



ANALYZING SKILLS ENHANCEMENT: STUDENT EXCHANGE PROGRAMS IN B-SCHOOLS

Shalini Kalia*

Rohit Arora**

Abstract: *The study is an empirical analysis of the skills enhancement and has identified the correlation amongst varied skills acquired during the exchange program for the outgoing as well as incoming students in leading B-Schools of India. Based on literature review, the eight skills on personal and professional development were identified for mapping the learning.*

The paper concludes that learning in all the components of personal and professional development has been rated on higher side and significant difference between responses of outgoing & incoming students has been observed in the following areas of professional development - Cross Cultural Awareness, Enhanced Career Opportunities and Widened Global Perspective. The outgoing students have exhibited the maximum learning in Adaptability. Incoming students despite having acquired higher learning in Cross Cultural Awareness have not benefitted significantly in terms of Enhanced Career Opportunities and Widened Global Perspective. Apart from this, Communication Skills has been identified as the most important parameter for outgoing students, which is correlated to all other components.

The analysis of learning acquired from participation in students exchange program would further enhance the upcoming practice of Student exchange programs in management institutions.

Keywords: *Soft Skills, Learning, Exchange, Management Education, personal and professional development, India*

*Assistant Professor and Area Chairperson, Department of Business Communication, Institute of Management Technology, Ghaziabad

**Deputy General Manager, Department of Business Excellence, University/Institution: Jubilant Life Sciences Ltd., Noida



1. INTRODUCTION

Businesses worldwide need management graduates who have the skills to succeed globally and an understanding of how the global marketplace functions. To provide international exposure, many B-schools offer exciting opportunities for students to learn more about the dynamics of management in different parts of the world by sending them for short term exchange programs at other leading business schools.

A student exchange program generally could be defined as a program where students from secondary school or university choose to study abroad in partner institutions. The terms “student exchange” and “study abroad” are often used interchangeably however study abroad usually involves the student study full time and not in partnered institution like student going for exchange where they will be studying in the partner university of their home institution. But in some countries, an exchange student is also considered a study abroad student because they are studying in different country than their own. Student exchange program does not necessarily require the student going out of the country but it could also be an exchange program within the continent and its territory, which is the National Student Exchange Program (NSE).

The major objectives of student exchange programs are to enhance the educational experience of student and to broaden personal and educational perspectives. This also helps students to explore, appreciate and understand different cultures along with enabling student to experience international education. The term “exchange” means that partnered institutions exchange their students but not necessarily the students have to find a counterpart from the other institution to exchange with. No tradeoff is actually required. Student exchange program are of two types- National and International student exchange program.

1.1 National Student Exchange (NSE)

NSE is designed for students who are looking for chances to study in different state rather than country. This may be due to lack of interest in going overseas, or doesn't have the chance to go or just wanting to gain experience on different culture and education but closer to home. Students are not allowed to go for an exchange to non NSE members. Student may only participate in the exchange for a cumulative total of time not to exceed one calendar year, defined as an academic year and a summer session.



1.2 International Exchange Programs

1.2.1 Short-term Exchange

Short term exchange program is also known as summer/intensive or cultural exchange program that focuses on home-stays, language skills, community service or cultural activities. Short term exchange program doesn't require student to find counterpart from other country to exchange with. It is more on the exchange of culture between the student and host countries. This program could last from one week to three months. The students are exposed to an intensive program that increases their understanding of other culture, community and languages.

1.2.2 Long term exchange

Long term exchange is considered an exchange which is designed to last six to ten months or up to one full year. Participants are to attend high school in their host countries, through a student visa. Students are expected to integrate themselves into the host family, living as a natural child would, immersing themselves in the local community and surroundings, and upon their return to their home country are expected to incorporate this knowledge into their daily lives, as well as give a presentation on their experience to their sponsors. Many exchange programs expect students to be able to converse in the language of the new host country, at least on a basic level. Most exchange students become fluent in the language of the host country, in which they are a new student, within a few months. The exchange consists of the foreign student and the host parents or host family sharing culture and comparing daily life and habits while building a natural friendship that will endure beyond the actual exchange year. The focus is on improving international relations and cultural understanding. (Wikipedia, 2010)

This paper focuses on short term exchange programs in Management Institutes in India. The objective is to measure the learning acquired by the outgoing as well as incoming students in leading B-Schools of India who have undergone student exchange program as a part of Management Education and to analyze the correlation amongst the various components of learning.

2. BENEFITS OF STUDENT EXCHANGE PROGRAMS

Today's organizations need people who are open to diversity and adaptable to change, and who thrive in uncertain complex situations (Bakalis and Joiner, 2004). Most authors and



researchers seem to be in agreement on the benefits of a student exchange program and that such exchanges are necessary and important in today's world of melting boundaries. Manikutty (2007) concluded that with the unprecedented removal of barriers in the world in recent times, enabling and motivating people to move to and work in different countries and cultures, cross-national and cross-cultural issues have assumed great importance. Carlson (1990) expressed that learning abroad programs create an internationally aware citizen and in an interdependent world, study abroad programs are instrumental in producing an internationally aware citizens. He also opined that in the widespread concern to reassess general education and liberal education, some institutions are giving priority to study abroad on the assumption that it may contribute to achieving such educational goals as expanded analytic abilities, awareness of cultural diversity, and the capacity to deal with ambiguity. Furbish and Arthur (2007) emphasized that international career experiences can enhance cross-cultural competencies, develop personal flexibility and adaptability, and broaden occupational experience; valuable competencies for thriving in the world village. The international exchange of students has seen some high volume mobility in the recent years. Grubel and Scott (1977) have highlighted on the benefits accruing to the individual students, to the academic host institutions, and to the participating countries through the exchange programs. The authors expressed that the students' intellectual development is promoted by their contact with foreign cultures, new social environment, and the instructional variety. The social and intellectual life on the campuses receiving foreign students is stimulated, which in turn enriches the educational experience of the domestic students. The countries from which the students come benefit both from the general development of the student and from the special skills they acquire. And, finally, the transfer of knowledge and of techniques of teaching and research made possible by the exchange programs may be very important in the development of countries now engaged in efforts of industrialization.

Hansal and Grove (1986) also emphasized in their study conducted on traveling students pre to post test increase in the following areas: "Understanding Other Cultures" and "International Awareness." The study proves that adolescents traveling abroad show greater improvement in a number of positive personal characteristics than similarly motivated students who do not have the opportunity to travel abroad. Students not only



learn about another culture but also come to have a greater awareness and appreciation of their own culture. They gain skills that enable them to deal more effectively with the demands of adult life. Carlson (1990) believes that a study abroad experience will make an important difference for students in obtaining a job after completing their studies and in pursuing internationally related careers. The author mentioned “Many seek an overseas experience for personal enrichment and development. Faculty members and senior administrators...increasingly recognise that study abroad and exchanges can make a major contribution to students’ knowledge of other countries and cultures and their foreign language proficiency.” Hannigan (2007) expressed that the students were more sensitive to other cultures, more aware of global events, and more involved in community activities than prior to their participation. Participants described their experience as 'life changing' and 'a growth experience. Manikutty (2007) believes that the increasing interaction among people sharing different cultural perspectives has produced a context to address the cross-cultural process of reciprocal formation of identities and values toward the environment.

According to Arthur (2003) international education is an important avenue for students to gain employment competencies for an international job market. Students gain exposure to “best practices” in other countries, greater cultural sensitivity and knowledge, increasing tolerance in their attitudes toward cultural diversity, and greater adaptability to try new things and to be confident about their efforts. International education helps to promote a cosmopolitan worldview rated as an essential competency for future leaders in business. Other benefits of international education include building connections and networks for future trade and travel between nations, and mobilizing a connection through building direct knowledge of different culture and environment. Bakalis and Joiner (2004) believe that encouraging students to undertake study abroad is likely to not only enhance a student’s employability but also assist in developing important life skills.

Samovar and Porter (2000) highlighted the importance of communication skills and expressed “At a time when global markets, communication technologies, and transportation systems have vastly increased multicultural contact in our daily lives, it is essential that we develop communication skills and abilities that are appropriate to a multicultural society and to life in a global village”. Institutions of higher education are striving to address these



needs by offering a broad array of programs for studying abroad that will encourage different type of students to study together.

The benefits of study abroad programs are quite evident as emphasized by Bakalis and Joiner (2004) – the development of important life skills, including maturity and confidence; a “global outlook”; enhanced communication skills; cultural sensitivity and adaptability; and access to networks offering employment opportunities. The authors feel that these are qualities that are highly valued by multinational corporations that seek to hire graduates that can function effectively across national borders. Hallows, Wolf and Marks (2011) in their study described a model of global business competence as well as an approach to global business education involving a short-term study abroad experience. Results indicated a significant change in students' perceptions of their global business competence from first to second time, indicating the benefits of the short-term study abroad experience beyond classroom instruction and readings. Schmalzer and Neubauer (2008) concluded that while some aspects of the education systems will remain unchanged in the near future, other aspects, for instance the national coordination of education textbooks and study materials with national focus, and soon, will become obsolete. Instead, additional proficiencies, the so called ‘soft skills’ such as: communication skills and the ability to adapt to different cultural environments, will gain importance in this world of rapid globalization. Consequently, new ways of teaching based on cross-cultural research findings need to be developed. This need for new teaching styles forms the foundation of contemporary progress in the academic world that is faced with increased student mobility in higher education across countries.

The skills gained through exchange programs have been well summed up in the article, “ Do Foreign Student Exchange and Cultural Exchange Programs Offer Lessons in Life?” . The international exposure inspires students to make the following personal and professional improvements:

Personal

- a. Personal growth
- b. Boosts self-confidence
- c. Encourages leaderships through independent thinking
- d. Challenges students academically



Professional, career and life skills advantages:

- a. Improve cross-cultural communication skills
- b. More employment opportunities in business, international affairs, and government service
- c. Enhance analytical skills
- d. Gain the ability to adapt and be flexible to new circumstances
- e. Constructively cope and deal with differences
- f. An understanding and familiarity of local customs

3. NEED FOR RESEARCH

While the increase in number of students participating in student exchange programs is well recorded, the available literature review shows that very little systematic research is done to assess the learning and benefits acquired by students undergoing such programs. Therefore, this study is focussed to analyze whether a short duration study program actually brings about a significant difference in the knowledge, skills and attitude of the participating students. Bakalis and Joiner (2004) have felt the need for development of a model that examines the impact of a study abroad experience on a range of performance measures (viz.. academic measures, cultural adjustment measures, employability measures etc.). “Despite widely held convictions and assumptions on study abroad, little hard data and comprehensive research have documented the actual contribution that it makes to students and their educational development. Little is known about the conditions under which students profit most from study abroad programs and in what ways.” (Carlson, 1990). Manikutty (2007) states that with increasing movement between places and increasing interaction among people sharing different cultural perspectives on one hand, and the exponential growth of information characterizing modern business on the other, the need for learning itself, and the need to learn effectively in different cultures is more important than ever. Meeting this challenge requires new thinking about how to acquire knowledge and skills, and to deploy learning resources that can keep up with the knowledge economic. Yamazaki and Kayes (2004) further validated that “The lack of an integrative framework for cross-cultural learning is particularly troublesome to those who study management learning and education. Although extensive lists of skills exist, research has said little about how these skills are acquired, developed, or taught.” The author reiterates that current research



on cross-cultural learning suffers from a number of limitations. First, it lacks a cross-disciplinary approach that integrates diverse findings, makes sense of multiple methods of investigation, or guides research and practice. Second, reviews have focused on the skills and abilities necessary for training, success, or job promotion but have failed to account for how those skills are learned or developed.

Thus a systematic study will go a long way in adding effectiveness and better learning outcomes from the student exchange programs. Based on literature review, the eight skills were identified for mapping the learning and have been categorized under two headings Personal Development and Professional Development.

The Personal Development comprises of the following four skill components: *Self Confidence, Adaptability, Communication Skills and Problem Solving*. The skill components mentioned above are described as follows: (i) *Self Confidence* signifies realistic confidence in one's own judgment, ability, power, etc belief in oneself and one's powers or abilities (ii) *Adaptability* is the ability to change /or be changed to fit changed circumstances (iii) *Communication Skills* (is the ability to understand, communicate with, and effectively interact with people across cultures .The way in which we respond to the person we are speaking, body gestures including the facial ones, pitch and tone of our voice and a lot of other things (iv) *Problem Solving* is the ability to understand the problem, create a plan to solve the problem, seeing the plan through and reviewing the plan to ensure that the problem is solved and is not repeated.

The Professional Development comprises of the following four skill components: *Cross Cultural Awareness, Networking, Enhanced Career Opportunities and Widened Global Perspective*. The skill components mentioned under professional development are described as follows: (v) *Cross Cultural Awareness* is the knowledge of different cultural practices and worldviews; to understand how people from different countries and cultures act, communicate and perceive the world around them (vi) *Networking* is to build new business relationships and generate business opportunities at the same time. Recognize, create, or act upon business opportunities, build connections and develop your professional reputation (vii) *Enhanced Career Opportunities* is the exposure to business opportunities worldwide (viii) *Widened Global Perspective* (signifies broader understanding of analyzing



situations, global approach to worldwide situations and analyzing situations in cross cultural context.

4. METHODOLOGY

The components for study have been derived based on literature review. The data from five B-schools in NCR region was collected as per convenient sampling. The questionnaire was administered in these selected five institutes to measure the learning obtained from the study abroad programs in eight components with respect to soft skills and communication skills. Two groups of students were involved in this study. The incoming-students, that is, students coming from foreign countries to India for business education, and the second group, the out-going students, that is Indian students going to B-Schools of other countries for study purposes. The first group (incoming-students) consisted of 29 students and the second group (the out-going students) consisted of 96 students. Total number of the students was 125 for the 2009-2011 Academic Year. Both groups of students were administered the same questionnaire. The rating scale used was a five-point Likert scale (1 being low and 5 being the highest) aimed at finding out the perceptions of the students regarding the learning obtained for eight skills.

Quantitative data obtained through the questionnaire survey in this study was found to be non-normal (Kolmogorov-Smirnov test was not satisfied), therefore non parametric tests were applied for the dataset. The following alternative hypotheses were tested in this study:

Ha1: Learning in *Self Confidence* for Incoming and outgoing students is different

Ha2: Learning in *Adaptability* for Incoming and outgoing students is different

Ha3: Learning in *Communication Skills* for Incoming and outgoing students is different

Ha4: Learning in *Problem Solving* for Incoming and outgoing students is different

Ha5: Learning in *Increased Cross Cultural Awareness* for Incoming and outgoing students is different

Ha6: Learning in *Networking* for Incoming and outgoing students is different

Ha7: Learning in *Enhanced Career Opportunities* for Incoming and outgoing students is different

Ha8: Learning in *Widened Global Perspective* for Incoming and outgoing students is different



The statistical analysis of the questionnaires was carried out through SPSS / Minitab Statistical Software. Hypothesis testing (Mann-Whitney Test for non-parametric data) was conducted to compare components of personal (*Self Confidence, Adaptability, Communication Skills, Problem Solving*) and professional development (*Cross Cultural Awareness, Networking, Career Opportunities, Global Perspective*) for incoming and outgoing students. The correlation matrix amongst all eight skill based components has been generated to establish correlation amongst these components.

5. RESULTS

5.1. Hypothesis Testing

<Insert Table I about here>

For *Self Confidence*, Since P-value (.086) $> \alpha$ at 5% level of significance the alternative hypothesis (Ha1) is rejected. The study shows there is no significant difference between Learning in *Self Confidence* for outgoing and incoming students.

For *Adaptability*, the alternative hypothesis (Ha2) is rejected as p-value (.799) is more than α value at 5 % level of significance. Hence the study shows there is no significant difference between Learning in *Adaptability* for outgoing and incoming students.

For *Communication Skills*, Since P-value (.455) $> \alpha$ at 5% level of significance, the alternative hypothesis (Ha3) is rejected. The study shows there is no significant difference between Learning in *Communications Skills* for outgoing and incoming students.

In case of *Problem Solving*, the alternative hypothesis (Ha4) is rejected since P-value (.199) $> \alpha$ at 5% level of significance. The study shows there is no significant difference between Learning in *Problem Solving* for outgoing and incoming students.

Each two tailed significance values indicate no significant difference between responses of Outgoing & Incoming students on personal development aspect as depicted in Table I.

For *Cross Cultural Awareness*, Since P- value (.042) $< \alpha$ at 5% level of significance the alternative hypothesis (Ha5) is accepted. The study shows there is significant difference between Learning in *Cross Cultural Awareness* for outgoing and incoming students.

For *Networking*, the alternative hypothesis (Ha6) is rejected Since P-value (.142) $> \alpha$ at 5% level of significance. The study shows there is no significant difference between Learning in *Networking* for outgoing and incoming students.



In case of *Enhanced Career Opportunities*, the alternative hypothesis (Ha7) is accepted as P-value (.033) < α at 5% level of significance. The study shows there is significant difference between Learning in *Enhanced Career Opportunities* for outgoing and incoming students.

For *Widened Global Perspective*, the alternate hypothesis (Ha8) gets accepted since P-value (.043) < α at 5% level of significance. The study shows there is significant difference between Learning in *Widened Global Perspective* for outgoing and incoming students.

Each two tailed significance values indicate significant difference between responses of Outgoing and In-coming students on professional development aspect except for *Networking* (as shown in Table I).

5.2 Comparison of All Components (Outgoing vs. Incoming)

<Insert Table II about here>

The median in all the components for outgoing students is 3 and above. The outgoing students have exhibited the maximum learning in *Adaptability* (Mean value = 4.03) and the least in *Enhanced Career Opportunities* (Mean value = 3.34) as highlighted in Table II.

The median in all the components for incoming students is 3 and above. The incoming students have highlighted the maximum learning in *Cross Cultural Awareness* (Mean value=4.10), however the learning has been least in *Enhanced Career Opportunities* (Mean value=2.90) as shown in Table II.

5.3. Correlation Matrix-Incoming Students

<Insert Table III about here>

As exhibited in Table III, some negative correlation values have been observed e.g. between *Enhanced Career Opportunities* and *Cross Cultural Awareness* (-.468); *Problem Solving and Self Confidence* (-.408), which don't seem to be practically feasible and leaves further scope of research.

5.4. Correlation Matrix- Outgoing Students

<Insert Table IV about here>

As clearly visible in Table IV, Communication Skills is correlated to all other parameters.

5.5. Correlation Matrix-Combined

<Insert Table V about here>

Following correlation between certain variables has been found to be significant for both the groups- Incoming & Outgoing as depicted in Table V.



a. Widened Global Perspective, Problem Solving, Self Confidence and Cross Culture Awareness are found correlated and have been indicated in black circles in Table V.

Cross Cultural Awareness ----- Widened Global Perspective

Widened Global Perspective ----- Problem Solving

Problem Solving ----- Self Confidence

It is inferred that increased Cross Cultural Awareness enhances widened global perspective which further helps the participant in problem solving eventually leading to increased self confidence.

b. Net Working and Enhanced Career Opportunities as marked in red circle in Table V are found to be correlated with each other.

Net Working ----- Enhanced Career Opportunities

c. Communication Skills is the most important parameter which is correlated to all other parameters in case of outgoing students and thus affects all other parameters.

6. DISCUSSION

6.1. Summary of Findings

The study found that there is no significant difference between Outgoing & Incoming students on Personal Development which is observed from Table I. However, significant difference between responses of outgoing and incoming students has been observed in all the areas of professional development except *Networking* as concluded from Table I.

As highlighted in Table II, the outgoing students have exhibited the maximum learning in *Adaptability*. This indicates the attribute of malleability amongst Indians and skill to adapt well in any culture and circumstances. Incoming students have expressed higher rating in *Cross Cultural Awareness* but lower rating in *Enhanced Career Opportunities* and *Widened Global Perspective* as depicted in Table II. The possible reason for this could be that India is considered to be a land of rich culture and values; hence focus of in-coming students is more towards cross-cultural awareness. Apart from this lack of industry interface during the project may also adversely affect the career opportunities. Incoming students need to seriously explore India for professional development and not only as tourism opportunity.



Industry Interface and short term projects at host institutions during exchange programs will lead to better career opportunities and global perspective.

As exhibited in Table III that depicts Correlation matrix for incoming students, some negative correlation values have been observed e.g. between *Enhanced Career Opportunities* and *Cross Cultural Awareness*; *Problem Solving and Self Confidence* which don't seem to be practically feasible. Possibly, students from foreign culture might have not been able to connect to the questions, parameters and objectives of the study.

In Table V that exhibits combined correlation matrix *Widened Global Perspective*, *Problem Solving*, *Self Confidence* and *Cross Culture Awareness* are found to be strongly correlated. This implies that increased Cross Cultural Awareness enhances widened global perspective which further helps the participant in problem solving eventually leading to increased self confidence. A correlation is also found between *Net Working* and *Enhanced Career Opportunities* as depicted in Table V. This implies that due to global networking, career opportunities are enhanced and better career opportunities in turn strengthens networking. *Communication Skills* as exhibited in Table V is the most important parameter which is correlated to all other parameters in case of outgoing students. This implies that Indian students visiting to other countries have indicated effective communication as the key attribute that affects other aspects of our personality.

As depicted in Table II, that signify comparison of all components for outgoing and incoming students respectively, the median value is 3 and above. Therefore, it is concluded that overall learning in all the components is on a higher side which shows that students participating in exchange programs have been appreciative of the learning. Considering the overall learning that takes place, students exchange programs should be further promoted and should have a better geographic spread.

6.2. Limitations and Scope for Future Research

The research sample includes database from five Indian B- schools and limited to respondents participating in students exchange programs from/to Europe and UAE based institutions. A more insight can be gained if more B schools can be covered in the present study with respondents from widened geographical backgrounds. As exhibited in Table III that depicts correlation matrix for incoming students, an indirect correlation in certain components as rated by incoming students has been observed which practically doesn't



seem to be feasible. A detailed analysis regarding this may provide a deeper insight. Moreover, this research focus was on learning and outcomes for students; however the impact of student exchange program on brand equity of an institute and placements can also be valuable addition to it.

REFERENCES

1. Arthur, N. (2003). *Counselling international students: Clients from around the world*. New York, NY: Kluwer/Plenum Academic Press.
2. Bakalis , S. and Joiner, T. A. (2004), “ Participation in tertiary study abroad programs: the role of personality”, *International Journal of Educational Management*, Vol. 18, No. 5, 286-291.
3. Carlson, J. S. (1990), *Study Abroad: The Experience of American Undergraduates*, Greenwood Press, New York.
4. *Do Foreign Student Exchange and Cultural Exchange Programs Offer Lessons in Life?*; <http://foreignexchangestudent.com/foreign-student-exchange-programs-life-lessons.htm> (accessed 2 January 2012)
5. Furbish, D. and Arthur, N. (2007), “ International Career Transitions: Making Global Connections Work” Paper based on a program presented at the 2007 National Career Development Global Conference, July 6-8, 2007, Seattle, WA.
6. Grubel, H. G. and Scott, A. (1977), *The brain drain: determinants, measurement, and welfare effects*, Wilfrid Laurier University Press, Ontario.
7. Hallows, K. , Wolf, P.P. and Marks , M. A. (2011) , “Short-term study abroad: a transformational approach to global business education”, *Journal of International Education in Business*, Volume: 4, No.2, 88-111.
8. Hannigan, J. W. (2007), “A Redistribution of Services in International Youth Exchange Programs, A Literature Review” available at http://www.carnegiecouncil.org/resources/articles_papers_reports/0012.html (accessed 15 January, 2011).
9. Hansel, B. and Grove, N. (1986) “International Student Exchange Programs—Are the Educational Benefits Real?” *NASSP Bulletin* [National Association of Secondary School Principals], Vol. 70, No. 487, February 1986, 84-90.



10. Manikutty, S. (2007), *Intercultural Communication Competence-Learning, teaching and research in a borderless World*, Macmillan India Limited.
11. Samovar, L.A. and Porter, R.E. (2000), *Intercultural communication*, Wadsworth Pub. Co.
12. Schmalzer, T. and Neubauer, M. (2008), "Cross Cultural Implications of Academic mobility" available at <http://crm.styriatec.com/CCLS/web/article.php?articleID=98> (accessed 20 April 2011).
13. Wikipedia available at http://en.wikipedia.org/wiki/Student_exchange_program-Student_Exchange_Program (accessed 20 December 2010).
14. Yamazaki, Y. and Kayes, D. C. (2004), "An Experiential Approach to Cross-Cultural Learning: A Review and Integration of Competencies for Successful Expatriate Adaptation", *Academy of Management Learning and Education*, vol. 3, no. 4, 362-379.

Table I: Hypothesis Testing

Components	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
Self-Confidence	126	1561	-1.72	0.086
Adaptability	1351	1786	-0.26	0.799
Communication Skills	1274.5	5930.5	-0.75	0.455
Problem Solving	1191	1626	-1.29	0.199
Cross Cultural Awareness	1068.5	5724.5	-2.03	0.042
Networking	1151	1586	-1.47	0.142
Enhanced Career Opportunities	1048	1483	-2.13	0.033
Widened Global Perspective	1065	1500	-2.03	0.043

Table II: Comparison of All Components (Outgoing vs. Incoming Students)

Components	Outgoing			Incoming		
	Mean	Std dev	Median	Mean	Std dev	Median
Academic Point of View	3.24	0.91	3.00	2.90	0.90	4.00
Cultural Point of View	3.90	0.96	4.00	4.34	0.86	4.00
Experience Overall	3.70	0.92	4.00	3.86	0.92	4.00
Self Confidence	3.88	0.80	4.00	3.62	0.78	4.00
Adaptability	4.03	0.86	4.00	4.00	0.80	4.00



Communication Skills	3.70	0.92	4.00	3.86	0.69	4.00
Problem Solving	3.59	0.78	4.00	3.45	0.69	3.00
Cross Cultural Awareness	3.78	0.80	4.00	4.10	0.77	3.50
Networking	3.40	1.04	3.00	3.07	1.03	3.00
Enhanced Career Opportunities	3.34	0.98	3.00	2.90	0.86	3.00
Widened Global Perspective	3.96	0.92	4.00	3.62	0.78	4.00

Table III: Correlation Matrix-Incoming Students

		Self Confidence	Adaptability	Communication Skills	Problem Solving	Cross Cultural Awareness	Networking	Enhanced Career Opportunities	Widened Global Perspective
Correlation	Self Confidence	1.000	-.230	-.101	-.408	-.111	.435	.421	-.189
	Adaptability	-.230	1.000	.321	.260	.346	-.259	-.259	.517
	Communication Skills	-.101	.321	1.000	.060	.295	-.036	.035	.232
	Problem Solving	-.408	.260	.060	1.000	.044	.156	-.161	.466
	Cross Cultural Awareness	-.111	.346	.295	.044	1.000	-.009	-.468	.486
	Networking	.435	-.259	-.036	.156	-.009	1.000	.411	.078
	Enhanced Career Opportunities	.421	-.259	.035	-.161	-.468	.411	1.000	-.115
	Widened Global Perspective	-.189	.517	.232	.466	.486	.078	-.115	1.000
Sig. (1-tailed)	Self Confidence		.115	.301	.014	.283	.009	.011	.164
	Adaptability	.115		.045	.087	.033	.088	.087	.002
	Communication Skills	.301	.045		.379	.060	.426	.423	.113
	Problem Solving	.014	.087	.379		.410	.209	.202	.005
	Cross Cultural Awareness	.283	.033	.060	.410		.481	.005	.004
	Networking	.009	.088	.426	.209	.481		.013	.343
	Enhanced Career Opportunities	.011	.087	.423	.202	.005	.013		.277
	Widened Global Perspective	.164	.002	.113	.005	.004	.343	.277	



Table IV: Correlation Matrix-Outgoing Students

		Self Confidence	Adaptability	Communication Skills	Problem Solving	Cross Cultural Awareness	Networking	Enhanced Career Opportunities	Widened Global Perspective
Correlation	Self Confidence	1.000	.547	.590	.599	.258	.359	.308	.315
	Adaptability	.547	1.000	.545	.515	.322	.242	.209	.357
	Communication Skills	.590	.545	1.000	.544	.413	.400	.464	.427
	Problem Solving	.599	.515	.544	1.000	.315	.386	.325	.405
	Cross Cultural Awareness	.258	.322	.413	.315	1.000	.485	.386	.630
	Networking	.359	.242	.400	.386	.485	1.000	.500	.580
	Enhanced Career Opportunities	.308	.209	.464	.325	.386	.600	1.000	.534
	Widened Global Perspective	.315	.357	.427	.405	.630	.580	.534	1.000
Sig. (1-tailed)	Self Confidence		.000	.000	.000	.006	.000	.001	.001
	Adaptability	.000		.000	.000	.001	.010	.023	.000
	Communication Skills	.000	.000		.000	.000	.000	.000	.000
	Problem Solving	.000	.000	.000		.001	.000	.001	.000
	Cross Cultural Awareness	.006	.001	.000	.001		.000	.000	.000
	Networking	.000	.010	.000	.000	.000		.000	.000
	Enhanced Career Opportunities	.001	.023	.000	.001	.000	.000		.000
	Widened Global Perspective	.001	.000	.000	.000	.000	.000	.000	

Table V: Correlation Matrix-Combined

		Self Confidence	Adaptability	Communication Skills	Problem Solving	Cross Cultural Awareness	Networking	Enhanced Career Opportunities	Widened Global Perspective
Correlation	Self Confidence								
	Adaptability	OG							
	Communication Skills	OG	OG						
	Problem Solving	Both	OG	OG					
	Cross Cultural Awareness			OG					
	Networking	IC		OG		OG			
	Enhanced Career Opportunities	IC		OG		IC	Both		
	Widened Global Perspective		IC	OG	Both	Both	OG	OG	