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Cultural Intelligence: An Examination of Sport Management Study Abroad Education [Abstract]

Many sport organizations are beginning to engage in an increasingly diverse society. Several scholars recognize the challenges for this globalization in a business exchange (Ang, et al., 2007; Friedman, 2005; Westerbeek & Smith, 2003). Therefore, it is important that sport management students are leaving their program understanding these challenges, and be better equipped to engage appropriately in a global sport industry.

The purpose of this study is to investigate the effects of various educational techniques used in sport management curriculum in higher education. Specifically, we seek to determine if there are different effects of a study abroad program on cultural intelligence.

Cultural intelligence (CQ) is the “capability to function and manage effectively in culturally diverse settings” (Ang, et al. 2007, p. 337). This includes effectively navigating issues related to nationality, ethnicity, and race. In Ang, et al.’s (2007) three part study, they proposed and tested a scale that measures an individual’s cultural intelligence. This scale includes: cross-cultural experience, metacognitive CQ, cognitive CQ, motivational CQ, and behavioral CQ. Ang et al. (2007) suggest that CQ is useful for “selecting, training and developing a culturally intelligent workforce” (p. 365).

Based on the previous literature review, Ang, et al.’s (2007)’s cultural intelligence scale is used. The current study consists of 4 data collection times. The first collection time occurred before students participated in a month long study abroad program to Germany. The second is when these student return from their program. The third is from a different group of students enrolled in the same course, but offered in a traditional classroom setting. The last collection is after the traditional course is complete. Data collection is currently being completed. Repeated measures will be used after all results are in.

While the data is not completely collected, there several interesting questions that may arise for researchers and practitioners. First, can curriculum that is focused on cross-cultural interactions have an equal impact on students in both the traditional classroom and a study abroad program? Second, do study abroad programs increase student knowledge of cross-cultural diversity (i.e. CQ)?