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Heidi L. Connole
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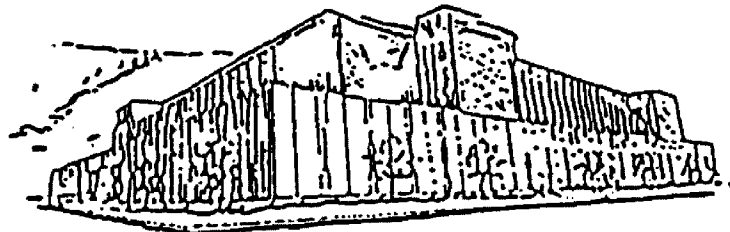
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**ASSESSING WORLDMINDEDNESS AMONG COLLEGE
STUDENTS IN WESTERN MONTANA.**

by

Heidi L. Connole

B.S. The University of Montana, 1994

presented in partial fulfillment of the requirements

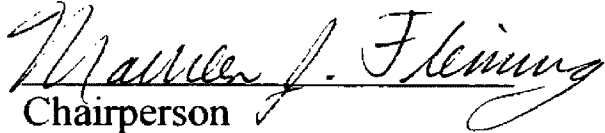
for the degree of


Master of Business Administration

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1995

Approved by:


Chairperson


Dean, Graduate School

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Assessing Worldmindedness Among College Students in Western Montana
(53 pp.)

Director: Maureen J. Fleming 

This study examined worldmindedness among college students at The University of Montana using the Worldmindedness Scale (W-Scale) developed by Sampson and Smith (1957). A student's Worldmindedness Score is determined by analyzing her or his answers to 32 questions concerning the issues of religion, immigration, government, patriotism, race, education, and warfare. Individuals who scored above the numerical neutral point of the W-Scale (a W-Scale score above 96) are identified as those who favor a world-view when examining problems of humanity and human rights.

As anticipated, results of this study indicated statistically significant differences in mean worldmindedness scores between international and U.S. students. International students were found to be significantly higher in worldmindedness than U.S. students from both Montana and other U.S. regions.

Interestingly, results of the study also indicated statistically significant differences between mean worldmindedness scores of women and men. Women were found to be significantly higher in worldmindedness than men. A search of the worldmindedness literature did not indicate previous reporting of such differences.

Other findings indicated higher worldmindedness scores for non-white ethnic groups, and for students who indicated "no preference" in their religious affiliation.

Many of these findings are consistent with predictions made by *standpoint theory*, a theory which suggests that segments of the population that are not consistent with the power center, or *ideal* of the culture, are marginalized by their dissimilarity to the ideal, and are, therefore, more empathetic to other cultures, social groups, and segments which are also marginalized. However, empathy and cross-cultural tolerance, as defined by the W-Scale, have not been satisfactorily shown to be directly correlated with international success. This study raises questions about the relationship between worldmindedness and success in the international business environment.

CHAPTER I

INTRODUCTION

In the span of two centuries, changes in technology have shaped Western society as no other single force can. The technology that brought the world the Industrial Revolution, with its steam engines, electric energy and mass production, now surrenders to the advancements of the Information Age - an era in which ideas and intelligence are the products, and knowledge is truly power.

This revolution brings on its wings a world-wide movement toward a free-market and capitalism. Western values touch even the farthest corners of the Third World and Developing Nations. Capitalism flourishes in regions of communist Asia and the dictatorships of Latin America. It's a world of Chinese Capitalists and Russian Entrepreneurs. Capitalism, it appears, is itself - multi-cultural (Farrell, 1995).

"Going global", the battle cry of the 1990's, affects every aspect of business, from production strategies and methods of corporate financing, to the challenges of managing a diverse workforce. The ideas of free trade and democracy, coupled with the spread of technological innovations, are improving living standards throughout the world - bringing most people an opportunity for a better and richer life. Improvements in education levels are creating a global middle class that shares "similar concepts of citizenship, similar ideas about economic progress, and a similar picture of human rights" (Farrell, 1995). Affluence is lifting millions out of poverty, and the death of communism is leaving most nations with only one choice - to join the market economy. Success in such a diverse environment depends upon two skills: the ability to work more closely with other people than ever before, and a flexible management style that stresses the importance of teamwork and cooperation. These skills are built upon social attitudes that embrace

cross-cultural sensitivity, tolerance, and acceptance. Such social attitudes are quickly becoming essential characteristics of international managers.

In response to the globalization trend, many companies have been forced to reorganize their operations in order to compete more effectively in the changing market. According to Davison (1994), a considerable portion of the reorganization efforts will be centered upon forming international management teams which oversee operations of international subsidiaries.

Not surprisingly, increased internationalization in the economic, political and social arenas has led to greater interpersonal cross-cultural contact (Black, 1990). Such interactions have encouraged cross-cultural training as a means of enhancing success factors of individuals operating in cross-cultural settings (Black, 1990). One survey of 74 American business people in China (Cui, 1992) found that cross-cultural adjustment emphasized personality traits, whereas overseas job performance required interpersonal skills. Such findings support the need for academicians to show corporate leaders the usefulness and necessity of cross-cultural training for expatriate managers (Deshpande, 1992). The true effects of these programs can then be deciphered to assess their dollar value to organizations.

Research by Williams (1986), suggests that productive management will dictate an understanding of different cultures and languages as multinational corporations employ more foreign nationals both in the US and abroad. Harrison (1992), in his study of cross-cultural management training of 65 US Government employees, proposes that there is a need for both a cognitive and experiential-based program in cross-cultural management training.

Such studies indicate that attitudes that are not conducive to cross-cultural success are not simply the result of a lack of experience, but that they are deeply imbedded in the social constructs of the individual. Studies in cognitive psychological research have shown that such attitudes are reinforced by both positive and negative or

'success' and 'failure' experiences. This information is invaluable to the international manager or corporation, because it illustrates the importance of proper preparation and pre-conditioning of the expatriate employee prior to subjecting her or him to international work assignments.

According to Reeder (1986), the challenge for management development is to sharpen awareness rather than learn an array of specific facts, emphasizing a general awareness of the culture. The emphasis is placed on being adaptable to and accepting of new cultures. These findings illustrate the important role that social attitudes play in success in the international environment. Many of them speak to the importance of effecting attitude change. The first step in the process of such change is attitude assessment.

This study seeks to assess such attitudes that may or may not predispose a business student to success in an international setting, through the use of an attitude assessment scale developed by Sampson and Smith (1957). This scale, known as the worldmindedness or "W-Scale" has been shown to be a reliable measure of cross-cultural tolerance and acceptance. Analyses of worldmindedness scores and a series of factors which may or may not influence these scores, are presented in this study. The implications for international business success are discussed as well.

CHAPTER II

LITERATURE REVIEW

In a review of the literature regarding social attitude assessment, there is general agreement that personality traits such as empathy, open-mindedness, flexibility and tolerance are associated with cross-cultural success (Kealey and Ruben, 1983). Not surprisingly, such traits are often specified as requirements of expatriate business managers (Hays, 1971; Heller, 1980; Tung 1981). Social attitudes, exemplified by these personality traits, can be measured by instruments such as the "Worldmindedness Scale" (W-Scale) developed by Sampson and Smith (1957). The Worldmindedness Scale uses a variety of questions to address issues of religion, immigration, government, patriotism, race, education, and warfare, in order to assess cross-cultural tolerance and acceptance. Individuals who score above the numerical neutral point of the W-Scale (a W-Scale score above 96) are identified as those who favor a world-view when examining problems of humanity and human rights.

Cross-cultural tolerance and acceptance, as measured by the W-Scale, have been found to be associated with the willingness of professional buyers to purchase from foreigners (Crawford and Lamb 1982) and the propensity of chief executive officers to sell abroad (Langston, 1976).

Langston (1976), achieved statistically significant results in his study of the effect of "somewhat fluent" foreign language ability on CEOs. His findings indicated an increase in worldmindedness as the number of languages that CEOs could speak rose from zero, to one, to two or more.

In a previous study of college students, Boatler (1992) found that students of disciplines such as Social Work and Liberal Arts tend to score higher on the W-Scale

than do Business majors. Additionally, analysis of a more specific categorization of business students by *emphasis*, revealed significantly lower scores for students of Accounting and Finance than for Management or Marketing students (Boatler, 1992). The gap between business majors and other majors is believed to widen with class progression and student age (Boatler, 1992). Over time, business student worldmindedness declines while that of other students increases. In contrast, earlier studies (Paul, 1966; Majoribanks, 1981) did not indicate a significant difference in worldmindedness scores related to student major.

Other curriculum based factors, such as required language classes and study abroad programs (SAPs), have not been found to significantly raise student worldmindedness (Boatler, 1992). In fact, at least one study (Boatler, 1993) indicated that worldmindedness scores were *adversely* affected by travel abroad experiences. The exception to this finding occurs when the "travel abroad experience" exceeds six months of overseas residence, perhaps because the longer duration allows the individual to adjust to the new culture. In these instances a positive correlation was found.

After reviewing the literature regarding cross-cultural contact as a means of raising tolerance, Amir (1969) concluded that the nature of attitude change is not necessarily in the anticipated direction. Smith (1955) noted that individuals who are exceptionally ethnocentric before they go abroad tend to become more ethnocentric. Additionally, Boatler (1992) and Marion (1980) observed worldminded attitude reinforcement in study abroad programs as opposed to social attitude change. Results of longitudinal studies have generally revealed no significant effect of such experiences on student worldmindedness (Boatler, 1990; Dotson, Tashakori, & Courbois, 1988; Prien, 1966; Smith, 1955).

Marion (1980) examined the effects that international curriculum offerings such as SAPs, educational exchange programs and cross-cultural living experiences, had on students. Such experiences are believed to assist students in broadening their horizons

and in becoming more open-minded and culturally aware. Students who participate in such experiences are exposed to daily contact with people of different cultures, affording them the opportunity to interact and to learn about the culture by experience.

Age has not been found to have a significant influence on worldmindedness (Langston, 1976; Wilson, 1975). Research by Boatler (1992) does indicate a divergent pattern of worldmindedness of students by age, however no statistically significant data have been reported.

Graduate students have generally not been examined in past research using the W-Scale. Arguably, a higher level of education affords more opportunity in the global market and international business - areas that should be particularly sensitive to one's degree of "worldmindedness".

With the exception of a study conducted at the University of Southwestern Louisiana (Rogers, 1994), international students have been routinely excluded from research using the W-Scale for obvious reasons. The scale was developed for studying American students and is structured toward this culture. Despite these limitations, in his study, Rogers (1994) found international students to hold significantly higher worldmindedness scores than their American peers. International students were also included in this study to provide some means of comparison across students who are from in-state, out-of-state, and international locations.

Interest in the relationship between religious affiliation and W-Scale scores has been shown by researchers such as Garrison (1961), Boatler (1992) and Rogers (1994). Roger (1994), who focused his research on differences in worldmindedness scores across various Protestant religions, found that non-specific Protestant groups at the University of Georgia held higher worldmindedness scores than other religious affiliations such as Baptists (scoring the lowest). While other studies conducted by Garnham (1975) and Singer (1965) found no statistically significant results, they did note a low-to-high worldmindedness pattern from Protestant, Catholic, Jewish and non-specific religious

affiliation groups. Such results may indicate that individuals with non-specific religious beliefs may have an attitudinal advantage in international assignments (Boatler, 1993).

Significant differences in scores have been related to socio-economic factors as well. In a previous study of worldmindedness (Paul, 1966) students from high income families were found to have lower worldmindedness scores than those from low income families. While several explanations for this finding could be offered, one plausible explanation lies in the standpoint theory of cultural behavior. This theory focuses on how an individual's life is shaped by her or his location within a culture (Wood, 1994). The particular standpoint that an individual has in a society (based upon her or his gender, race, and class status) guides what she or he knows, feels, and does as well as the individual's understanding of social life as a whole (Wood, 1994). The more consistent an individual's social characteristics are with those of the individuals at the center of the social construct or ideal, the less that individual is able to empathize with the marginalized peoples of her or his culture. For example, in a white-dominated, success-oriented, patriarchal society, successful, Caucasian men are at the center of the social construct. All other genders, races, and social classes are *marginalized*, to varying degrees, based upon their similarity or dis-similarity to the dominant individuals. While the focus of the culture is always on the ideal, or the center of the social construct, marginalized groups are distanced from this center and therefore, are able to observe the societal differences across the spectrum. This ability to see another's perspective builds empathy, and hence, social attitudes that are more tolerant and accepting of different groups.

Additional support for this explanation is illustrated by the findings of Allman (1961) in her examination of ethnic group differences in worldmindedness. Allman's findings indicated that black students at Alabama State College had significantly higher worldmindedness than white students at the University of Alabama. Again, as part of a

marginalized culture, these students were more capable of assuming a worldminded view.

One factor that does not appear in much of the research regarding worldmindedness is the effect of gender. From the standpoint theorist's perspective, women would be anticipated to score higher in worldmindedness than men, as women are also considered to be part of a marginalized culture.

An additional factor that has not been reported in previous studies of worldmindedness concerns students' perceptions or evaluations of their international travel or living experiences. The way that students perceive or rate their international experience may affect their social attitudes toward other cultures. This study examined the relationship between students' ratings of their travel experience (positive, neutral and negative) and worldmindedness scores in order to assess whether or not perceived value of the experience influences such scores.

Finally, in her study entitled "Do MBAs want international careers?", Nancy Adler (1986) found that in comparing students from two Canadian, three American and two international MBA programs, American subjects displayed the least interest in international careers.

This study will examine the effects of such variables as those presented in the worldmindedness literature. Furthermore, it will examine the effects of factors that have not been previously reported, such as gender, the students' rating of their travel abroad experience, the students' desire to pursue an international career, and their self-reported socio-economic class status. Last, but not least, in this study of worldmindedness the effect of the desire to pursue an international career on student worldmindedness scores was examined. If student international success is linked to worldminded social attitudes, a positive correlation between plans for an international career in business and worldmindedness scores would be expected.

CHAPTER III

METHODOLOGY

According to Sampson & Smith (1957), assessment of worldmindedness differs from international-mindedness in that international-mindedness refers simply to interest in or knowledge about international affairs. In contrast, the concept of worldmindedness designates a value orientation, or frame of reference, apart from knowledge about, or interest in, international relations.

"A highly worldminded individual is one who favors a world-view of the problems of humanity, and whose primary reference group is mankind. Such a person may or may not have a heightened interest in and knowledge about international affairs. At the same time, common observation of international political relations reveals that a person can be internationally-minded without being worldminded".

Subjects in this study were administered the "W-Scale" developed by Sampson & Smith (1957) to assess worldmindedness. This W-Scale has since been used by other researchers as a measure of subjects' respect for and tolerance of other cultures.

The W-scale was reported by Sampson and Smith (1957) to have a high reliability, a split half coefficient of .93. This scale has also been shown to have a high negative correlation with Adorno's (1950) ethnocentrism (E-Scale) and authoritarianism (F-Scale) measures. The scale consists of 32 Likert-type items that represent attitudes regarding an individual's "world-view". A questionnaire consisting of the W-Scale and a supplemental series of demographic questions, was used to collect data from all subjects in this study. Respondents were asked to rate each W-Scale item on a seven-point scale, ranging from one to seven, strongly agree to strongly disagree, respectively. These ratings were scored, and assigned values of zero to six points based on the representation

of "worldminded" responses. These values were then totaled in order to produce a worldmindedness score for each individual subject. Under this system, a consistently neutral position on each of the 32 items resulted in a score of 96. Similarly, the highest and lowest possible scores were 192 and 0 respectively.

Subjects in this study were selected from the group of declared business majors attending The University of Montana during Spring semester 1995. Subject groups consisted of both undergraduate and graduate students, including international students attending this university.

This survey was administered during scheduled class time. Class sections and courses were chosen from the 300/400 and 600 level in order to compare undergraduate scores to those of graduate students. Courses were chosen from the core curriculum required by each different emphasis in the Business Administration, Bachelor of Science degree in order to create a sample of students from Accounting, Finance, Marketing, Management and International Business emphases. Participation in this survey was voluntary. Approval for administering the survey was obtained from each professor/instructor of the course prior to its selection as part of the sampling process.

The data were then electronically sorted by such classifications as undergraduate and graduate student status, gender, age, self-reported socio-economic class status, religion, ethnicity and travel abroad experience. Of particular interest was the travel abroad enjoyment level factor reported by subjects. In-state, out-of-state and international students were also analyzed separately in order to compare mean worldmindedness scores for local Montana students to those of out-of-state and international students. Local averages were compared to mean worldmindedness scores obtained by Boatler (1992) and Rogers (1994) for Business students at their respective universities of study.

Analysis of the collected data consisted of One-Way Anova evaluations of the variance for ordinal-level dependent variables by a single factor or independent variable,

the individual's worldmindedness score. Tukey's b, Tukey's alternate procedure, was used to produce multiple comparisons between groups at the 95% confidence level. The distribution of the sample was found to be consistent with a normal distribution, in accordance with the Blom method of normal probability plots. The results of such analysis did reveal a multi-modal data distribution which resulted in large standard deviations, as shown in the Results section of this study.

The sample was drawn from the population of declared business majors at The University of Montana. The approximate distribution of students across the various demographic categories of interest is shown in Table 1. Population data for this sample was based upon the School of Business Administration's department records of declared business majors.

<u>Category</u>	<u>n</u>	<u>Percentage of Sample Population</u>
U.S. Students	291	91%
International Students	28	9%
Women	126	40%
Men	189	59%

The final sample consisted of 319 subjects drawn from the various groups of interest. The sample was restricted to subjects who listed Business as their *only* or *primary* major. A mixture of the different areas of academic emphasis such as Accounting, Finance, Management and Marketing was used in order to compare and contrast the students' "worldmindedness", based upon their specific functional area of emphasis. Sample demographics and their comparisons to actual population demographics (as described in Table 1) are shown in Table 2.

Table 2. Sample vs. Actual Population Demographic Distribution		
<u>Category</u>	<u>% of Sample</u>	<u>% of Actual Population</u>
U.S. Students	91%	88%
International Students	9%	12%
Women	40%	43%
Men	59%	57%

The actual frequency distribution of these characteristics and other relevant demographic information are shown in Table 3.

Table 3. Frequency Distributions for Demographic Data		
	<u>Actual Frequencies</u>	<u>% of Sample</u>
<i>Gender</i>		
Women	126	40%
Men	189	59%
No Response	4	1%
<i>Residency Classification</i>		
In-State Students	237	74%
Out-of-State	54	17%
International	28	9%
No Response	0	- 0 -
<i>Language Study</i>		
Yes	218	68%
No	101	32%
No Response	0	- 0 -

Table 3. continued

<i>Religious Preference</i>		
Catholic	78	25%
Protestant	101	32%
Jewish	4	1%
Other (unspecified)	13	4%
No Preference	108	34%
Mormon	4	1%
No Response	11	3%
<i>Household Income Levels (self-reported)</i>		
< \$14,999	98	30%
\$15,000 - \$24,999	44	14%
\$25,000 - \$34,999	26	8%
\$35,000 - \$49,999	35	11%
\$50,000 - \$74,999	43	14%
\$75,000 and over	43	14%
No Response	30	9%
<i>Age</i>		
Under 20 years old	2	< 1%
20 - 29	232	73%
30 - 39	44	14%
40 - 49	33	10%
50 and older	2	< 1%
No Response	6	2%
<i>Year in School</i>		
Undergraduate	237	74%
Graduate	79	25%
No Response	3	1%
<i>Plans for International Career</i>		
Yes	70	22%
No	230	72%
Maybe	19	6%
No Response	- 0 -	- 0 -

Table 3. continued.*Self-Reported Social Class**During Childhood*

Upper-upper	3	< 1%
Lower-upper	25	8%
Upper-middle	145	45%
Lower-middle	95	30%
Upper-lower	22	7%
Lower-lower	7	2%
No Response	22	7%

*Self-Reported Social Class**Current*

Upper-upper	4	1%
Lower-upper	12	4%
Upper-middle	115	36%
Lower-middle	86	27%
Upper-lower	61	19%
Lower-lower	19	6%
No Response	22	7%

CHAPTER IV

RESULTS

Correlations between worldmindedness scores and the selected variables were tested at the 95% confidence level, using Tukey's b, or Tukey's alternative, test of statistical significance. Statistically significant differences were found in comparisons of worldmindedness scores and the following four factors: gender, international vs. U.S. student status, self-reported *current* class status, and ethnicity.

Gender

Students were asked to indicate their gender in the demographic section of the questionnaire. Results from this study indicated a statistically significant higher mean worldmindedness score for women than for men. These results are shown in Table 4.

	<u>n</u>	<u>Range</u>	<u>Mean</u>	<u>Std Dev.</u>
Women	126	39 - 162.00	102.82	21.92
Men	189	13 - 165.00	91.88	24.27
No Response	4	83 - 112.00	98.50	13.03

In-State vs Out-of-State vs International Students

Results from this study indicate that mean worldmindedness scores for in-state and out-of-state business students are comparable to each other as well as to mean scores found at other universities, such as Texas Christian University (Boatler, 1992) and University of Southwestern Louisiana (Rogers, 1994).

	<u>n</u>	<u>U.S.</u>	<u>n</u>	<u>International</u>
University of Montana	290	94.56	29	115.61
Texas Christian University	102	92.97	-0-	not tested
University of Southwestern Louisiana	46	95.39	21	103.12

A statistically significant difference was found in comparing both in-state and out-of-state students to international students at The University of Montana. International students held significantly higher worldmindedness scores than either the in-state or out-of-state students surveyed.

	<u>n</u>	<u>Range</u>	<u>Mean</u>	<u>Std. Dev.</u>
International Student	29	64 - 160.00	115.61	18.97
Out-of-State (Other U.S.)	54	13 - 138.00	94.76	25.12
In-State (Montana)	236	39 - 165.00	94.40	23.12

Self-Reported Class Status

This question, from the demographic section of the survey instrument, examined the relationship between perceived, or self-reported *current* and *childhood* social class and worldmindedness scores. In answering the *class status* questions, students over-estimated their social class as shown by the distribution in Table 7, on the following page. While the results did reveal a statistically significant difference in worldmindedness scores across the various categories of self-reported *current* social class, the relationship between worldmindedness scores and self-reported *current* social class was not consistent with the hypothesis of a negative correlation between these two variables.

That is, worldmindedness scores did not consistently rise as social class was reported at lower levels. The highest worldmindedness scores were clustered around the Lower-lower, Upper-lower, and Lower-upper social class ratings as shown.

Table 7. Self-Reported *Current* Class Status and Mean Worldmindedness Scores

	<u>n</u>	<u>Range</u>	<u>Mean</u>	<u>Std. Dev.</u>
Upper-upper	4	56 - 74.00	65.25	7.89
Lower-upper	12	64 - 135.00	97.42	21.26
Upper-middle	115	42 - 157.00	95.97	21.26
Lower-middle	86	35 - 160.00	95.54	23.93
Upper-lower	61	13 - 165.00	98.75	27.95
Lower-lower	19	39 - 149.00	97.11	28.57
No Response	22	66 - 138.00	98.32	20.77

No statistically significant relationship was noted in the examination of self-reported, *childhood* socio-economic class status and worldmindedness scores.

Table 8. Self-Reported *Childhood* Class Status and Mean Worldmindedness Scores

	<u>n</u>	<u>Range</u>	<u>Mean</u>	<u>Std. Dev.</u>
Upper-upper	3	62 - 88.00	71.33	14.47
Lower-upper	25	35 - 137.00	92.92	23.83
Upper-middle	145	39 - 160.00	96.58	24.53
Lower-middle	95	45 - 165.00	96.46	20.88
Upper-lower	22	39 - 162.00	96.64	28.96
Lower-lower	7	13 - 126.00	96.00	38.28
No Response	22	66 - 138.00	99.50	21.59

Ethnicity

A statistically significant difference was noted across various ethnic groups. Students who indicated "Asian" as their ethnic background were found to be significantly higher in worldmindedness than their Caucasian peers. However, analysis using a partial correlation indicated that these results were primarily the effect of the students' international student status rather than her or his ethnic background.

Other differences were not noted, primarily because of the lack of ethnic diversity in the student sample.

	<u>n</u>	<u>Range</u>	<u>Mean</u>	<u>Std. Dev.</u>
Caucasian	250	13 - 165.00	93.14	23.58
Asian	23	96 - 157.00	116.48	15.52
African American	2	98 - 113.00	105.50	10.61
Native American	2	117 - 126.00	121.50	6.36
Hispanic	3	105 - 129.00	118.67	12.34
No Response	39	45 - 160.00	101.03	23.23

The following section presents results of correlations between worldmindedness scores and the two variables, religion and international career plans. These variables were also tested at the 95% confidence level as described above. While no statistically significant differences were noted, comparisons of these two variables and worldmindedness scores did reveal patterns of variability. Results are shown in Tables 10 and 11.

Religion

Students were asked to indicate their religious preference from the five categories shown in Table 10. The fourth, or "other" category allowed students to write in a religious affiliation not listed. This option resulted in the development of a sixth religious segment (Mormon) due to the frequency with which this religious preference was indicated. Additional write-in affiliations included Buddhism, Muslim and Zen, among others. In each case, these write-in affiliations consisted of only one student per group, and therefore, were not analyzed as a separate group.

Table 10. Religion Affiliation and Worldmindedness Scores

	<u>n</u>	<u>Range</u>	<u>Mean</u>	<u>Std. Dev.</u>
No Preference	108	42 - 165.00	98.39	23.78
Protestant	101	39 - 149.00	94.72	21.66
Catholic	78	39 - 145.00	93.69	21.21
Jewish	4	13 - 143.00	98.00	60.14
Mormon	4	68 - 112.00	85.00	19.19
Other	13	34 - 160.00	106.23	34.16
No Response	11	39 - 162.00	96.64	28.66

While this study did not indicate a significant difference in worldmindedness across religious groups, in examining the three most frequently selected affiliations, a low-to-high pattern was revealed. This low-to-high pattern represents an increase in mean worldmindedness scores in relation to the religious affiliations of Catholic, Protestant, and No Preference, respectively.

International Career Plans

Students were asked to indicate whether or not they plan to pursue a career in international business. By choosing the "yes" option, students indicated that they did plan to pursue an international career. While no statistically significant difference was noted in comparisons of students' worldmindedness scores and plans for an international career, scores between the three groups (Yes, No, and Maybe) did indicate a high-to-low pattern as shown below.

	<u>n</u>	<u>Range</u>	<u>Mean</u>	<u>Std. Dev.</u>
Yes	70	13 - 165.00	101.09	28.39
No	230	39 - 157.00	95.08	22.22
Maybe	19	35 - 131.00	93.16	23.07

The following section describes the results of comparisons of worldmindedness scores with variables which *did not* indicate a statistically significant difference or a pattern of responses. For a variety of reasons, many of these variables did not solicit a sufficiently diverse sample to allow for conclusive analysis of their effects. Future research to study the effects of such variables would require the use of a stratified sample, specifically constructed in order to provide the required diversity.

Age

Despite the fact that the School of Business Administration at the University of Montana does have a significant non-traditional student population, most students surveyed were clustered in one age bracket as shown in Table 12. No two age groups were found to be significantly different.

Table 12. Comparisons of Worldmindedness Scores and Age

	<u>n</u>	<u>Range</u>	<u>Mean</u>	<u>Std. Dev.</u>
Under age 20	2	101 - 112.00	106.50	7.78
Age 20 - 29	232	13 - 162.00	95.33	23.83
Age 30 - 39	44	45 - 165.00	101.46	25.47
Age 40 - 49	33	39 - 143.00	96.18	21.10
Age 50 & Older	2	73 - 108.00	90.50	24.75
No Response	6	39 - 125.00	94.33	30.61

Household Income Levels

Students were asked to indicate their approximate household income in order to compare income levels with worldmindedness scores. In order to utilize the income level that best corresponded with the social class status of each student, two categories were established. Students who live at home, or have their educational and living expenses paid by their parents, were instructed to indicate their *parents'* household income. Students who are self-supporting, married, or have legal dependents were instructed to use their *own* household income.

While sufficient diversity for analysis across these income groups did exist, no statistically significant results were noted.

Table 13. Comparisons of Worldmindedness Scores and Household Income Levels

	<u>n</u>	<u>Range</u>	<u>Mean</u>	<u>Std. Dev.</u>
< \$14,999	98	13 - 165.00	95.09	24.65
\$15,000 - \$24,999	44	35 - 146.00	99.96	27.96
\$25,000 - \$34,999	26	49 - 160.00	99.73	28.05
\$35,000 - \$49,999	35	65 - 138.00	99.46	16.39
\$50,000 - \$74,999	43	58 - 143.00	94.40	19.40
\$75,000 & Over	43	42 - 135.00	92.72	25.50
No Response	30	58 - 157.00	95.90	21.80

Academic Major

While the results of previous research (Boatler, 1992) were anticipated, a statistically significant mean difference between worldmindedness scores and Business degree emphasis was not noted (see Table 14).

	<u>n</u>	<u>Range</u>	<u>Mean</u>	<u>Std. Dev.</u>
Marketing	28	35 - 131.00	94.36	22.04
Management	64	39 - 160.00	98.19	23.56
International	7	85 - 162.00	103.29	26.91
Finance	70	42 - 165.00	89.80	21.81
Accounting	40	39 - 142.00	96.00	23.83
Business + Other	60	13 - 146.00	97.13	27.80
MBA + Other	44	66 - 131.00	98.95	17.99
Info Systems	6	89 - 135.00	108.00	19.31

In order to ascertain the actual mean worldmindedness scores of students across these areas of Business degree emphasis, a stratified sample would be required. The results of this study do indicate a high worldmindedness score for students who have declared an international emphasis in their business studies, however, the program at the University of Montana is too new to provide a sufficient number of students in this category for analysis.

University Class Level

Research has indicated that increases in worldmindedness are noted at higher class levels (Boatler, 1993). Results of this study did not indicate a significant difference in mean worldmindedness scores across the various levels of education indicated in Table 15.

Table 15. Worldmindedness Scores & Undergraduate vs. Graduate Student Status

	<u>n</u>	<u>Range</u>	<u>Mean</u>	<u>Std. Dev.</u>
Freshmen / Sophomore	108	13 - 160.00	98.46	23.14
Junior / Senior	129	35 - 162.00	92.29	24.19
Graduate Students	79	39 - 165.00	99.99	23.40
No Response	3	106 - 112.00	109.00	4.24

International Travel Rating Factor

Of the students surveyed, 198 students, or 62% of the sample, reported travel or living experiences in a location other than their home country. Students who had experienced such travel, were asked to rate their experience on a seven-point scale, from one to seven - negative to positive, respectively. Approximately 77% of these students rated their experience at the highest levels of the positive end of the scale. No statistically significant relationship between worldmindedness scores and how students rated their travel experiences was shown.

Table 16. Worldmindedness Scores & Travel Experience Rating Factor

	<u>n</u>	<u>Range</u>	<u>Mean</u>	<u>Std. Dev.</u>
Very Negative	2	100 - 114.00	107.00	9.90
Negative	1	149 - 149.00	149.00	- 0 -
Slightly Negative	1	106 - 106.00	106.00	- 0 -
Neutral	31	42 - 165.00	91.45	29.17
Slightly Positive	11	39 - 118.00	95.18	21.40
Positive	63	47 - 142.00	95.19	23.66
Very Positive	89	35 - 146.00	95.26	21.94

Foreign Language Ability

Students were asked to indicate whether or not they had experience studying a second (non-native) language. Any experience, regardless of the number of years, the way in which the language ability was obtained or the number of languages studied, constituted a "yes" answer. Approximately 32% of the student sample indicated that they had some *second* language ability. No statistically significant relationship between foreign language ability and worldmindedness scores was noted.

	<u>n</u>	<u>Range</u>	<u>Mean</u>	<u>Std. Dev.</u>
Yes	101	35 - 162.00	95.17	22.99
No	218	13 - 165.00	96.80	24.23

CHAPTER V

DISCUSSION

As previously stated, the sample was normally distributed and generally matched the actual demographics of the business student population at this university. The mean score for all U.S. business students (95.56) was only slightly lower than the numerical neutral point of the W-Scale (96). This indicated essentially a neutral level of nationalism or ethnocentrism among American business students at The University of Montana. International students at The University of Montana scored significantly higher, with a mean worldmindedness score of 115.61.

Gender

Previous studies have not described the influence of gender related to a subject's worldmindedness, possibly indicating that a significant difference across gender had not been found. Results from this study indicated women to be significantly higher in worldmindedness than men. This finding is consistent with predictions based on standpoint theory, which suggest that women, as a marginalized segment of the population, would score higher in worldmindedness due to their ability to empathize with other marginalized populations.

In-State vs. Out-of-State vs. International Students

International students were found to be more worldminded than either their In-State or Out-of-State peers. The lack of variance between In-State and Out-of-State

students may be simply a function of how an individual chooses an out-of-state college. Students may choose schools which have similar social attitudes and value systems to their own in order to achieve the greatest degree of assimilation.

Self-Reported Class Status

As shown in numerous studies of self-esteem and social attitudes, self-perception has a tremendous influence in the development of social attitudes and value systems. In order to examine the relationship between such perceptions and worldmindedness, and also to overcome the problems associated with students reporting income levels, this study looked at the relationship between self-reported class status and worldmindedness scores. Results from this study indicate that self-reported class status during childhood revealed no statistically significant differences in W-Scale scores, however comparisons of perceptions of *current* class status did indicate a relationship between these variables. Worldmindedness scores were lowest among students with the highest levels of self-reported class status, and became progressively higher as self-reported class status dropped to the lower levels. One problem with this finding is the clustering of subjects in the Upper-middle and Lower-middle class brackets, which limited the distribution of the sample across each of the six socio-economic class groups. In order to verify these findings further, one would need a larger sample from a more economically diverse population.

Ethnicity

While a statistically significant difference in worldmindedness scores was noted across various ethnic groups, in this instance these differences were attributable to the Asian students' international student status rather than their ethnic background. The

effects of these two variables were separated through the use of a partial correlation which allows the researcher to control for the effects of international student status. In statistical analysis that controlled for these effects, no significant difference was noted. This is not to suggest that ethnicity does not play a role in worldmindedness. On the contrary, in accordance with standpoint theory (as previously discussed) one would expect to find non-white ethnic groups to hold higher worldmindedness scores because they are marginalized by this society. In this study, the sample simply did not provide enough diversity to invite further analysis of the effects of ethnicity. A stratified sample, based upon this factor would be needed in order to assess the effect of ethnicity on mean worldmindedness scores.

Religion

Previous research (Boatler, 1992) that has been conducted using the W-Scale has shown a relationship between religious preference and worldmindedness scores. While such a relationship may exist, the studies which have revealed a significant relationship may be subject to location bias, that is these results were obtained from student samples from schools which are located in what is colloquially known as "the Bible Belt". One factor that may have contributed to the lack of statistically significant findings of *this* study of Montana business students, was the selection of the "no religious preference" option by 35% of the sample population, indicating that at least one-third of the sample did not hold strong convictions about religious categorizations. This category was followed closely by a combination of Protestant religions (33%) and Catholicism (25%).

While Granham (1975) and Singer (1965) noted a low-to-high pattern of mean worldmindedness scores from Protestant, Catholic, Jewish and non-religious affiliation groups, this sequence was found to be somewhat different in this study. Results indicated a low-to-high pattern of worldmindedness scores from Catholics (lowest) to Protestants,

and no religious preference groups (highest). Despite the presence of this low-to-high pattern of worldmindedness scores, no statistically significant differences across religious categories were noted.

International Career Plans

While a significant difference in mean worldmindedness scores between students who planned for an international business career and those who did not was not noted, a low-to-high pattern of scores was evident. Students who indicated an interest in an international business career held the highest W-Scale scores as expected. It is interesting to note, students who were the *least* sure of, or undecided about their plans for an international career held the lowest mean W-Scale scores of the three groups.

In comparisons of international and American students, results were consistent with Adler's (1986) findings that most U.S. students (approximately 69%) are not interested in an international career. International students studying at The University of Montana showed the highest interest in working in international business, however this is expected to be the case since they have sought the opportunity to pursue their education outside of their home countries.

Age

While psychological research has indicated a relationship between aging and a movement toward conservative thought, previous research in the assessment of worldmindedness had not shown a significant relationship between age and W-Scale scores. This failure to find even a pattern of results may be due largely to the lack of diversity in students' ages in this study, and in previous studies that have examined this factor.

Further testing in this area would be necessary to show the effects of age on worldmindedness scores.

Household Income Levels

In a previous study of worldmindedness, Paul (1966) showed a significant relationship between worldmindedness scores and household income levels. High-income households showed lower worldmindedness scores (believed to be related to the fact that high relative economic status confirms a subject's "correctness" of the values in his or her home society). One problem with assessing such a relationship is control of the variable "income level". Income level of a student who is self-supporting is not necessarily representative of the socio-economic class environment in which the student was raised. Additionally, students may not be able to accurately report their parents' income either now, or during their formative years. This study of Montana business students did not indicate a relationship between income levels and worldmindedness scores. The results which showed a relationship between self-reported *current* class status and worldmindedness scores, while statistically significant, probably represent more the importance of *self-perception*, and *self-classification*, in determining social attitudes than the role that socio-economic class status plays in the development of such attitudes.

Business Degree Emphasis

In contrast to other studies, no significant differences were noted across the various areas of functional emphasis for business students at the University of Montana. The results did indicate higher worldmindedness scores for the seven students who have declared an International Business emphasis. However, at this time there are simply not

enough students specializing in this new offering of the department to produce a sufficient cell size to evaluate these effects. Research in this area could be conducted at a later date when the numbers in this area of emphasis have reached a size sufficient to afford statistical analysis.

University Class Level

As stated in the Results section of this study, no significant differences across the undergraduate and graduate student levels were noted. This finding contrasts sharply with those of Boatler (1992) which indicated a decreasing trend in business student worldmindedness scores related to class progression and student age.

International Travel Experience Rating Factor

No statistically significant differences were noted in this area, largely due to the lack of variety in student enjoyment level of international travel. Of the 198 subjects (62% of sample) who had experienced travel outside of their home country, 77% rated their experience at the highest end of the positive section of the rating spectrum. Less than 1% rated their experience as negative. These ratings were not affected by the country of travel, the age of the individual at the time of travel, the duration of the travel experience, nor the individual's foreign language ability.

Foreign Language Ability

Student worldmindedness scores were not affected by foreign or *second* language ability. Future studies could examine the effects of second, third, fourth, (etc.) languages on worldmindedness scores, however this sample did not contain enough students with

multiple language experience to analyze such effects. Langston (1976), suggests worldmindedness scores should be affected by an increase in the number of languages in which an individual is "somewhat fluent".

CHAPTER VI

CONCLUSION

This study raises some concerns about using the W-Scale as a means of predicting student potential in international settings. While the instrument may be a reliable method for measuring *social attitudes*, it is not clear whether or not these attitudes are related to international success. As Sampson & Smith described in their original study, the W-Scale measures *value orientations* and not knowledge about, or interest in, international relations. It is not clear in the "information age" of worldly and sophisticated students, who possess at least second-hand knowledge of other cultures through the magic of modern media, which aspect (values or knowledge) is more important. It is difficult to say whether international success is tied to tolerance and acceptance of other cultures, or a function of vision - the ability to recognize and seize global opportunities.

Future research should concentrate on examining the actual relationship between worldmindedness and international success, by selecting a cross-cultural sample of successful international business people and assessing a variety of factors that may or may not have contributed to their success. Such factors would include, but are not limited to, previous international experience, age, gender, ethnicity and worldmindedness scores. Simple adjustments to the W-Scale, such as changing the references to "*our country*" to read "*my country*", may make the instrument more culturally neutral and facilitate the process of surveying non-American populations as well. Focus group and pre-testing research at the beginning of this study did indicate that non-American students interpreted the references to "*our country*" to imply "American" ideals and values rather than their own.

It is interesting to note the gender differences in mean worldmindedness scores. In her book outlining gender differences, Wood (1994) describes women's speech and communication styles as being more collaborative than men's, with an emphasis on showing equality and support for others. This gendered communication style is also consistent with the essential skills of a successful international manager, described in the international business literature presented in the Introduction of this study. Indeed, research concerning women's leadership styles further indicates that women integrate the elements of their communication style into their leadership roles. As managers, women tend to be more flexible than men, and more frequently use collaborative efforts in problem-solving and negotiations (Yoder and Kahn, 1992). While it is not surprising to observe a higher degree of worldmindedness in women, due to their marginalized status in society, it does present some provoking questions for business and research. First, research should examine more closely the role that gender plays in worldmindedness. The question becomes whether or not the higher mean worldmindedness scores held by women are a function of their ability to assume a "world-view", or a product of their societal conditioning, such as gender role conditioning. If women are indeed more tolerant and accepting of other cultures, than the implications for business may very well mean that women will play a critical role in any organization's international success. If worldmindedness, as measured by such instruments as the W-Scale, is, in fact, associated with international success, the findings of this study would suggest that women may very well be the natural choice for international assignments.

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APPENDIX A:

Worldmindedness Scale (W-Scale)

12. Our country should not cooperate in any international trade agreements which attempt to better world economic conditions at our expense.

Strongly Agree						Strongly Disagree
7	6	5	4	3	2	1

13. It would be better to be a citizen of the world than of any particular country.

Strongly Agree						Strongly Disagree
7	6	5	4	3	2	1

14. Our responsibility to people of other races ought to be as great as our responsibility to people of our own race.

Strongly Agree						Strongly Disagree
7	6	5	4	3	2	1

15. An international committee on education should have full control over what is taught in all countries about history and politics.

Strongly Agree						Strongly Disagree
7	6	5	4	3	2	1

16. Our country should refuse to cooperate in a total disarmament program even if some other nations agree to it.

Strongly Agree						Strongly Disagree
7	6	5	4	3	2	1

17. It would be dangerous for our country to make international agreements with nations whose religious beliefs are antagonistic to ours.

Strongly Agree						Strongly Disagree
7	6	5	4	3	2	1

18. Any healthy individual, regardless of race or religion should be allowed to live wherever he wants to in the world.

Strongly Agree						Strongly Disagree
7	6	5	4	3	2	1

19. Our country should not participate in any international organization which requires that we give up any of our national rights or freedom of action.

Strongly Agree						Strongly Disagree
7	6	5	4	3	2	1

20. If necessary, we ought to be willing to lower our standard of living to cooperate with other countries in getting an equal standard for every person in the world.

Strongly Agree						Strongly Disagree
7	6	5	4	3	2	1

21. We should strive for loyalty to our country before we can afford to consider world brotherhood.

Strongly Agree						Strongly Disagree
7	6	5	4	3	2	1

22. Some races ought to be considered naturally less intelligent than ours.

Strongly Agree						Strongly Disagree
7	6	5	4	3	2	1

23. Our schools should teach the history of the whole world rather than of our own country.

Strongly Agree						Strongly Disagree
7	6	5	4	3	2	1

24. An international police force ought to be the only group in the world allowed to have armaments.

Strongly Agree						Strongly Disagree
7	6	5	4	3	2	1

25. It would be dangerous for us to guarantee by international agreement that every person in the world should have complete religious freedom.

Strongly Agree						Strongly Disagree
7	6	5	4	3	2	1

26. Our country should permit the immigration of foreign peoples even if it lowers our standard of living.

Strongly Agree						Strongly Disagree
7	6	5	4	3	2	1

27. All national governments ought to be abolished and replaced by one central world government.

Strongly Agree						Strongly Disagree
7	6	5	4	3	2	1

28. It would not be wise for us to agree that working conditions in all countries should be subject to international control.

Strongly Agree						Strongly Disagree
7	6	5	4	3	2	1

29. Patriotism should be a primary aim of education so our children will believe our country is the best in the world.

Strongly Agree						Strongly Disagree
7	6	5	4	3	2	1

APPENDIX B:

Demographic Questionnaire

Please complete the following general information about yourself. As previously stated, all of your answers are completely confidential and anonymous. Thank You!

1. Age: _____ **2. Gender:** _____ Male _____ Female

3. College Major: _____ **Emphasis:** _____

4. Year in School:

___ Freshman ___ Sophomore ___ Junior ___ Senior
___ Graduate Student ___ Other

5. Tuition Category:

___ In-State Student ___ Out-of-State Student ___ International Student

6. Ethnic Background: _____

7. Citizenship:

___ Born U.S. Citizen

___ Naturalized U.S. Citizen, Birth Nation is: _____

___ Not U.S. Citizen, Citizen of: _____

8. Primary U. S. region of childhood residence:

___ Montana ___ Northwest ___ Southwest ___ South
___ Southeast ___ Northeast ___ Midwest ___ Other

9. Approximate household income:

A. If you live at home, or your parents pay for your education and living expenses, use your parents' income.

OR

B. If you are self-supporting, married, or have legal dependents, use your current household income. (example, if you share expenses and pool money with another individual, use your combined income. If you are single, living alone, use your personal income).

- | | | | |
|-------|----------------------|-------|----------------------|
| _____ | Less than \$14,999 | _____ | \$35,000 to \$49,999 |
| _____ | \$15,000 to \$24,999 | _____ | \$50,000 to \$74,999 |
| _____ | \$25,000 to \$34,999 | _____ | \$75,000 and over |

10. Highest educational level or grade level completed by your father and your mother (Check **one blank for each parent).**

	Father	Mother
elementary school (K-8)	_____	_____
high school (9-12)	_____	_____
college	_____	_____
unknown	_____	_____

11. Occupation: Indicate your **primary** occupation. Write "student" if that is your main occupation.

Your occupation: _____

12. Your parents' occupations. Please indicate the **primary** occupation of both your mother and father.

Mother's occupation: _____

Father's occupation: _____

13. Religious Preference:

Catholic Protestant (please indicate church) _____
 Jewish Other religion (please indicate) _____
 No religious preference

14. Have you ever traveled or lived outside your home country?

Yes No

If "yes", approximately how long? _____

What age were you at the time of this travel? _____

Did you travel... (check all that apply)

with family independently as part of military service

Primarily in what country or region did you travel? _____

On a scale of 1 to 7, how would you rate this experience?

Negative			Neutral			Positive
1	2	3	4	5	6	7

Why? _____

15. Foreign language ability:

List any language training that you have received at any level (elementary school, high school, or college). Include exposure to languages from relatives, travel, etc.

Language	How training was received	Years of study or experience	Grade received (if applicable)
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

16. If you had to categorize your socio-economic status or "class" during your childhood years, which of the following categories would best describe the class status in which you grew up?

- _____ Upper-upper
- _____ Lower-upper
- _____ Upper-middle
- _____ Lower-middle
- _____ Upper-lower
- _____ Lower-lower

17. If you had to categorize your socio-economic status or "class" using the following categories, which would you say best describes your socio-economic status in which you now live?

- _____ Upper-upper
- _____ Lower-upper
- _____ Upper-middle
- _____ Lower-middle
- _____ Upper-lower
- _____ Lower-lower

18. Future Work Plans:

Do you plan to pursue a career in international business? _____ Yes _____ No