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# Cross-Cultural Competence

## The Impact of a Collaborative Cross-Cultural Training Sequence

Susann Kowalski – Technische Hochschule Köln, Germany  
susann.kowalski@fh-koeln.de

Andrew P. Ciganek, Carol Scovotti – University of Wisconsin  
Whitewater, USA  
ciganeka@uww.edu, scovottc@uww.edu

# What to expect?

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- The participating universities
- The cross-cultural training sequence
- Self-efficacy and the impact model
- The research design
- Results
- Critiques and conclusion

# The participating universities

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## TH Köln

Technology  
Arts Sciences  
TH Köln

- Technical University of Applied Sciences Cologne
- Over 24.000 students
- Largest university of applied sciences in Germany
- Faculty of Business, Economics and Law
- Studying Program „International Business“
- Course „Cross-Cultural Competence“

## UWW



- University of Wisconsin – Whitewater
- Over 12.000 students
- Largest business program in the state of Wisconsin
- College of Business and Economics
- Studying Program „Information Technology“
- Course „Project Management“

# The courses

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## „CC Competence“

Technology  
Arts Sciences  
TH Köln

- Third semester, 4 academic hours a week, 6 ECTS (of 180)
- Developing the ability to act successfully in cross-cultural situations (behavioral competencies), amongst others
  - develop an awareness of their own culture and exercise to compare this to other cultures
  - experience and combine theoretical and empirical work while working on a topic related project
  - work within multi-cultural teams

## „Project Management“



- Sixth semester, 3 academic hours a week, 3 units (of 120)
- Developing the ability to manage project
- Cross-cultural experience as a secondary learning objective
  - address cross-cultural differences
  - get hands-on exposure to the cultural aspect of project management
  - get experience with how typical project are enhanced in 'cross-cultural' projects

# 5 weeks collaboration Germany – US

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- Participants

- One third native German students
- One third German students with migration background
- One third international (incoming) students

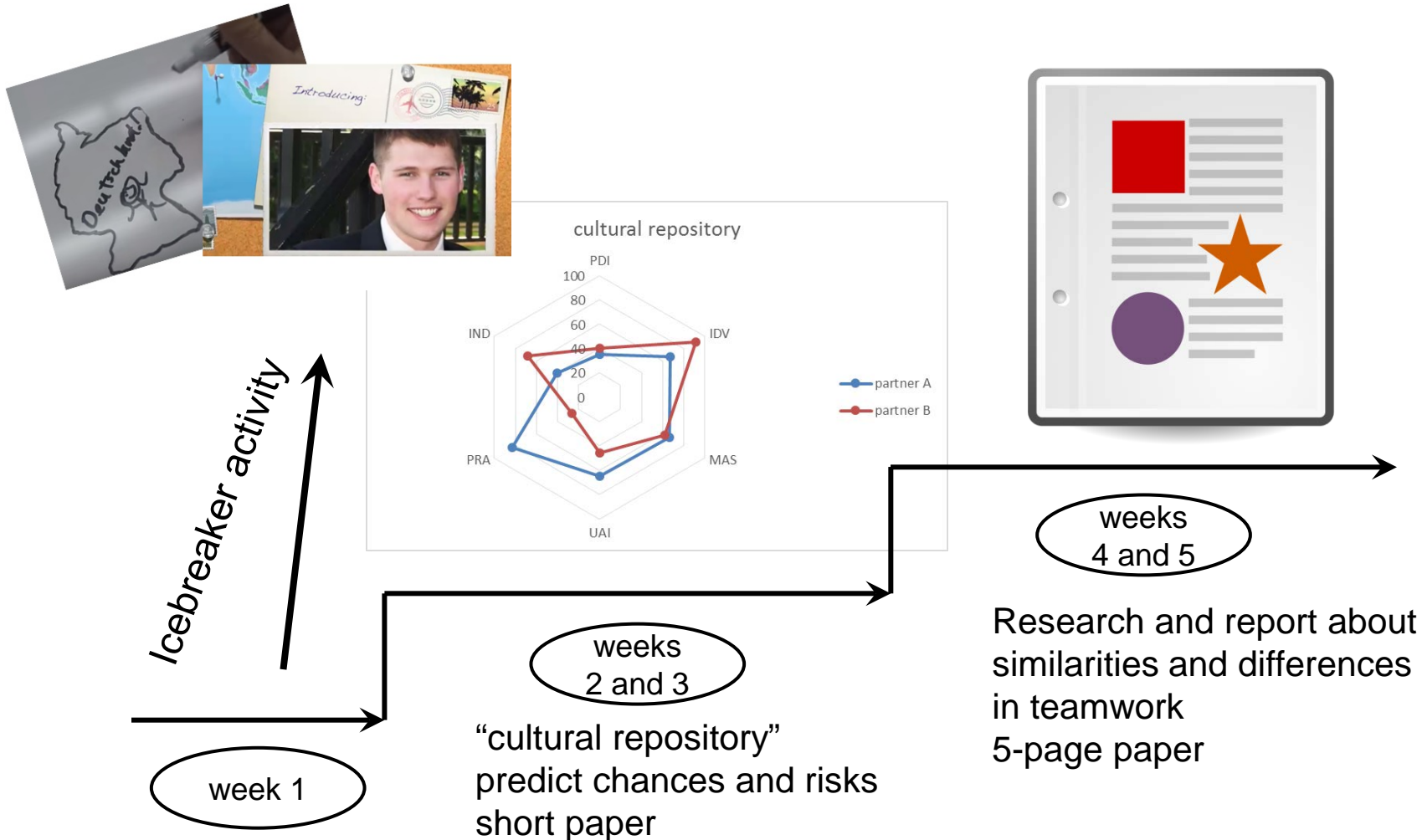
Technology  
Arts Sciences  
TH Köln



Mainly US American natives

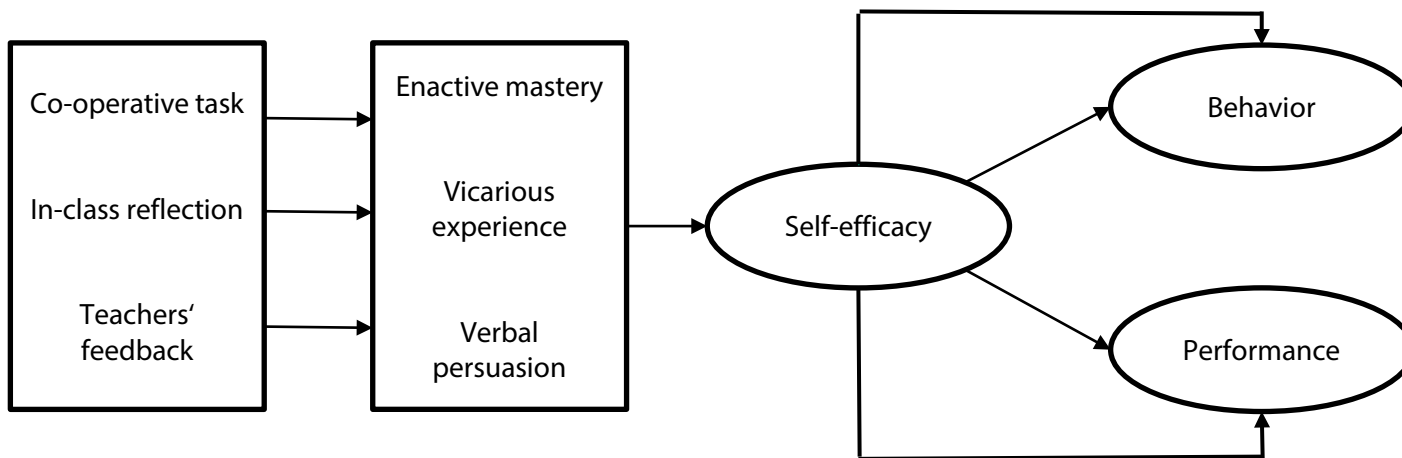
- October-November 2015
- 35 UWW students partnered with 35 TH Köln students
- 31 TH Köln students locally paired; different cultural backgrounds
- Main focus: Make own experience → main source of self-efficacy

# 5 weeks collaboration Germany – US



# The impact model

- Self-efficacy expectancy (Bandura, 1997)
  - a person's evaluation of the degree to which s/he would be able to perform a given behavior to reach previously established goals
- 4 sources of self-efficacy expectancy
  - performance accomplishments
  - vicarious experience
  - verbal persuasion
  - emotional arousal



# Research Design

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- Pre-post-test design
- Quasi-experiment
  - $M_1$ : first questionnaire
  - $O_1$ : 5 weeks co-operation
  - $M_2$ : second questionnaire
  - $O_2$ : second part of module
  - $M_3$ : third questionnaire
- 3 groups
  - Control group
  - Experimental group Cologne
  - Experimental group USA
- 5 weeks:  $M_1$   $O_1$   $M_2$  (without control group)

(R)	$M_1$				$M_3$
(R)	$M_1$	$O_1$	$M_2$	$O_2$	$M_3$
(R)	$M_1$	$O_1$	$M_2$		



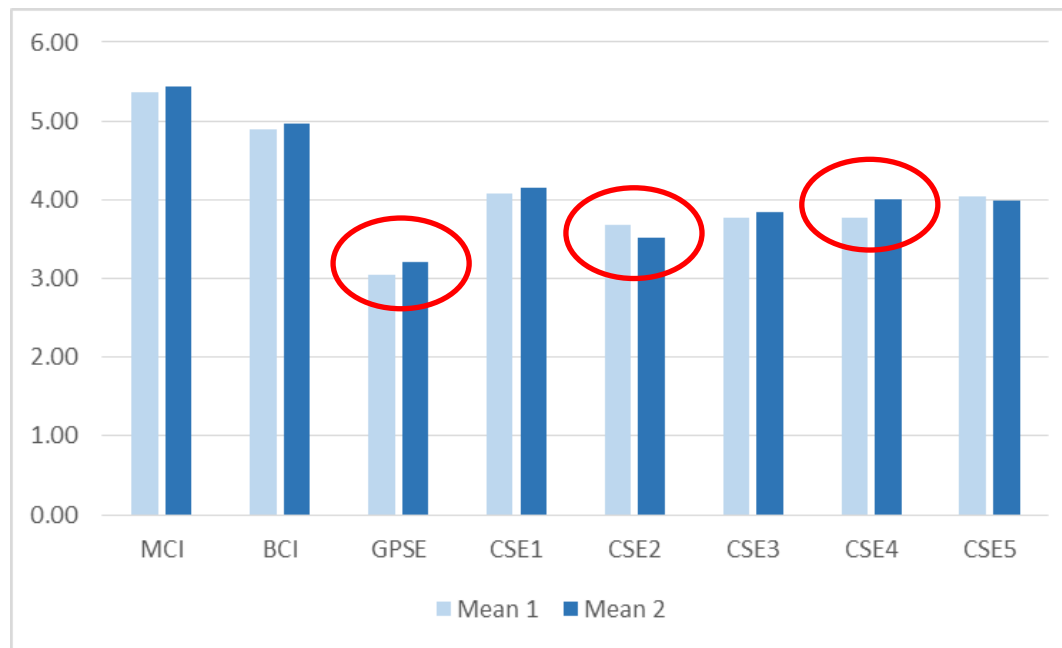
# Instruments

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- Ang et al., 2011
  - Motivational Cultural Intelligence (MCI)
  - Behavioral Cultural Intelligence (BCI)
- Scholz et al., 2002
  - General Perceived Self-Efficacy scale (GPSE)
- Briones et al., 2009
  - Cultural Self-Efficacy Scale (CSE)
    - CSE in mixing satisfactorily with other cultures (CSE1)
    - CSE in coping with homesickness and separation (CSE2)
    - CSE learning and understanding another language (CSE3)
    - CSE in processing information about other cultures (CSE4)
    - CSE in understanding other ways of life (CSE5)

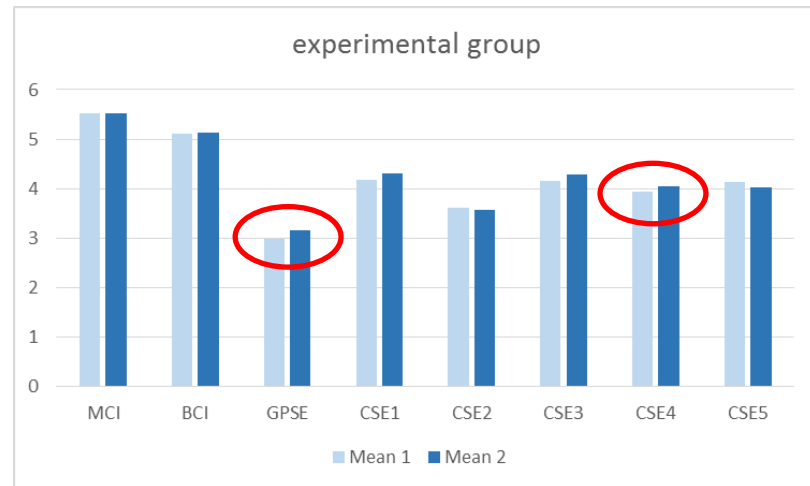
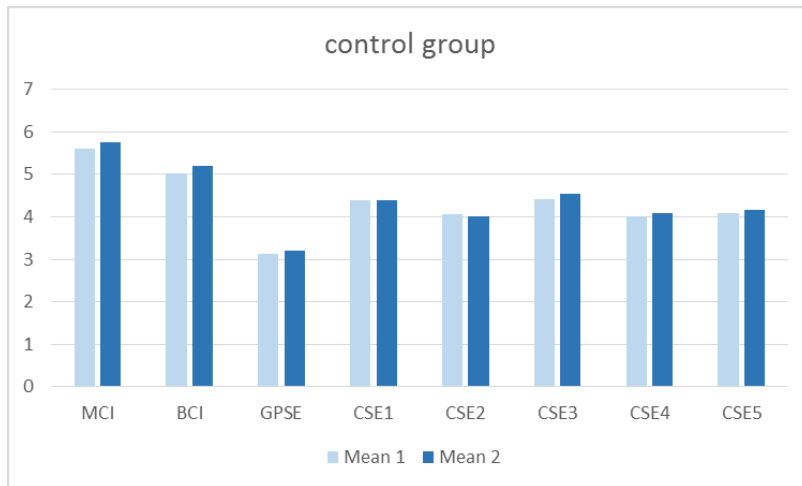
# Results within the two experimental groups (5 weeks)

- Independent samples t-test
- Significant changes
  - + General Perceived Self-Efficacy scale (GPSE):  $d = 0.36$
  - CSE in coping with homesickness and separation (CSE2):  $d = 0.17$
  - + CSE in processing information about other cultures (CSE4):  $d = 0.39$



# Results between first experimental group and control group (whole semester)

- Paired samples t-test
- No significant changes in the control group at all
- Significant changes in the experimental group (students at Cologne only)
  - + General Perceived Self-Efficacy scale (GPSE)
  - + CSE in processing information about other cultures (CSE4)



# Critiques

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- Self-report of self-efficacy expectancy
- Obligatory to answer (at least in the experimental groups)
- Heterogeneity among participating students
- English as a foreign language
- Decrease of measured self-efficacy expectancy because of initially overestimation

# Future Work

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- Add more objective measuring instruments
- Is the impact model transferable to other training contexts?
- Set up of impact models for other aspects of cross-cultural training

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