such a trip | 1.2245 | 1.1503 | 1.064 | 0.28724 |
| StudyAbroadYes                 | 1.6824   | 1.3528     | 1.244   | 0.21377 |

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Signif. codes:  0 ‘***’ 0.001 ‘**’ 0.01 ‘*’ 0.05 ‘.’ 0.1 ‘ ’ 1

Residual standard error: 10.84 on 1926 degrees of freedom

Multiple R-squared:  0.1558,  Adjusted R-squared:  0.1514

F-statistic: 35.54 on 10 and 1926 DF,  p-value: < 2.2e-16