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Seeing the World Differently

An Analysis of the Impact of a Sport-Related Study Abroad Program on Global Mindedness

Carrie W. LeCrom
Gregory Greenhalgh
Brendan Dwyer

Abstract

The purpose of this research was to determine whether there is a difference in the global mindedness of students who have participated in sport-related study abroad opportunities and those who have not. While a vast amount of research exists on the impact of studying abroad in other fields, no research has been published in the sport management field on how study abroad experiences impact students. The current study surveyed alumni of a graduate program at a mid-Atlantic university over a 12-year time frame. The course examined, offered once per year, is a two-week trip to Western Europe that focuses on sport administration in that region of the world. Surveys assessed the global mindedness of alumni, comparing the results of alumni who had attended the trip to those who had not. Results indicate that there were no statistically significant differences in global mindedness between the two groups. When further broken down into the five dimensions of the global mindedness scale, (responsibility, cultural pluralism, efficacy, globalcentrism, and interconnectedness), the only factor in which the difference between the two groups was statistically significant was cultural pluralism, indicating that students who study abroad have higher levels of cultural pluralism than those who do not.

Keywords: *global minded, study abroad, cultural differences, sport management, global*

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Few would deny the importance of being globally minded in today's marketplace. Projections are estimating that by 2050 "most of the global economy will be part of a single market" (Ireland & Hitt, 1999, as cited in Douglas & Jones-Rikkens, 2001, p. 56), while currently nearly a quarter of all American jobs are tied to international trade (Cascio, 1995). The sport industry is not immune to this global movement. Based upon gate receipts, television rights and sponsorships, the global sports industry was estimated as worth \$80 billion, resulting in a 3% contribution to total global trade in the year 2000 (O'Connor, 2004). More recently, global sports market revenues are estimated to be approximately \$145.3 billion in 2015, indicating a 3.7% growth rate from 2010 (PWC, 2011). The NBA began its 2013 season playing eight preseason games in six different countries, reaching fans in over 200 countries (Greene, 2013). ESPN's X-games expanded to host events in five countries in 2013, including France, Brazil, Spain, Germany, and the United States (Coryell, 2012), although they have since questioned whether the economics of this growth make sense (Blevins, 2013). These examples are illustrations of the fact that few sport organizations are immune to global expansion.

Recognizing this reality, colleges and universities in the United States have embraced study abroad programs as a method for creating more culturally understanding and sensitive students. "Education institutions are strongly encouraged to provide opportunities for students to participate in exchange programs to broaden their perspective" (Lee, Pang, Wong, & Chan, 2007, p. 877). In learning about and adapting to our global economy, these experiences that expose students to different cultural contexts are critical (Kets de Vries, 1993). In the 2011–2012 academic year alone, over 283,000 U.S. students studied abroad (Institute of International Education, 2013).

For the most part, the results of research on study abroad opportunities, much of which follows in the literature review, are quite positive. However, each discipline is different, as is the study abroad experience associated with each field of study. The research in the area of sport-related study abroad opportunities is essentially nonexistent, even though there are many programs offering these experiences. However, as sport is a global industry and technological advances are creating a world where current students are going to be required to interact with a number of different cultures in order to excel, it is important to assess sport-focused study abroad courses.

It is critical that sport management researchers join the very important conversation about the value of study abroad opportunities, from which our field has been relatively silent up to this point. As sport in general continues to expand beyond our borders, the more students know about the global business of sport, the better prepared they may be to excel within the sport industry. Therefore, the purpose of the current study is to determine whether there is a difference in the global mindedness of students who have participated in sport-related study abroad opportunities versus those who have not. The following research questions were created to guide the study:

- RQ1: Are there differences in global mindedness between those alumni who participated in a short-term study abroad program and those who did not?
- RQ2: Do factors such as time spent abroad and citizenship predict alumni global mindedness?

Review of Literature

Studying abroad in higher education can be defined as an experience that includes spending time in another culture in order to develop or improve foreign language skills, gain academic credentials, increase knowledge of another country, and/or improve global understanding (Bachner, 2000). The majority of literature in the area focuses on student learning and outcomes. Researchers in the fields of foreign languages, business and nursing have been prolific in their dissemination of knowledge on the topic (Black & Duhon, 2006; Clark, Flaherty, Wright, & Mc-Millen, 2009; Douglas & Jones-Rikkens, 2001; Koskinen & Tossavainen, 2003; Lee, Pang, Wong, & Chan, 2007; Penman & Ellis, 2004; Thompson, Boore, & Deeny, 2000; Zorn, 1996). While results indicate that the majority of students experience positive outcomes from studying abroad, there are always exceptions to that rule. However, prior to addressing typical results from study abroad opportunities, it is important to first discuss why students choose to study abroad.

Choosing to Study Abroad

Understanding why students choose to study abroad is critical to college and university administrators. Given the financial environment facing institutions of higher education in the United States today, every decision made must be backed by sound justification. Additionally, providing study abroad opportunities not only requires a significant financial investment by the institution, but also a commitment to investing in the human resources and faculty and staff support needed to carry out the initiatives. Therefore, knowing what impacts a student's decision to study abroad is vital information.

According to Wilner (2013), approximately 1% of students enrolled in American colleges and universities study abroad every year, and demographically, they tend to be female (66%) and Caucasian (75%). Additionally, they tend to be inherently different from those students who do not choose to study abroad, generally scoring higher, even before going abroad, in almost every dimension of intercultural communication (Rundstrom Williams, 2005).

Goldstein and Kim (2006) conducted a comprehensive study on why students choose to study abroad, finding that study abroad expectations, ethnocentrism, prejudice, foreign language interest, and the ability to complete their major on time are all significant predictors. They further noted that expectations and intercultural variables (ethnocentrism, prejudice, foreign language interest) have more of an impact on a student's decision than do academic and career factors (ability to complete major on time, determining a career). Interestingly, the authors found

no relationship between previous experiences overseas and choosing to study abroad in college (Goldstein & Kim, 2006).

Wilner (2013) has hypothesized that choosing to study abroad may be positively correlated with how far away a student's college or university is from his or her hometown. Though no research has been conducted to determine whether this correlation exists, the idea behind it is that students who choose to study abroad must be fairly independent and willing to take risks outside their comfort zones, a task that was already accomplished when they decided to move far from home for school. The best determinants for going to college far away from home include parents' education level, parents' income, and the parents' travel experience (Wilner, 2013). This theoretical connection between going to school far away from home and studying abroad needs to be further explored, but if a correlation does exist, then parents' education level, income, and previous travel experience may also contribute to a study abroad decision.

Outcomes of Study Abroad

While research in the area of what impacts a student's decision to study abroad is sparse, the same cannot be said for research on the outcomes of study abroad. Scholars have taken multiple approaches in addressing this topic. What follows is a concise overview of the most consistent, as well as the most unique, findings in the body of literature.

Studies have found that when comparing students who studied abroad to those who did not, the study abroad students report greater intercultural communication skills (Rundstrom Williams, 2005); higher levels of political concern, cross cultural interest, and world mindedness (Carlson & Widaman, 1988; Douglas & Jones-Rikkens, 2001); stronger intercultural proficiency; and a greater openness to cultural diversity (Clarke et al., 2009). Additionally, students who study abroad have more positive, yet critical, attitudes toward their home countries than those who have not studied abroad (Carlson & Widaman, 1988). It appears that studying abroad may give students a broader perspective in general. However, in comparing students who have studied abroad to those who have not, one must consider that results may be mitigated by the fact that the two groups are inherently different. For instance, it is likely that a student who chooses to study abroad is already more globally minded than his or her counterpart who does not participate in a trip abroad.

Keeping that in mind, a viable approach to measuring the impact is to administer the same (or similar) test both before and after the time abroad, attributing any changes pre- to post- to the study abroad experience. Utilizing this method, researchers have found a myriad of positive outcomes of study abroad, which generally fall into three broad categories: personal, professional, and cultural growth. In terms of personal growth, studying abroad has been shown to result in increased self-confidence and independence (Black & Duhon, 2006), personal maturation, and other forms of personal growth (Zorn, 1996; Thompson, Boore, & Deeny,

2000; Ingraham & Peterson, 2004). Professionally, studying abroad contributes to intellectual development (Zorn, 1996), growth in subject knowledge and skills (Lee et al., 2007), and an increased ability to work in diverse situations (Thompson et al., 2000; Ingraham & Peterson, 2004; Penman & Ellis, 2004).

Finally, and perhaps studied most frequently, studying abroad results in cultural changes. Researchers report increases in cross cultural tolerance and empathy (Black & Duhon, 2006), cultural diversity (Lee et al., 2007), appreciation and awareness of other cultures (Penman & Ellis, 2004; Ingraham & Peterson, 2004), and the ability to accept and adapt to cultural differences (Anderson et al., 2006). Also, after studying abroad, students sustain a heightened ability to recognize future cross-cultural situations, enhanced levels of cultural sensitivity, and overall broadened global perspectives (Lee et al., 2007; Penman & Ellis, 2004; Ingraham & Peterson, 2004). An increased level of global mindedness emerged in students who had studied abroad as well, indicating that students considered themselves more connected to and responsible to the broader world community (Hett, 1993; Kehl and Morris, 2007).

Adding to these results, Dwyer (2004) noted that students who studied abroad were more likely to seek out a greater diversity of friends, while Ingraham and Peterson (2004) indicated that students learn more deeply overall by studying abroad. Authors comparing multiple study abroad locations contributed that the more different the study abroad culture is from the student's home country, the bigger the change in world mindedness as a result (Douglas & Jones-Rikkens, 2001).

Perhaps one of the most comprehensive analyses of the impact of studying abroad was conducted by the Institute for the International Education of Students and spanned 50 years of students. Surveying alumni of 25 programs in 14 countries, over 3,400 subjects responded, indicating significant long-term benefits of study abroad programs. Dwyer and Peters' (2004) cross-sectional study showed that studying abroad increased self confidence and maturity in participants, had a lasting impact on their world view, encouraged them to seek out greater diversity, helped them better understand their own culture, and influenced their career path and the pursuit of further education.

Qualifiers

Given the myriad positive results on the impact of studying abroad, it is important to note that not all experiences are positive, and not all experiences are equally impactful. Anecdotally, everyone seems to have heard of the student who had a dreadful experience abroad, though research indicates that this student is in the minority when it comes to educational trips abroad. However, programs organizing study abroad experiences should be aware that three main factors, some of which they can control, seem to impact outcomes: maturity, assimilation, and program length.

The first two items that have been shown to impact the success of studying abroad are maturity and assimilation, which seem connected to one another.

Kaufmann, Martin, Weaver, and Weaver (1992) originally indicated that both maturity and level of immersion impact how affected one is by his or her study abroad experience. Koskinen and Tossavainen (2003) extended both these ideas, noting that maturity was a qualifier in how positive the experience may be, and that assimilation is more successfully achieved by the more mature students. The authors expanded, observing that the most mature students were able to become what they termed “insiders” in the new culture, fully embracing the experience and all the benefits that resulted. Conversely, some students were unable to get over the initial “culture shock,” thereby achieving essentially no benefit from the study abroad opportunity (Koskinen & Tossavainen, 2003).

The third, and probably most extensively covered in the literature, is the qualifier of program length. As a general view, study abroad programs range in length from a few weeks to a full year. Nationally, full-year enrollments in study abroad programs have declined over the past 50 years. Based on available data, only 20% of students studying abroad are in full-year programs, while 49% are enrolled in ones that are less than one academic term in length (Dwyer, 2004). Recognizing this trend, researchers are initiating comparisons across length of program to identify what differences in outcomes may exist.

The theory is the longer the student studies abroad, the more immersed the student will be in the new culture; therefore, there will be more change when the student returns to his or her home country. Much research has been found to support this claim. Dwyer (2004), in comparing programs that ranged from less than three weeks to one year in length, found that the longer the student studies abroad, the more impact it will have in every category studied (continued language use, academic attainment measures, intercultural and personal development, and career choices). Ingraham and Peterson (2004) confirmed this, stating that longer study abroad programs yields higher scores in the areas of personal growth, intellectual growth, career development, language learning, and academic performance. However, still others note that short-term study abroad experiences have minimal impact on these and other factors (Zarnick, 2010).

While it seems clear that longer is better, Chieffo and Griffiths (2004) looked specifically at short-term programs, even as short as one month, finding that they do have significant perceived impacts on intellectual and personal lives, so they remain worthwhile endeavors. This is promising in light of the fact that the short-term study abroad experience seems to be the one showing the most growth, and is oftentimes the one that is the most financially achievable for many students. Additionally, the current study’s target was a short-term study abroad program.

Finally, in an extensive search for sport-related study abroad literature, only one article was found on the topic. Bennett, Belloui, and Sosa’s article, “*Sometimes good, sometimes not so good: Student satisfaction with a sport management exchange program*” (2011) assessed the impact of an exchange program that integrated foreign and domestic participants in a United States-based program. Their

findings were consistent with others in terms of the positive benefits of studying abroad; however, they also found that the dynamic of integrating foreign students (from various countries) with American students (staying in their own home country) created some power and status issues that played out over the course of the experience. While promising, as the sport-related study abroad conversation has begun, the format of the experience assessed by Bennett et al. (2011) is not consistent with that of most traditional study abroad programs.

Therefore, the purpose of the current study was to assess whether a difference in global mindedness exists between sport management students who study abroad and those who do not. Before moving to the method and results, it is important to introduce the theoretical underpinnings that drove this research.

Theoretical Framework

Milton Bennett's Developmental Model of Intercultural Sensitivity (1986) was utilized as a theoretical framework in conceptualizing this study. It clearly provides a foundation for the idea that a study abroad experience can cause significant change in a student. While it does not directly address study abroad, let alone sport-related study abroad, it speaks to the importance of experience in changing views, and studying abroad may be one of the most direct ways to gain experience with other cultures.

Bennett's (1986) developmental model of intercultural sensitivity identifies a six-phase path to intercultural competence: denial, defense reversal, minimization, acceptance, adaptation, and integration (Figure 1). Each phase in this model builds on the other so that regression back to earlier stages rarely occurs, although it is possible as progression is not necessarily one way or permanent. As individuals socialize with others, their cultural worldview is engaged and the process begins. The first three phases within Bennett's model fall under the heading of ethnocentric, where individuals are avoiding cultural interaction completely. Individuals begin in a stage of denial (where no culture but their own even exists in their reality), moving next to defense (recognize cultural differences and creating defense mechanisms against them), and finally minimization (cultural differences are trivialized and seen as unimportant).

Graduating to the fourth and consequent (fifth and sixth) stages of intercultural sensitivity denotes a move from ethnocentrism to ethnorelativism. Ethnorelative worldviews seek out interaction with others and expand their understanding of cultures. Stage four in the model is that of acceptance (cultural differences are both accepted and respected), followed by adaptation (abilities emerge to relate to and communicate with those of other cultures), and finally integration, where individuals incorporate cultural differences into their life as a whole, moving between cultures without really belonging to any one.

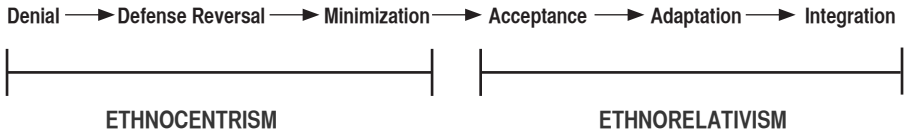


Figure 1. Developmental Model of Intercultural Sensitivity

Importantly, Bennett's model hinges upon cultural interaction among people. He points out that intercultural sensitivity does not develop innately; rather, it is developed through experiences, and the more participatory the experience is for an individual, the more impact it can have. "As one's experience of cultural difference becomes more complex and sophisticated, one's potential competence in intercultural relations increases" (Hammer, Bennett, & Wiseman, 2003, p. 423). The current study is based on this idea in that global mindedness, like intercultural sensitivity, is developed through experiences. And while intercultural sensitivity is perhaps one aspect of global mindedness, we intended our scope to be broader than that. Our belief is that study abroad is one of the most direct and impactful experiences you can have to gain increases in global mindedness, and that the changes may mirror those on the intercultural sensitivity spectrum.

Method

Participants and Setting

The current study's population consisted of alumni of a master's program in sport administration at a mid-Atlantic university. Surveys were sent electronically (utilizing Formsite.com) to all alumni for which the program had usable email addresses. The sample spanned a 12-year time frame, with the study abroad course being offered once per year across all but one year in that range. An initial email was sent to alumni, and one follow-up reminder was sent approximately two weeks later. In total, 198 usable surveys were collected, resulting in a 44.5% response rate.

The reminder email was sent to nonrespondents only, and 10% of those receiving it responded at that time. Further accounting for nonrespondents, Cresswell (2002) indicated late respondents closely resemble nonrespondents. Therefore, an analysis of early versus late respondents was conducted to determine if the sample was representative of the population for the current study. Siebert (2006) suggested researchers could confidently presume respondents to be representative of non-respondents so long as there were no significant differences between early and late respondents. Within the present study, early respondents were identified as respondents completing the survey prior to the administration of the reminder email notification. Late respondents were identified as respondents completing the survey after the reminder email notification. A *t*-test and a MANOVA was

conducted to determine if early and late respondents differed significantly. No statistically significant differences were found between early and late respondents for global mindedness (.553) or any of its factors ($p = .074-.932$).

The study abroad course offered at the university utilized in this examination is a two-week trip to Western Europe that focuses on sport administration in that region of the world. The cities and countries visited each year rotate, and the course includes facility tours, guest lectures, attendance of sporting events, as well as cultural experiences. It is an elective course offered every summer semester. Given the purpose of the study, respondents were asked whether they attended the trip or not. This response served as the study's grouping variable for the data analysis used to answer both research questions.

It is important to note when discussing this study's context that international travel is not as commonplace in the United States as it is in other developed nations. For example, as of 2011, only 30% of Americans even owned a passport; this compares to 60% of Canadians and 75% of British Nationals that own a passport (Avon, 2011). Several reasons may exist to explain this phenomenon and they most likely go far beyond the scope of this study, but for some Americans, study abroad programs provide an important vehicle to travel abroad (Salisbury, Umbach, Paulsen, & Pascarella, 2009). And, as the field of sport management education has grown, so have the short term, sport industry-focused study abroad opportunities. The question is how impactful are these experiences? To this date, no one has measured the impact of short term study abroad programs within the field of sport management.

Instrumentation

Global mindedness was chosen as this study's focus as it encompasses many aspects of the most highly cited impacts that come out of studying abroad. It can be defined in the following way: "a worldview in which one sees oneself as connected to the global community and feels a sense of responsibility to its members" (Hett, 1993, p. i). Developed in 1993, Hett's Global Mindedness Scale (GMS) is a 30-item instrument, assessing five factors: responsibility, cultural pluralism, efficacy, globalcentrism, and interconnectedness. All items are measured on a five-point Likert scale ranging from *strongly disagree* (1) to *strongly agree* (5), and factors are defined in the following way:

Responsibility: A deep personal concern for people in all parts of the world which surfaces as a sense of moral responsibility to try and improve conditions in some way.

Cultural Pluralism: An appreciation of the diversity of cultures in the world and a belief that all have something of value to offer. This is accompanied by taking pleasure in exploring and trying to understand other cultural frameworks.

Efficacy: A belief that an individual's actions can make a difference and that involvement in national and international issues is important.

Globalcentrism: Thinking in terms of what is good for the global community, not just what will benefit one's own country. A willingness to make judgments based on global, not ethnocentric, standards.

Interconnectedness: An awareness and appreciation of the interrelatedness of all peoples and nations which results in a sense of global belonging or kinship with the "human family." (Hett, 1993, p. 143).

In addition to the GMS (Hett, 1993), a series of questions was added by the authors that were thought to potentially serve as moderating variables. For instance, authors asked whether the subject had lived abroad (binary), was a U.S. citizen (binary), travelled abroad other times (# of trips abroad), or lived abroad for greater than six months (binary). Demographic information was additionally collected, including the year in which the student participated in this study abroad, with the goal of assessing whether global mindedness wanes as time passes.

Data Analysis

A 44.5% response rate was achieved, equating to 198 usable surveys. Demographically, the sample was 59% male with ages ranging from 22–63 (mean 31; standard deviation 6.7). Sixteen of the respondents were non-U.S. citizens, representing 12 foreign countries. Approximately 72% of the sample participated in the study abroad course. While this percentage may seem high, it is consistent with the overall population, as approximately 70% of students in the graduate program chose to participate in the study abroad course each year.

To answer RQ1, the authors analyzed the data using *t*-tests to compare mean responses for the entire GMS and a multivariate analysis of variance (MANOVA) to assess group differences for each of the five theoretical dimensions of the GMS (responsibility, cultural pluralism, efficacy, global centrism, and interconnectedness). Once again in every analysis, the group of students who participated in the study abroad course was compared to those who did not participate, to see if there were statistically significant differences between the groups. To answer RQ2, a linear regression model was created to determine whether any of the added variables (studying abroad, living abroad, travelling abroad, & citizenship) significantly predicted global mindedness.

Results

Research Question 1: Are there differences in global mindedness between those alumni who participated in a short-term study abroad program and those who did not?

The *t*-test results indicate that there is no statistically significant difference between the mean global mindedness score of those who attended the study abroad

trip and those who did not. While those who did participate in the study abroad program had slightly higher raw scores (3.68 versus 3.60), this difference was not statistically significant ($p = .261$). This would indicate that the study abroad trip did not impact global mindedness as measured by the GMS.

However, further analysis shows that utilizing a MANOVA to break the results down across the five factors tells a different story. Multiple items related to each theoretical dimension within the scale, broken down in the following way: responsibility (7 items), cultural pluralism (8 items), efficacy (5 items), globalcentrism (5 items), interconnectedness (5 items). In comparing the group of students who participated in the study abroad course to those who did not, the group that went abroad scored higher in every dimension of the scale except for responsibility, where they scored slightly lower (Table 1). Of the five factors, the only one in which the difference between the two groups was statistically significant was in the area of cultural pluralism ($p < .01$).

Table 1

Mean Global Mindedness Scores of Study Abroad and Non-Study Abroad Participants

	Study Abroad Participant	Non-Study Abroad Participant
	Mean (SD)	Mean (SD)
Global Mindedness	3.68 (.33)	3.60 (.52)
Responsibility	3.49 (.50)	3.59 (.60)
Cultural Pluralism*	4.15 (.41)	3.94 (.56)
Efficacy	3.73 (.54)	3.63 (.69)
Globalcentrism	3.07 (.59)	3.04 (.76)
Interconnectedness	3.74 (.49)	3.62 (.68)

* statistically significant ($p < .05$)

5-point Likert scale (1: *strongly disagree* – 5: *strongly agree*)

Research Question 2: Do factors such as time spent abroad and citizenship predict alumni global mindedness?

Furthermore, a linear regression analysis was conducted to determine whether any other factors significantly predicted global mindedness. While the results of the t -test and MANOVA would lead one to believe that attending the study abroad trip would not predict global mindedness, the authors included it as a predictor variable in the initial equation. Other factors that were included were citizenship,

the number of times traveled abroad, and whether or not one had lived abroad. The results of this analysis indicate that none of the variables (attended the trip, citizenship, number of times abroad, lived abroad) were found to be significant predictors of global mindedness.

The authors additionally ran regression analyses with each of the five dimensions within the GMS (responsibility, cultural pluralism, efficacy, globalcentrism, interconnectedness) as the outcome variable, again utilizing attendance on the trip, citizenship, number of times abroad, and having lived abroad as the predictor variables in each attempt. The only analysis that resulted in significant predictor variables was cultural pluralism, which further supports the MANOVA results in which there was a significant difference between those who attended the trip and those who did not in the area of cultural pluralism.

With cultural pluralism as the outcome variable, two independent variables emerged as significant predictors: attending the study abroad trip and the number of times abroad (Table 2). This indicates that attending the trip increases your global mindedness score, specifically with respect to cultural pluralism, as does traveling abroad more often.

Curious as to whether global mindedness, as impacted by a study abroad experience, fades over time, an analysis of variance (ANOVA) was performed across years. Mean global mindedness scores ranged from 3.45 to 3.80 (on a 5-point Likert scale), with no pattern across years, meaning that there is no indication that alumni who studied abroad more or less recently, or in certain ranges of years scored higher than others (Figure 2). The ANOVA results indicate that there are no significant differences in mean global mindedness score between any year attended (2000–2012). As a result, global mindedness does not appear to exist at a higher level for those who studied abroad more recently, so looking into whether global mindedness decays over time would be an interesting follow-up.

Discussion

The results of this research open up some interesting conversations, both in terms of what could have impacted the results as well as what they mean moving forward. Beginning with the positives, the authors see the significantly higher level of cultural pluralism in those who attended the trip as a great asset. As defined by Hett (1993, p. 143), cultural pluralism is “an appreciation of the diversity of cultures in the world and a belief that all have something of value to offer. This is accompanied by taking pleasure in exploring and trying to understand other cultural frameworks.” Students scoring high in cultural pluralism understand that in every society a dominant culture exists, but they are appreciative and welcoming of the unique cultural identities of the nondominant groups. They are more culturally sensitive, understanding that “being culturally sensitive does not mean simply ‘tolerating differences between groups of people,’ but rather ‘being able to assess elements within the behaviour patterns or social roles of a culture that make

Table 2*Regression Results Across Dimensions of Global Mindedness*

Global Mindedness	R-squared = .017	F = .656	p = .623
Study Abroad Participant	$\beta = 2.552$	p = .230	
Citizenship	$\beta = .436$	p = .488	
Times Abroad	$\beta = .320$	p = .694	
Lived Abroad	$\beta = .185$	p = .963	
Responsibility	R-squared = .029	F = 1.163	p = .330
Study Abroad Participant	$\beta = .072$	p = .453	
Citizenship	$\beta = .042$	p = .144	
Times Abroad	$\beta = -.035$	p = .344	
Lived Abroad	$\beta = -.019$	p = .916	
Cultural Pluralism *	R-squared = .074	F = 3.075	p = .018
Study Abroad Participant *	$\beta = -.209$	p = .012	
Citizenship	$\beta = .000$	p = .989	
Times Abroad *	$\beta = .071$	p = .025	
Lived Abroad	$\beta = .185$	p = .230	
Efficacy	R-squared = .012	F = .454	p = .769
Study Abroad Participant	$\beta = -.113$	p = .292	
Citizenship	$\beta = .021$	p = .502	
Times Abroad	$\beta = -.027$	p = .507	
Lived Abroad	$\beta = .029$	p = .884	
Globalcentrism	R-squared = .013	F = .500	p = .736
Study Abroad Participant	$\beta = -.026$	p = .826	
Citizenship	$\beta = -.017$	p = .614	
Times Abroad	$\beta = .038$	p = .399	
Lived Abroad	$\beta = -.414$	p = .520	
Interconnectedness	R-squared = .030	F = 1.217	p = .306
Study Abroad Participant	$\beta = -.138$	p = .165	
Citizenship	$\beta = .026$	p = .383	
Times Abroad	$\beta = -.012$	p = .752	
Lived Abroad	$\beta = -.121$	p = .514	

it special” (McMurray, 2003, p. 41, as cited in Penman & Ellis, 2004). These results in cultural pluralism may indicate also that the group that attended the trip is potentially further along in Bennett’s (1986) intercultural sensitivity spectrum.

As noted earlier and depicted in Figure 1, individuals move through Bennett’s (1986) model in sequential fashion moving from ethnocentrism to ethnorelativism. The results of the current study indicated that all students engaged in a short-term study abroad moved through the denial phase at the very least. Those respondents who reported high levels of global mindedness likely reach acceptance and perhaps even adaptation. While it is difficult to predict the compound effects

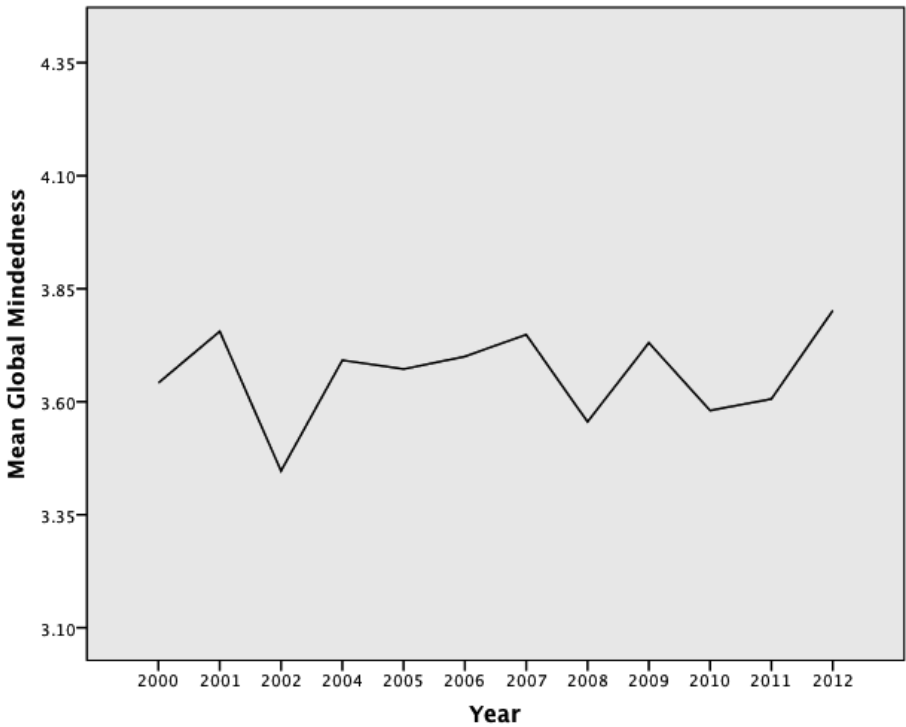


Figure 2. Mean Global Mindedness Scores by Year of Study Abroad Participation

of the study abroad experience, one could argue that this experience was the catalyst for some students to begin their journey down the path of intercultural sensitivity toward full integration and ethnorelativism. The increasing globalization of the sport industry indicates that future sport managers are going to require a high level of globalmindedness to be successful in their endeavors and study abroad opportunities may provide the encouragement and insight to highlight this importance within the student body.

If participating in a study abroad program impacts levels of cultural pluralism, as indicated by the results of this study, this could be very useful information for sport management programs looking to justify adding an international component to their curriculum. Additionally, sport management professionals need to be able to work within diverse environments and with many different groups of people. An increased respect for cultural pluralism will make working with culturally diverse individuals not only an easier experience, but a more enjoyable one. It is perhaps one of the most useful components of the global mindedness scale, regardless of whether one plans to live and work in the United States or abroad.

There are several reasons why the results of this research may not have shown a significant difference in global mindedness between students who attend study abroad courses and those who do not. As indicated previously, there is the belief that a self-selection bias exists when it comes to students studying abroad, and that those who choose to study abroad are fundamentally different than those who choose not to (Rundstrom Williams, 2005). While this may have been the case for the sample chosen for this study, it is also likely that the more recent alumni in the population, whether they attended the study abroad trip or not, self-selected into this graduate program because of its global focus. Over the past five years, the program studied has created a global focus that is carried out not only through the study abroad course, but through integration into several of the courses offered in the program, the research of faculty members, and special projects in which the students have the opportunity to engage. However, as results of the alumni in earlier versus later years did not differ significantly, this factor may not have played a role in the overall results.

The raw scores in global mindedness indicate that this might be the case. The 30-item questionnaire can result in a minimum score of 30 and a maximum score of 150, with higher scores indicating more global-minded individuals. The average global mindedness score for the alumni who attended the study abroad trip was 110, and for those who did not attend was 108. These scores are quite high for both groups, indicating that students coming out of the graduate program selected as the population are quite global minded in general. Whether the students were highly global minded before coming to the graduate program or as a result of the graduate program cannot be determined based on this data.

Furthermore, most of the respondents in the current study work within the sport industry. As noted by Jun and Lee (2012), the sport landscape is ever-expanding as a global phenomenon. One potential explanation for the remarkably high global mindedness scores by the participants who did not go on the study abroad trip is that working in the sport industry forces individuals to become more globally minded. One could surmise that any individual actively involved in the sport industry would be required to interact on a global platform, at least periodically. Therefore, due to the framework of the current study it is not possible to evaluate if the global mindedness of the alumni changed as a result of the trip, or whether it has likewise changed due to the global nature of their occupation within the sport industry.

It is also important to mention that the short-term nature of the study abroad experience assessed here may have impacted the intensity of the results. As discussed previously, numerous researchers have indicated that the shorter the program, the smaller the impact on various learning outcomes (Dwyer, 2004; Ingraham & Peterson, 2004; Zarnick, 2010). As the overseas experience assessed here is less than two weeks in length, impacts on global mindedness may have been minimal, which potentially explains why there was no difference between students who attended and those who did not.

Another set of factors that potentially impact the results of the current study have to do with cultural issues. Douglas and Jones-Rikkens (2001) stated that adapting to different cultures can be difficult for American students because the American culture is so pervasive, and the use of English worldwide enhances this. In essence, Americans may expect others to adapt or conform to their cultural norms, limiting the full emersion that could take place with a different mindset.

In addition to this potential mindset of students, much of Western European culture is similar to that of the United States. There is not necessarily the same level of culture shock that might occur if students had traveled to countries with vastly different cultures and values. "As the level of cultural difference between point of origin and host site increases, so will the development of worldmindedness" (Douglas & Jones-Rikkens, 2001, p. 60). The similarity of cultures between the United States and Western Europe could minimize the likelihood of a change occurring as a result of studying abroad.

Taking into account the many things that could have impacted this study, the authors plan to continue with this line of research. A pre-test post-test design utilizing several sport management programs who participate in study abroad opportunities will allow the researchers to more directly connect changes in global mindedness to the study abroad courses. Additionally, researchers are engaging non-sport management programs, utilizing the global mindedness scale in a pre-test post-test format, so that comparisons can be made across disciplines. This will allow sport-specific programs to determine whether their impact on global mindedness is greater than within other fields.

Conclusion

In conclusion, the results of this research have laid a foundation for assessing sport-related study abroad programs, for which there has been little done. Many programs are already taking advantage of these opportunities, but little has been published in terms of assessing their effectiveness or impact on students. Research in other disciplines has linked studying abroad to various outcomes in the areas of student learning, professional development, and personal development. Naturally, one would assume that similar learning outcomes result from sport related study abroad programs, but a dearth of information exists in our field.

Finally, part of the overarching goal of a study abroad program is to create more global minded, culturally aware individuals. However, cultural awareness is more than just learning about other cultures. It calls for self-reflection, requiring one to assess his or her own prejudices in becoming more culturally sensitive (Koskinen & Tossavainen, 2003). This is not an innate process, but rather comes through a series of experiences. Study abroad opportunities may be one of the very best vehicles for beginning this process toward becoming more culturally aware. While results indicating very different mindsets between students who went on the trip and those who did not could have pointed more directly to the

course causing disorienting dilemmas, this research is a first step in establishing whether this is the case.

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