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## Exploring the Impacts of Study Abroad on Hospitality Student's Perceptions of Emotional Intelligence, Diversity and Sustainability

Jordan Glynn Griffin  
*University of Arkansas, Fayetteville*

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Exploring the Impacts of Study Abroad on Hospitality Student's Perceptions of Emotional Intelligence, Diversity and Sustainability

A thesis submitted in partial fulfillment  
of the requirements for the degree of  
Master of Science in Human Environmental Sciences

by

Jordan Griffin  
University of Arkansas  
Bachelor of Science in Human Environmental Sciences  
in Food, Human Nutrition, and Hospitality, 2015

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University of Arkansas

This dissertation is approved for recommendation to the Graduate Council.

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Kelly A. Way, Ph.D.  
Thesis Director

---

Sabrina P. Trudo, Ph.D.  
Committee Member

---

Kathleen R. Smith, Ed.D.  
Committee Member

---

Dede Hamm, M.S.  
Committee Member

## ABSTRACT

This study investigated if there was a significant difference in hospitality students who did and did not participate in a study abroad program to determine if study abroad had an impact on their emotional intelligence, diversity, and sustainability awareness. The results of this study will assist both hospitality education and study abroad by providing information.

A descriptive, four-section survey was distributed online via *Qualtrics* utilizing snowball sampling. A total of 110 respondents participated in the study; 72 non study abroad and 38 abroad. The respondents completed the questionnaire that measured emotional intelligence, career longevity, perceptions of diversity, sustainability awareness, and demographic information.

The results of this study indicated that students who studied abroad felt that the experience would influence the longevity of their career more than those participants who did not study abroad; suggesting those who studied abroad were more likely to stay in the hospitality industry longer. It is assumed that hospitality students who study abroad during their college career would be more likely to stay in the hospitality industry field; therefore, study abroad experiences could contribute to reducing turnover rate in the hospitality industry.

It is hoped the results from this study will lead to further research resulting in greater awareness of the benefits of study abroad and provide more accurate information on study abroad.

## **ACKNOWLEDGEMENTS**

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## **DEDICATION**

My thesis *Exploring the Impacts of Study Abroad on Hospitality Student's Perceptions of Emotional Intelligence, Diversity and Sustainability* is dedicated to my parents. My mom, Janice Griffin, without her instilling the importance of my education and career as a woman and pushing me to pursue graduate school, I couldn't have done it! To my dad, Gregg Griffin, for always encouraging to do my best, keep going and supporting me throughout my academic career. You guys have given me more than anyone deserves and for that thank you!

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## **CHAPTER 1: INTRODUCTION**

Studying abroad is known as a “life changing” experience, but how exactly does the evidence support the claim that studying abroad is beneficial? When a hospitality student pursues an educational opportunity in another country it can impact a student’s life greatly but what exactly are those impacts? Globalization is a natural outgrowth of trends that have evolved during the past 50 years, and involve communicating in other countries using foreign languages, frequent travel overseas dealing in many currencies, and coping with a variety of political and social systems, regulatory environments, cultures and customs (Simmons, 2016). The New York Times claims students who plan on working in the interconnected global world should study abroad because globalization is here to stay (Goodman & Berdan, 2014). Even with the surge of globalization, American graduates often fall behind in international exposure, and are not as globally minded as their peers from other countries (Deviney, Mills, & Ball, 2014). Much of the time, students have an incompatible skill set of what employers are seeking. Graduates are coming out of college lacking international experience, language capabilities and cross-cultural communication skills necessary to thrive in a global economy (Simmons, 2016).

There is evidence that suggests the benefits to a study abroad program are attributed to the study abroad experience and not just the differences between the students who do and do not participate (Tillman, 2005). Studying abroad is a great opportunity to increase the depth and breadth of one’s knowledge. The benefits of study abroad are particularly desirable in the hospitality industry: an industry built on service quality and guest interactions.

This is an industry where soft skills often associated with emotional intelligence (EI) are highly coveted and the ability to embrace diversity is essential.

In the hospitality industry, sustainability is no longer a “key word” or “trend” but a way of life leading to a business’s branding, perception, and reputation. Sustainability is a popular phrase, however it can have varying meanings. For the purpose of this project and thesis, the definition of “sustainability” is from Our Common Future, also known as the Brundtland Report: “Sustainability development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (Sustainable Development, n.d.) There are three main pillars: social, environmental, and economic, and they are informally referred to as people, plant, and profits, respectively.

When exploring the impact of study abroad programs, one of the goals is to train future global leaders who will appreciate other cultures, respect political and economic systems, and care about the world’s welfare (Thompson, 2003). According to the Institute for International Education (n.d.) future employment considerations and perceptions of candidates with overseas qualifications are likely to impact students' decisions to study overseas. Study abroad allows a student to be more competitive after graduation (Harder, Andenoro, Roberts, Stedman, Newberry, Parker, and Rodriguez, 2015). Personal growth and career development are critical aspects of a student’s undergraduate program experience, and study abroad is one way to develop those critical job related skills (Tillman, 2005). Transferable skills are extremely useful when seeking a job in the hospitality industry. Hospitality leaders should possess these skills to help create a more diverse and educated workforce. Specification of the transferable skills gained is needed. Identifying transferable skills is one of the most important steps in the job-seeking process. Transferable skills are applicable, and what employers will look for in cover letters,

resumes, and interviews. Students must be able to effectively demonstrate the skills they gained from studying abroad, and communicate how those skills will impact the organization. Some transferable skills that need to be measured include “soft” or intangible skills such as interpersonal skills or “people skills”, mental skills, practical skills, and personality traits (Hammond, 2014). Additional transferable skills include: career development, decision-making, intercultural competence, diversity awareness, and sustainability consciousness.

The number of U.S. students traveling abroad continues to increase every year, but only about 10% of students study abroad in their academic careers (UCMERCED, n.d.) The emphasis on participation in study abroad programs is increasing, which could lead to rising percentages. Since fiscal resources have been declining, higher education institutions, parents, and students want to know whether the return on investment can be expected to yield the educational achievement expected for the student (Simmons, 2016). The student must determine whether the investment in time and money will produce the educational advantages the program claims.

Regrettably, the hospitality industry (while being one of the largest employers in the world) has one of the highest employee turnover rates costing companies millions of dollars in lost training wages (2015 Turnover Rates by Industry, n.d.) The turnover rate in the economy’s hospitality segment in 2015 rose to 72.1%, up from 66.7% in 2014 (Restaurant.org, 2015). While previous studies have explored why the turnover rate is so high in the hospitality industry, no one reason has been determined to be the main cause. Could this high turnover rate be attributed to a lack of competencies in recent hospitality graduates that can be gained through study abroad?

This research aims to identify the role study abroad plays in a student’s global mindset; the employability skills necessary to compete in today’s hospitality workforce; and the impact those skills have on reducing turnover rate in the hospitality industry.

### *Purpose of Study*

The purpose of this study is to identify the benefits of study abroad related to sustainability, emotional intelligence (EI), and diversity awareness in hospitality students. It is proposed that students can become more acquainted with these areas through international programs such as study abroad. Hospitality leaders and managers need to possess a multiplicity of qualities in these areas due to a more diverse and educated workforce. However, even with a more varied and knowledgeable workforce than ever before, the hospitality industry still experiences a higher than average business turnover rate (2015 Turnover Rates by Industry, n.d.).

### *Problem Statement*

The hospitality sector has the fourth highest turnover rate by industry in the American workforce. (2015 Turnover Rates by Industry, n.d.). In 2014, the overall turnover rate in the hospitality industry was 66.3 % compared to the average turnover rate for the private sector, which was 44.4% (Restaurant.org, 2015). Turnover in the hospitality industry can be attributed to management being unfamiliar with diversity in the workplace, sustainability, and emotional intelligence (Kysilka and Csaba 2013; Comere, 2015).

Career development can be enhanced through transferable skills gained by exposure in a study abroad program at the university level. American businesses are beginning to recognize aptitudes related to the workforce including language competency, business skills, and intangible or “soft” skills that are obtained with a study abroad experience. This study proposes that career development in the hospitality industry can be enhanced through gaining transferable skills including interpersonal skills, mental skills, practical skills, and personality skills by participation in a study abroad program at the university level.

### *Research Questions*

1. Do hospitality students who have participated in study abroad believe that their experiences will influence the longevity of their career in the hospitality industry?
2. Are hospitality students who participate in a study abroad program more perceptive of diversity?
3. Do hospitality students who complete a study abroad program feel they have a heightened level of emotional intelligence (self-awareness, self-management, social awareness, and relationship management) compared to non-study abroad hospitality students?
4. Does participation in a study abroad program impact a hospitality student's perception of sustainability development on the social, environmental, and economic levels?

### *Assumptions and Limitations*

It is assumed that participants in this study will answer the questionnaire honestly and accurately and that they will have an understanding of study abroad programs. In addition, it is assumed that the participants will also have some sort of study abroad experience on which to base their answers to questions regarding diversity in the workplace, awareness of sustainability, and emotional intelligence. The scale of research will be limited for the following reasons:

- The participants of the study will be limited to hospitality students who have and have not completed a study abroad experience; therefore, the results cannot be generalized outside of this target population. It is possible that students from different populations may have different experiences.

- Students must self-select to participate in the study abroad program. Self-selection alters the evaluation of whether or not the program had an effect and makes determining causation more challenging.
- Factors such as finances, gender, race, and personal responsibilities may influence a student's decision to study abroad. Underprivileged students may see study abroad as an unneeded luxury.
- A student's opportunity to study abroad can also be shaped by their personal relationships and interactions, social class, attitudes, beliefs, and experiences.
- Disadvantaged students may be excluded from social networks that promote study abroad or have current knowledge and information about educational opportunities.
- There is no way to determine whether all of the answers given by the respondents represent a true experience.

## **Chapter 2:**

### **LITERATURE REVIEW**

#### **Globally Connecting Students**

Airports all across the globe have voyaging students. Today more than 4.5 million students are making a choice to study abroad, and this will likely jump to 5 million (Delta Sky, 2016). Globalized education is nothing new, but has changed dramatically in recent years. The past 25 years have witnessed growing numbers of students participating in study abroad programs of varying durations, locations, and academic foci. Forty percent of students who studied abroad in the early 1990s attended U.S. universities. In 2016, that number was just 16% as students are opting for countries like the United Kingdom (13%), Germany (6%), France (6%), and Australia (6%) (Delta Sky, 2016). Studying abroad offers students a worldlier and more sophisticated taste of academic and cultural life than they can find in their home country. Study abroad allows students to learn about other nations while also furthering their academic career. Students understand it is imperative to broaden their academic portfolio for a better nomination of employability. The idea of experiencing being the “foreigner” is something students can benefit from. Trinity University in San Antonio, Texas realizes the benefits of study abroad. Nishikawa Chavez states, “The next Steve Jobs is not likely to be a kid from Nebraska who has never left the state. That person will be much better traveled and will intimately understand the cultures where his innovations will take hold.”(Delta Sky, 2016). The global trends in education are not likely to change anytime soon. Graduates are emerging into an era where they will be hindered in business environments if they cannot communicate across cultural barriers (Delta Sky, 2016).

## **History of Study Abroad: Beginnings to Present**

Traveling to the unknown in search of knowledge that is unavailable at home is not a new concept: it is ancient. The evolution of globalization can be attributed to early travel to discover the large planet. Home meant being a member of a local tribe, a clan that shared a common language and were from a specific region. The member often felt the need to seek out new knowledge elsewhere. Early civilizations sent their youthful leaders on quests to discover people in other places, with other traditions, and values. Many cultures felt traveling would provide them with maturity, experience, confidence, and skills needed to survive. Voyagers on this journey sought out other transients like themselves to share what they had learned, but for this to be possible, learning a common language was critical. This perception of traveling the unknown might be the oldest form of international education (William, 2007).

### **Centers of Learning**

Over centuries, centers for teaching and learning evolved into specific areas and drew in scholars from remote places of the world. This period could stretch back from 600 BC to AD 250. In early India, these centers attracted students from many different cultures and regions. The institutions located in Persian and Greek territories attracted many scholars from outside India, including its most famous alumnus, the scholar-soldier Alexander the Great. These educational curriculums were found in Greece, India, Rome, Asia, and the Middle East. These areas of academics were not universities but were places where traditions, skills, and knowledge were passed down to generations (William, 2007).

### **Medieval Europe**

The fall of the Roman Empire diminished traveling for educational purposes, but it did not end it. Although political authorities saw knowledge as a threat and wanted to reduce it, the



stability of those empires made it possible for travel to be widely spread. Leaving one's home country in search of an education was fundamental for individuals after the departure of the Roman social, political, and intellectual order. After the elimination of large libraries and formal education, scholars were urged to relocate to find what they wanted and needed to know. In medieval Europe, Roman churches did little to encourage the flow of knowledge to religious government. The medieval Roman Catholic Church assumed the role of preserving knowledge that was known to exist in print. Since this was before the printing press, the work meant laborious hand copying. In Europe, monk-scholars would travel to retrieve, read, and copy these handwritten manuscripts. Document copying was a laborious industry; each library's holdings were unique because of the rarity of each manuscript. To be universally educated meant going to many distant places to learn what was not available at home. Due to this, the Renaissance was a rebirth of philosophical and cultural learning (William, 2007).

### **The First Universities**

The first universities stemmed from Cathedral and local schools of Europe. There was a demand for the elite to serve the bureaucracies of church and state and the emerging professions of the clergy, law, and medicine. "All higher education was put into place to meet the needs of the church, the crown, and the state." In addition to these new schools, libraries and museums emerged. The oldest university locations include Paris, Montpellier, Oxford, Bologna, and Salerno. These centers developed around ancient manuscripts and the scholar who could teach them (William, 2007).

### **The Grand Tour**

In Europe, there were two categories of students: the gentlemen and the scholar. One was for pursuing an education as part of their aristocratic train and the other learning for true

intellectual purposes. Traveling afar for the purpose of studying was a way aristocrats were groomed for their position. It became modern and upscale to live and learn in other countries. This evolved as a "Grand Tour." The Grand Tour was an extended exploration for royal sons in their 20s on coordinated visits to relatives and prominent families across the continent. These young men were not wandering intellects of old times but were becoming polished gentlemen. These students gained manners and culture; they expanded their range of interests, activities, and knowledge. "To the degree that the Grand Tour continues today, it might be seen in the demographics of contemporary international education, which still favor students from wealthy and educated families and affluent nations" (William, 2007).

### **Modern**

The emergence of study abroad on US campuses in the twentieth century provided young Americans the opportunity to include an overseas element as part of their undergraduate experiences evolved from western history. Some of these systems include: no culture has all the knowledge, being young is the best time for this type of education, it is essential these opportunities are provided, there are many ways of learning, studying has economic costs, each society must decide how to manage the costs and reap the benefits, and the major advantage of studying abroad is acquiring knowledge you cannot get at home (William, 2007).

### **Beginnings of US education abroad**

In the early 1920s, the new framework of the American college education came. This structure included broad curriculum, living in residential halls on campus, and earning a degree through a course credit structure and not a cumulative exam. Awareness grew of issues around the world, which provided the beginnings of overseas study as a part of US higher education for

course credit. The United States Study abroad program is an academic endeavor that takes place in another country than one's own and striving toward credit in a student's home institution. The first phase of American educational study abroad began after the shock of World War I. After the suffering and destruction of the social, cultural, and physical landscape of Europe, economic, social, and political changes were made, and the borders across the European continent were realigned.

Veterans of the war did not want to go back to Europe where so much death and wreckage happened. Still many Americans, predominately students from advantaged families, thought they needed to travel to Europe to accomplish a particular social status, which stems from previous travelers in European history. After the worst had past, many recent veterans and wealthy families wanted their children to experience the sites and culture of what Europe had to offer. Experienced American travelers, the well-educated, and faculty of American universities felt very strongly about returning to Europe.

Following the war, many immigrants from developed and less developed countries came to the United States. Although these foreigners felt pressure to assimilate into American society, they changed American cultures. American colleges and universities had an increase of international students. An estimated 7,100 international students were in the United States in 1919. International students were a constant reminder of other cultures beyond the United States. In 1919, The Institute of International Education (IIE) was founded because a national entity was needed so they could resolve the issues between government policies and college and university programming. Colleges and universities could not freely admit international students without federal policies and immigration procedures (William, 2007).

In the 1920s, American Higher Education launched new action directed to develop and diversify undergraduate degree studies through joining a study in a foreign environment. It was an original and unprecedented attempt by a couple of American colleges to merge academic and experiential learning in a different setting. When the war was over and the economy thriving through the 1920s until the Great Depression, various forms of overseas education continued to draw in a healthy number of Americans. Students enrolled directly into foreign universities for degrees at the undergraduate level while others took courses in Europe to enrich their American studies, but they did so without earning transferable course credit. Some took classes to enhance their professional training and enrolled in the summer programs set up by international universities, agencies, and other organizations. This type of teaching was something new in American Higher Education. Three types of programs materialized. Junior year abroad studies was a full year of language, and cultural engagement. Junior year abroad was taken after two years of US campus courses in languages, history, and cultural interest of the selected country. It was the first program to be held during the regular fall to spring academic year. The faculty-led study tour was a trip that involved extended travel and sometimes visits to multiple countries where courses focused on world issues and were in English and taught by an accompanying faculty member. Students were required to exhibit their learning to validate the learning of course credit, traditionally in the form of exams or papers. Finally, the summer study tour was a short-term program that displayed course work or independent research offered by foreign institutions. A crucial aspect of the beginnings of study abroad programs belongs to a limited number of college presidents, provosts, and deans who concluded that overseas studies could carry out certain educational objectives better than studying only in one's home country. Also, the growth of international travel can be credited to the interest of US students, at least the ones

who knew what it was and had the economic resources to partake in the programs (William, 2007).

### **1945-1965: US Study Abroad**

Study abroad programs continued until 1939 when World War II halted them all except for a few options of Canada and Latin America. After World War II, US study abroad programs gradually began to evolve into a more complex element of higher education. Postwar, colleges and universities slowly began to develop and improve their institutions into their former standards and values. The participation numbers were small in the beginning, and the courses concentrated on foreign language classes, world issues study tours, and cultural engagement. The members were predominately female students. When the United States emerged from the war, the national and international opinion was that the United States was the most intact, unharmed, and powerful after the wars. The federal government realized that American higher education could help establish a more engaged and active foreign policy. The government turned to US universities and colleges to contribute to opportunities and professional assistance to countries around the world. Without certain aspects of federal legislation, study abroad programs would not have grown. After the passage of the serviceman's Readjustment Act of 1944 or the GI Bill, many veterans could afford college. Also, the creation of a new international organization known as the United Nations had a hand in developing study abroad. The United Nations decided that one way to prevent another war was to promote sharing of benefits of education, science, and culture. Within the United Nations, UNESCO was formed, which stands for the United Nations Educational, Scientific, and Cultural Organization. The function of UNESCO was to promote cultural relationships, education exchange programs, and the development of education and technical assistant programs. The US government then began to support programs and initiatives

to send teachers and intellectuals around the world to fulfill academic research. Another federal program that was put in place after the war that had a tremendous impact on international affairs was the Fulbright Program, established by Senator William Fulbright of Arkansas. The Fulbright Act was an original piece of legislation that created a Board of Foreign Scholarships to help the federal government administer federally funded programs. The Fulbright program gave wartime loans to foreign countries indebted to the United States the option to pay something back by supporting the mutual exchange of student, teachers, and scholars.

Title IV of the Higher Educational Act was intended to enhance federal aid to students in post-secondary and higher education. It increased federal money given to colleges, created scholarships, allowed low-interest loans for students, and established a National Teachers Corps. Unfortunately, it took several decades of campaigning before it was authorized to support students who are studying abroad, and eventually it became illegal for it not to. The notion that American national security can be increased via more student engagement in study abroad programs has come back in the National Education Security Act of 1989, and following the terrorist attacks of 9/11.

The first large-scale expansion of study abroad programs and number of students did not solidify until the early 1960s. President Lyndon Johnson began an array of educational initiatives to benefit the entire American nation. One included the International Educational Act (IEA) of 1966. The five parts include: 1) to assist the educational efforts of developing countries and regions, 2) to help US schools and universities increase their knowledge of the world and the people who inhabit it, 3) to advance the exchange of students and teachers who travel and work outside their native lands, 4) to increase the free flow of books, ideas, and art, and 5) to assemble

meetings of men and women from every discipline and every culture to ponder the common problem of mankind.

Learning about other social and cultural environments was one of the reasons for many young Americans to go abroad. Many cultural immersion curriculums were established following the post-war years. Many American colleges and universities turned to helping rebuild Europe through federal and foundation assistance programs. American students had an interest in participating in foundation sponsored programs, volunteer service agencies, and other non-government organizations. The Peace Corps (1961) is the most well-known overseas volunteer service program established by the US government. Each program was developed on the notion that peacebuilding starts with students leaving their homelands to experience intercultural learning. Most programs created this by students residing in local households and learning local customs and values.

The fast growth of student travel during the 1950s and 1960s wouldn't have been possible without the not for profit organizations that contributed information, encouragement, and guidance to students and ultimately to educational institutions. These were predominately the Institute of International Education (IIE), the United National Student Association (UNSA), and the Council of Student Travel (CST). These organizations advocated for the progression of overseas education for American students and institutions. All of the organizations provided students with information about the overseas study, work, and travel opportunities available to them. Sometimes funding was provided. Each also helped US higher education institutions by supplying them with the opportunity to learn from each other in this emerging field.

By the end of the 1950s, it was apparent that academic study abroad was no longer just a singular image but was many. There was a risk of a developing perception that foreign travel,

however enjoyable, was not a creditworthy program. Few campus administrators, faculty, or institutional registrars were willing to offer academic credit merely for the experience of living in another country. The clarification had to be made between students' travels and "study abroad."

During the early 1960s, study abroad programs at colleges and universities began to change. American colleges and universities had undergone exponential growth in student population; this growth was not only on American soil but this expansion extended to schools' overseas branches which attracted both administration and students (Bowman, 1987). Previous programs had focused on one or two centers overseas where the university sent a couple of their students to institutions that were similar in nature (Bowman, 1987). These programs were geared toward language majors and predominately female students, but the new study abroad patterns were different. For the first time, large private and public universities began to envision an extensive network of overseas centers which would provide an overseas opportunity for a significant percentage of their students (Bowman, 1987). The dean of Maxwell School of Syracuse University, Harlan Cleveland, expressed his opinion when he disputed that study abroad should be an option for any and all undergraduate students. He felt that even students that are less prepared should have the opportunity to study abroad (Bowman, 1987). Syracuse was one of the first universities to launch an extensive network of study abroad centers around the world: Florence in 1959, Madrid in 1961, and Strasbourg in 1965 (Bowman, 1987).

A general agreement on the concept of American study abroad was made by the end of the 1960s and early 70s, and it was believed to be a significant new development in American higher education (Bowman, 1987). Few critics challenged the expectations of the study abroad program. Criticism had not been as universities had heard in the 1950s; American students were now perceived that they would make a poor impression abroad and threaten international



collaboration. Study abroad participants made up a small portion of the American tourists traveling to European countries during the 50s. However, from 1962 to 1975, study abroad programs increased rapidly with many American college students flocking to Europe to see many countries in a couple of weeks.

After the 1970s, some of the programs that had been organized as a response to eagerness and enthusiasm for study abroad in the late 1960s were eliminated (Bowman, 1987). The yearly increase of new study abroad programs became stagnant after 1975, and became only half the number of programs it had been in previous years. Even with these problems in the 1970s, there was steady growth through the 1980s. Although less of a dramatic increase in numbers, by 1982-83 the Institute of International Education survey recorded that over 30,000 students were studying overseas in programs sponsored by U.S. colleges and universities (IIE, 1984; Bowman 1987).

The number of outgoing U.S. students pursuing overseas study has increased over fivefold since the late 1980s, from less than 50,000 students to more than 260,000 in 2008–09 (Engel & Engel, 2013). Study abroad programs are available to students throughout the year. However, the majority enroll in semester or summer programs (37.3% and 35.8%). Even though the total number of outbound U.S. students grew by over 100,000 from 2000/01 to 2008/09, the percentage of students studying abroad during a given term remained largely stable (Institute of International Education, n.d.).

Over the past forty years, American colleges and university have continued to build new abroad programs and opportunities including studying, volunteering, internships, and teaching. Study abroad programs today can range from two week, semester, or yearlong study tours available in over 50 countries. Some experiences are on land and some are now on the high seas.

Study abroad has made it possible for students to experience the challenges and opportunities of cross-cultural learning (Golay, 2006) and increase their potential of career employment. The focus of study abroad is often placed on the "romantic" experience of visiting another culture in discussions about the benefits of study abroad; however, there has been some research that shows that study abroad experience has a quantitatively positive net effect on students. A study conducted from 2006-2010 showed that, during a period when only 49% of the average population of college graduates found a job within one year of graduation, 98% of students with study abroad experience had found employment within one year. Students with study abroad experience reported starting salaries 25% higher than the general student population (Professional Intern, 2013; IES Abroad, n.d.).

### **Turnover Rate in the Hospitality Sector**

Webster dictionary (2016) defines hospitality as generous and friendly treatment of visitors and guests or the activity of providing food, drinks, etc. for people who are the guests or customers of an organization (n.d). It is derived from the French word "hospice" which means to provide for the weary and take care of those traveling (Barrows, Powers, & Reynolds, 2012). The hospitality industry is a broad category of fields within the service industry that includes lodging, event planning, theme parks, transportation, cruise lines, and additional fields within the tourism sector. The history of the hospitality industry dates back to the Colonial Period in the Late 1700s. Starting in the 1960s, the hospitality sector changed dramatically because of major growth in casual dining, increased number of hotel chains, and mass tourism (Scribd.com, n.d.) Things have changed tremendously since then, but one thing is sure, hospitality is here to stay.

The hospitality industry contributes many jobs not just in the United States, but also around the globe. The hospitality industry has a tremendous impact on the global economy. The travel and tourism industry encompasses 266 million jobs, and contributes 9.5% of gross domestic product (GDP) globally (Global Hospitality Insights, 2015). Despite the tremendous growth in the industry, employers face threats to their organization because of employee retention. Employee turnover can be defined as the ratio of the number of employees a company must replace in a given period compared to the number of employees (Kysilka and Csaba, 2013). The hospitality sector has the fourth highest turnover over rate by industry (25.9%), according to Compensationforce.com (2015). Hospitality plays a huge role in globalization, and the employee turnover rate is exceedingly soaring (Bureau of Labor Statistics, n.d). Reducing employee turnover rate can benefit the industry as a whole. The amount of turnover can affect an organization's productivity and reduce profits in the hospitality industry. The turnover rate in the economy's hospitality segment in 2015 rose to 72.1%, up from 66.7% in 2014, according to a recent Bureau of Labor Statistics' Job Openings and Labor Turnover (JOLTS) program report (n.d). According to Hall (2010) and Valsquez (2014), 75% of workers leave the hospitality industry after six months, 53% after one year and only 12% remain after three years.

The service sector makes up the majority of the US economy as well as in most developed countries globally, so employee retention is crucial for the hospitality industry. Employee turnover can be extremely costly. Companies must pay for advertising, headhunting fees, human resource costs, loss of productivity, new hire training, and customer retention when replacing an employee (Kysilka and Csaba, 2013). The cost of replacing an employee can leave a detrimental impact on the hospitality establishment (Vasquez, 2014). Every organization should be interested in lowering employee turnover because it helps cut down on the company's losses

(Vasquez, 2014). According to Sturman (2003) and Vasquez (2014), replacing experienced workers can cost thousands of dollars. Training new employees can be very expensive, so it is important to have retention plans in place. To replace the cost of losing just one employee means a fast food restaurant must sell 7,613 combo meals at \$2.50 each. Employee turnover costs companies 30% to 50% of the annual salary of entry-level employees, 150% of middle-level employees, and up to 400% for upper level, specialized employees. Typically \$10,000 is spent to replace a manager at an establishment (Vasquez, 2014).

Employee retention is crucial to achieving a healthy work environment. Employee turnover affects the productivity of the entire organization. The hospitality sector is unique because it is a twenty-four hours a day, 365 days a year industry, so employees work weekends and holidays. Management must find ways to encourage good employees into staying at establishments.

Marriot International is a hospitality company that manages and franchises a broad portfolio of hotels and lodging facilities and is the largest hotel chain in the world. The company is known for keeping happy, loyal employees or associates, as Marriott prefers to call employees. Eighty-five percent of the associates at Marriot earn hourly wages and spend their days catering to others (Gallagher, 2015). The company has been on the list of Best Companies to Work For all 18 years of the list's existence, something only 11 other companies can say. The average tenure for a general manager is 25 years (Gallagher, 2015). Marriot's philosophy is "Take care of the associates, the associates will take care of the guests, and the guests will come back again and again" (Gallagher, 2015). Fostering this type of commitment from employees is difficult to do, but all hospitality business should strive for it.

If an employee decided to stay in the industry, often they want to be promoted (Chuang, Yin, and Dellmann-Jenkins, 2009; Vasquez, 2014). Retaining employees is essential for the hospitality industry because of the service nature of the industry (Vasquez, 2014). Establishments must take mindful approaches to keeping employees and should actively look for ways to reduce turnover (Vasquez, 2014). The reasons for employees leaving are not always clear, so it is important for organizations to address the termination issues. Unsatisfied workers are more likely to perform lower quality services, which can damage the reputation of the organization; as well, internal and external customers become dissatisfied when turnover is high because the group may lack strong discipline and structure (Vasquez, 2014). When there is a lack of support from managers, employees tend to leave, so showing support may help with retention and having capable workers helps with consistency within the organization (Vasquez, 2014).

Turnover can vary between companies, sectors, industries, and organizations. There are numerous reasons for employees leaving, and they can stem from the employer and the employee (Kysilka and Csaba, 2013). The obvious may be unstable and long hours, inadequate wages, employee attendance, poor training, and monotonous work assignments. Other reasons may not be as obvious, but one thing is for certain: turnover causes declining productivity and drop of morale in both the public and private sector (Abbasi and Hollman, 2000). According to Kysilka and Csaba (2013), employee turnover can be blamed on ineffective leadership, poor managerial performance, and low emotional intelligence. Diversity in the workplace can impact turnover rates as well.

Leadership can be a significant role in whether an employee stays or not. A person's leadership reflects the organization's culture, personality, and philosophy (Abbasi and Hollman, 2000). When the culture is not positive, the work environment may be unpleasant (Kysilka and

Csaba, 2013). The key to a productive long-term relationship between employees and employers is having a stimulating, happy workplace that empowers and motivates individuals. In most hospitality organizations, teamwork among employees is required, and weak leadership can play a significant role in retention (Kysilka and Csaba, 2013).

Poor or lack of training is another reason cited for the high turnover rate in the hospitality industry. When an organization asks an employee to do a job without sufficient training, it can produce discouragement to the employee (Kysilka and Csaba, 2013). Untrained or ill fitted employees can be very expensive. An organization should invest time and money grooming an individual so he or she is prepared for employment. A history of high turnover can lead to more turnover. Poorly equipped employees place a burden on the manager. When an employee becomes aware of the culture and what is expected of them, then their intentions of a lengthy stay may diminish (Kysilka and Csaba, 2013).

The four primary functions of management are used to monitor the operation of an organization: planning, organizing, directing, and controlling (Abbasi and Hollman, 2000). The steps to managing are essential, but they only tell leaders what to do, but not how to manage. The new diverse workforce will not accept the traditional ways of managing (Abbasi and Hollman, 2000). A manager's experience, background, and training affect turnover. Managers with shortsighted vision often experience high turnover (Abbasi and Hollman, 2000). Employees that do not feel valued by their managers are more inclined to leave the organization. Employees may show signs of disloyalty including loss of job satisfaction, poor performance, less personalized services to clients, or seek change in their employment status (Abbasi and Hollman, 2000). Managers must adopt a two-way communication line for employees in a way that reflects the organization's vision and values. The manager must actively listen to what employees are

saying and experiencing. While remembering that employees are the key to their organization's success, when a manager changes his or her management style, this can lead to a stronger retention of employees, better service quality, and enhance productivity (Abbasi and Hollman, 2000).

Studies have shown the impact EI has on turnover rate. Emotional intelligence is a strong forecaster of how an employee will perform in the workplace (Siddique and Hassan, 2013). A person's EI influences the way emotions are managed at the workplace (Goleman, 2000; Siddique and Hassan, 2013). When people have high EI, they are more likely to be more successful and can make healthy relationships compared to those with low EI (Cooper, 1997; Siddique and Hassan, 2013).

Low EI is the inability to manage one's emotions and difficulty reacting to other's emotions. This can cause a mixture of problems including being counterproductive to goals and objectives of the organization. Low EI can be exhibited several ways. People with low EI often do not appreciate others' suggestions and have an issue with self-expression. This can lead to poor communication and misunderstanding in the organization (Larman, 2015). Employees who are less proactive with dealing with their emotions make slower decisions and can lead to weak direction and communication between employees. People with low EI tend to feel affected and controlled by a wide range of negative emotions including anger, worry, shame, disappointment, fear, and guilt (Larman, 2015). These employees typically have behavioral issues, outbursts, and reckless decisions. Employees with low EI often have a pessimistic mindset and might feel undervalued, weak, or powerless (Larman, 2015). The lack of confidence can lead to mistrust in the organization, and employees question their own and others' ability to perform the task at hand. The loss of confidence and morale between employees can create a lower expectation of

job performance. When employees are unsure of their own capabilities this can slow them down while working and are more likely to make crucial mistakes that slow down the entire workplace (Larman, 2015). This creates poor individual and teamwork performance (Larman, 2015).

People acquire different types of skills and qualifications and have a different way of regulating their emotions (Salovey and Mayer, 1990; Siddique and Hassan, 2013). When a person has high EI, their coping skills are stronger and can effectively deal with the organization's problems (Siddiqui and Hassan, 2013). Employees that have strong interpersonal skills can cope with stress and deal with problems more efficiently (Siddiqui and Hassan, 2013). The positive and adverse relationship between employees and employers plays a significant role in whether an employee stays with the organization (Siddiqui and Hassan, 2013). Emotions are vital when it comes to an employee's wellbeing and active management (Siddiqui and Hassan, 2013). Because regulating one's emotions is the key component in EI, people with a higher EI can display better social skills and adapt to situations.

Discrimination and lack of diversity awareness can impact turnover rate. Workplace composition is ever changing so management must change with it (Abbasi and Hollman, 2000). Employees want to feel safe and accepted. Creating a common purpose and a sense of unity in employees is not easy. A decision to stay or leave the organization may be due to the toxicity of the organization (Abbasi and Hollman, 2000). An unhealthy work environment can lead to loss of talented employees and can decrease productivity. All employees want a fair opportunity to show their talents and to be involved in the decision-making process, operational changes, and the direction of the company (Abbasi and Hollman, 2000). Satisfied employees are more likely to be loyal to any organization.



Employee retention has become a major concern for organizations. Retention strategies are important because they help create a positive work environment and strengthen an employee's commitment to the organization. Management must understand the difference between a valuable employee and an employee who doesn't contribute to the organization. There are a number of factors that prompt an employee to look for a change. Whenever an accomplished employee decides to move on, management and human resources should intervene to find out the reasoning behind the decision to leave. Employees who spend a considerable time in an organization know the organization in and out and thus are in a position to contribute effectively. Employees that stay with the organization for a longer period of time perform better than individuals who change jobs often, and are more familiar with the companies' policies and guidelines. It is essential for organizations to retain valuable, hardworking, and talented employees that show the greatest potential. No organization can sustain if their top performers quit. Indispensable employees who work hard are essential for organizations.

### **Emotional Intelligence**

Emotional Intelligence develops gradually over a person's life and can be enhanced (Scott-Halsell, Blum, and Huffman, 2008). Students know it is crucial for them to broaden their academic resume for a better opportunity of employability (Harder, Andenoro, Roberts, Stedman, Newberry, Parker, and Rodriguez, 2015). Study abroad is a way students can further their career while learning about another country (Harder et al., 2015). Students who study abroad have the opportunity to develop needed skills for success in the workplace because they are encouraged to experience other cultures, languages, new environments, and educational systems. Learning how to interact with people from other countries equips students with

transferable skills they can utilize in their home country and the workplace. Students need to be able to convey what transferable skills they attained while studying abroad; leaders and managers are interested in candidates who can communicate about their achieved real world experiences and how this knowledge is utilized at work (Harder et al., 2015) and what they bring to the table. New graduates need to know how to shape their experiences to their career so employers can recognize their value (Harder et al., 2015).

Dan Goleman is credited with popularizing the term emotional intelligence in his 1996 book of the same name and defines emotional intelligence as the ability to recognize and regulate emotions in others and ourselves (Goleman, 1998). Studying abroad is a great way to strengthen ones EI.

When one can assess their feelings and can display them, so they are communicated correctly, it allows people to work together as a team toward a common objective or goal. Interpersonal skills are connected to EI and are used when you cope and deal with conflict. Interpersonal skills include being able to understand, persuade, cooperate, listen and empathize with others (Goleman, 2014). Emotions in the workplace can affect an entire organization. Positive emotions can have an impact toward job enrichment, achievement, and overall quality of the environment, thereby having a positive impact on employers. Negative emotions such as fear, anger, stress, hostility, sadness, and guilt can create an unpleasant and unacceptable place to work. Emotional intelligence is subdivided into four categories: self-awareness, self-management, social awareness, and relationship management. (See Figure 1).

Figure 1.



*\*Teleos Leadership Institute (2017).*

Self-awareness is recognizing and understanding, managing, adapting, and controlling emotions and how feelings can affect career performance (Goleman, 2014). Students need to be able to manage, monitor, and adapt to their environment, which ultimately improves self-confidence and assurance in the workplace. Self-awareness is crucial to any situation, but especially in the service industry. Employees must assess the situation when working with disgruntled guests and must do so by keeping their emotions in control to defuse the situation. Leaders can communicate more effectively when they understand their emotions better (Scott-Halsell, Blum, and Huffman, 2008).

Social awareness is the ability to show empathy and discern the feelings of others, understand their emotions, and utilize that understanding to relate to others more effectively

(Goleman, 2014). Leaders are more relatable when they have a stronger social awareness because they are promoting a positive atmosphere for all which leads to a more peaceful climate and experience. Employees must be able to identify and understand their coworker's feelings to foster a healthy relationship. The longer employees are in the industry, the more likely they are to have a stronger EI because it increases with age and maturity (Scott-Halsell, et al., 2008).

Relationship management is using your awareness of your emotions and others around you to control interactions successfully (Goleman, 2014). It involves communication, collaboration, teamwork, handling conflict effectively, and the bond you build with others over time (Scott-Halsell, et al., 2008). It is important to understand others' goals, weaknesses, and strengths to work together in the organization. Maintaining relationships is important for any business, but especially in the field of hospitality. Every contact made in hospitality can represent potential clients, but building relationships with customers isn't enough: it is vital to building it with your internal customers (employees).

Self-management is harnessing one's emotions to motivate ourselves to take appropriate action, commit, follow-through, and work toward the achievement of our goals (Goleman, 2014). Self-management helps in boosting team morale and the creative process for coming up with new ideas for the organization (Scott-Halsell, et al., 2008). Self-management includes being adaptable to change and is someone who openly recognize mistakes or flaws. Self-control is a crucial aspect of self-management, which includes staying calm during troubling times (Goleman, 2014).

Emotional intelligence impacts our attitudes and outlook in the workplace and all aspects of life. It deals with our ability to manage conflict, grows relationships, fosters the capability to lead, and it impacts the overall success of the organization. This is why EI is critical in all

industries, but specifically the hospitality segments. All sectors of hospitality are service related, and EI has been found to be significant in the success of managers in the service industry (Scott-Halsell, et al., 2008).

The hospitality industry is a broad category of fields related to the service sector for satisfying guests. These segments include hotels, restaurants, clubs, food service, event planning, tourism business, and travel (Scott-Halsell, et al., 2008). Products provided are often intangible; therefore, the way that service is received leaves an impact on the customer. The customer must feel value, not only the dollar amount spent, but also how that service was received from the staff. There is a strong relationship between EI and customer satisfaction (Scott-Halsell, et al., 2008). Since service is subjective, employees might not know when they are giving a good or bad experience to the customer. By investing in employees that have the skills, knowledge, and other intangible assets, employers are creating economic value for the organizations. When organizations invest in human capital, their workforce is stronger and can have a significant impact (Harder et al., 2015). As the career market becomes saturated, students are looking for ways to increase their EI on their own, and study abroad is one way to do this.

One goal of higher education is to make sure students are acquiring the right skills needed for career growth so they can enter the job market (Wang and Tsai, 2014). Hospitality management in higher education focuses on sending qualified students out in the workforce with the knowledge to become professional employees and managers that are capable of a personal and technical level. Hospitality students often don't have the confidence in their employability, career development planning, and development of skills. Employability can be strengthened through consuming knowledge, professional development, and acquiring transferable skills (Wang and Tsai, 2014). Recruiters are more likely to select students who have studied abroad

over those who haven't when presented with similar candidates, but the value of the experience often relies on how well the student can converse about his or her experience when interviewing (Harder et al., 2015). New hospitality graduates are often missing the link between education and business requirements (Wang and Tsai, 2014). Hospitality schools should not just focus on technical skills but focus on preparing personal development because positive work attitudes and personal attributes are needed in hospitality. A student's academic ability does not always show future success in the hospitality industry. IQ and technical skills matter, but what can set a graduate apart is their EI skills: harmony, positivity, confidence, collaboration, and influence. As companies downsize, having the ability to handle teamwork, leadership, and control emotions can distinguish one from their competitors (Goleman, 1998). Lacking in EI skills can often cost a potential job prospect for new college graduates entering the workforce (Goleman, 1998).

The generation entering the workforce is missing EI (Goleman, 1998). There is a lack of motivation for employees to evolve and keep learning at their current job (Goleman, 1998). Even when recent graduates are good at their work, they still need to know how to take direction and feedback (Goleman, 1998). Companies seek employees who have EI skills, which can often be a critical component in the organization. When assessing new hires, employers often value soft skill development over technical expertise (Harder et al., 2015). Employers are searching for candidates who are confident, can work in a group setting, have personal management skills, and are willing to strive toward set goals (Goleman, 1998). On a daily basis, new employees will use written and verbal skill sets to communicate with people, so recruiters are seeking graduates that have gained these skills through their experiences (Harder et al., 2015). Students who study abroad acquire stronger communication skills than students who don't study abroad (Williams, 2002). Communication has increased across the globe with the help of technology (Williams,

2002). Study abroad is an avenue for students to strengthen their listening and oral communication skills and to learn how to problem solve with creative solutions to any obstacle.

Since so many people are now attending college (traditional and online), graduates need skills that will make them stand out. Communication can be difficult because of cultural barriers. In today's society, people come into contact with a person from another culture or country through school or the workplace more regularly. Students who study abroad claim they strengthen not only their communication skills but also their sense of patience, empathy, and flexibility (Williams, 2002). Students that have studied abroad enter situations where they are challenged and can cope and come back from emotional hindrances (Williams, 2002). Students who do spend time in other countries can empathize with the other culture's point-of-view and are more sensitive and willing to be open (Williams, 2002). Recruiters value study abroad when hiring for entry-level positions because of the interpersonal skills gained (Trooboff, Vande, and Rayman, 2008). Students believe the experience of studying abroad is more likely to enhance qualifications and competencies that organizations desire (Trooboff, et al., 2008). Recruiters rank the skills and personal qualities that develop from intercultural competence as "highly important." Specifically, they highly rank listening and observation, adaptability, working under pressure, evaluation, and being able to interpret (Trooboff, et al., 2008). Employers see students positively when they have traveled abroad, but employers are not entirely convinced study abroad develops these skills (Trooboff, et al., 2008). This is why it is important to justify why study abroad programs exist. Efforts need to be made to help prove to employees that these skills are enhanced through education opportunities in other countries. Study abroad will not get someone the job alone, but it can have a positive impact on employability because of the skills and qualities gained through traveling (Trooboff, et al., 2008).

Emotional Intelligence can play a significant part in career fulfillment (Sy, Tram, and O'Hara, 2006). Career achievement is associated with strong EI, and employees can influence both positive and negative emotions toward their job performance (Sy, et al., 2006). All employees need to know their strengths and weakness and should be able to assess them, and how they can relate to the world around them. Employees must be adaptable, conscientious, persuasive, collaborative, and empathetic (Scott-Halsell, et al., 2008). Partnerships between employees are crucial to surviving in the workforce, yet just 6 in 10 employees are able to get along with fellow employees (Goleman, 1998). Strong EI can make the difference between average and strong candidates (Goleman, 1998). When employees have a higher level of EI, they are more likely to be more satisfied with their job compared to employees with a lower EI because they can identify their emotions and assess them, which allows them to reduce anxiety and stress (Sy, et al., 2006). When employees have a higher EI, they can distinguish what is causing the stress and can develop a plan to manage it (Sy, et al., 2006). Being an effective communicator allows employees to minimize conflict within the organization. Internal (employees) and external customers both benefit when a manager possesses the skills needed for a higher EI. When confronted with comparable situations, employees with lower EI are not as good at controlling dissatisfaction and stress because they are unable to determine what is causing it, leading to frustration in the workplace (Sy, et al., 2006). Employees with higher EI are better at reading, influencing, and regulating emotions in themselves and others. This can help develop positive team attitude which affects career fulfillment (Sy, et al., 2006). Leaders with high EI can motivate and build relationships with other employees.



## **Diversity**

“The person who figures out how to harness the collective genius of the people in his or her organization is going to blow the competition away.”

Walter Wriston, former Citibank CEO.

(Sonnenschein, 1999)

Workforce diversity is one, if not the greatest challenges in today’s organizations (Sonnenschein, 1999). All organizations look different, and a diverse society is being created. Study abroad is one way to expose students to diversity issues. The objective of study abroad is to promote learning that goes beyond a superficial “facts only” approach. Study abroad strives to help individuals acknowledge, respect, and understand cultural differences (Forgues, 2005).

Diversity is defined as the significant differences among people (Sonnenschein, 1999), although race, culture, gender, sexual orientation, age, and physical ability are generally what get focused upon. For an organization to grow, it must recognize and embrace differences between people. Diversity encourages social, economic, intellectual, and emotional growth (Sonnenschein, 1999). The world's increase in globalization depends upon more people that come from different backgrounds, cultures, and beliefs than ever before (Green, López, Wysocki, and Kepner, 2011). Diversity issues are becoming more important because of the broadening differences in the United States population alone (Green, López, Wysocki, and Kepner, 2011). National immigration brings citizens with new cultures and beliefs from their native lands (Forgues, 2005).

Diversity helps an organization recognize its place in the community (Sonnenschein, 1999). Diversity is necessary for an organization, and building positive relationships is important (Harder et al., 2015). Diversity has the potential to yield greater productivity, so companies need to focus on ways of becoming more diverse (Green et al., 2011). Challenges in diversity include racism, sexism, ageism, and physical ability (Sonnenschein, 1999). Diversity is more than

acknowledging the difference among people (Green et al., 2011), and organizations must notice the strengths in those differences, oppose discrimination, and promote unity. Because of prejudice and discrimination, managers are susceptible to losing personal and work productivity, and legal action may be taken against the organization (Devoe, 1999; Green et al., 2011). Negative behaviors such as stereotyping, discrimination, and prejudice can affect the team tremendously.

When a person can acknowledge other cultures' similarities and differences, they are more tolerable to differences and can handle difficult situations encountered (Elola and Oskoz, 2008). The capability of people being able to communicate effectively with other countries, organizations, and people depends on how developed someone's intercultural competence is (Saphiere, 2013). Intercultural competence is the ability to develop targeted knowledge, skills, and attitudes that lead to visible behavior and communication that are both effective and appropriate in cross-cultural interactions (McKinnon, n.d.). The definition of intercultural competence continues to evolve. It can also be defined as the following: "Knowledge of others; knowledge of self; skills to interpret and relate; skills to discover and to interact; valuing others' values, beliefs, and behaviors; and relativizing one's self (Byram & Zarate, 1996; Deardorff, 2006).

Intercultural competence implies knowledge, skills, attitudes, and awareness. Cultural competence has multiple components: world knowledge, foreign language proficiency, cultural empathy, acceptance of foreign people and cultures, and the ability to practice one's profession in an international setting (Deardorff, 2006). Knowledge involves cultural self-awareness, which includes expressing how one's culture has shaped their worldview (McKinnon, n.d.) People who have strong intercultural competence knowledge can analyze and explain basic information

about other cultures including, but not limited to, history, values, politics, economics, communication styles, values, beliefs, and practices. Sociolinguistic awareness includes basic language skills, verbal and nonverbal communication, and adjustment of one's speech to accommodate others from another country (McKinnon, n.d.) Grasping of global issues and trends means explaining and relating to local issues around the globe. Skills obtained from viewing and interpreting the world from other cultures' viewpoints include listening, observing, evaluating, patience, analyzing, and interpretation, and critical thinking (McKinnon, n.d.)

Attitudes toward diversity often are shifted once a student has studied abroad (Forgues, 2005). Respecting another person's culture includes seeking out other cultures' characteristics (McKinnon, n.d.) Openness includes halting criticism of other cultures, seeking out others opinions as a learning opportunity, being aware of one's biases, and being willing to move beyond one's comfort zone (McKinnon, n.d).

A goal higher education institutes is development of intercultural competence in students. Students must be open to differences including racial, cultural, and values among people. Intercultural competence can be developed in some ways including through curriculum and meaningful cross-cultural interaction opportunities (Deardoff, 2006). Study abroad is one way higher education institutions can do this. By increasing a student's involvement in international activities, the student is more likely to appreciate varied perspectives from around the globe (Forgues, 2005). Students need to know how to function in this environment and valuing diversity is a component students do not need to ignore (Forgues, 2005). To be more interculturally competent, students must be open minded to people from other cultures and countries so they can appreciate and accept other cultures perspectives without being judgmental (Bennett, 1993).

One of the goals of study abroad is to teach students about openness and diversity (Forgues, 2005). Participating in a study abroad has a significant impact on improving college student needs of openness to diversity and intercultural sensitivity (Forgues, 2005). Openness can be a challenging lesson to learn in a classroom setting, but more out of class experiences can lead to learning and accepting diversity (Forgues, 2005). Formal classroom instruction alone is not sufficient, and close interaction is vital for students to gain intercultural competence (Elola and Oskoz, 2008). Study abroad presents this type of atmosphere for learning on a constant basis (Forgues, 2005). Study abroad experiences are happening continuously, and not just in the allotted class time. Students who study abroad face new cultural contexts that include a historical and cultural understanding of diversity that will impact their experiences. When a student studies abroad they are likely to encounter new beliefs, customs, laws, facilities, and social patterns in the host country. Often students are the minority for the first time and are worried about how they will be perceived. Students then have first-hand accounts of global perspectives that were only possible if they left their home country (Forgues, 2005). It is important for students to look past the cultural cosmetics and seek out people from foreign countries (Forgues, 2005).

Graduates need to be prepared to work in a global economy, which includes being informed of cultural diversity because most organizations work in a competitive worldwide economy. Students who have studied abroad add value to organizations due to their global knowledge and perspectives which recruiters in the hospitality industry value (Harder et al., 2015). Strong communication skills are crucial to not only higher education institutions but employers as well. Almost all higher education institutions require students to take some communication improvement course (Forgues, 2005). Successful communication is a greater possibility when both communicators are sensitive to the unique perspectives of the other (Chen

and Starosta, 1997). When students are required to interact with those around them, it makes students more likely to be perceptive to the simple task of communicating (Forgues, 2005). It is important to assess students' intercultural competence because employers value and seek graduates with developed intercultural skills in the workplace.

Ethnicity, a nation of origin, class, religion, learning, and communication styles can affect the workplace. A diverse workforce shows an ever-changing world and marketplace (Green et al., 2011). Employees must learn the skills needed to thrive in a diversified workforce because the demographics of the workplace are inevitably changing (Sonnenschein, 1999). Intercultural skills employers seek are the ability to understand and appreciate other cultural contexts and viewpoints, exhibit respect to others, and to accept different cultural context and perspectives. These skills are vital for customer relationship building, making international business deals, improving communication, and reducing conflict (Saphiere, 2013). Values in an organization are strengthened, and it allows a large range of views to be present, including ones that might challenge the status quo (Sonnenschein, 1999). When an organization is diverse, a competitive edge is created (Green et al., 2011). A diverse group shows it values the differences in people and people with different backgrounds, skills, ideas, and experiences bring fresh ideas and perceptions. Diversity awareness is beneficial to employers. A common issue that most employers have around the world is finding qualified employees with cultural skills. Because of globalization, companies need people who can acclimate and grasp to different cultural situations (Saphiere, 2013). When employees are divided because of differences in race, sexes, and cultures, mistrust, stereotyping, and communication, problems can arise. This could lead to the inability to produce new ideas, make decisions, and execute plans efficiently. By creating a fair and safe environment, employees have access to more opportunities.

Extinguishing stereotypes are necessary to create a fair workplace. Diversity in the workplace can reduce lawsuits and increase marketing opportunities, recruitment, creativity, and business image (Esty, Griffin, Schorr-Hirsh, 1995; Green et al., 2011).

Having a more diverse workforce makes your organization more valuable and can increase productivity. Changes in an organization's dynamics can improve performance and customer service in the hospitality industry (Green et al., 2011). When an organization is diverse, it can meet the changing needs of its users. Diversity is essential in helping organizations become more creative and allow for innovation. Diversity can contribute to discovering new products and services to meet the needs of customers and clients, and do more for the community the organizations are part of and serve (Sonnenschein, 1999).

## **Sustainability**

Sustainability is a priority interest for many organizations in the hospitality industry. It is one of the most controversial issues facing the planet (Stottler, 2016). Sustainability is known as many things, but most commonly it is recognized as "Our Common Future," also known as the Brundtland Report (Sustainable Development, n.d.) It is meeting the needs of the present without comprising the needs of future generations. The concept encompasses the needs of the world's poor and the idea of limitations imposed by technology and social organization on the environment's ability to meet present and future needs (Sustainable Development (n.d.) The planet must be looked after, and people must live in a sustainable manner so it can be given to future generations. The three pillars of sustainability are economic, environmental, and social factors and they must be balanced to live together harmoniously (See Figure 2).

Figure 2.



*\*Sustainability and Digital Revolution: A Winning Combination (2015).*

Environmental sustainability is defined as: to live within the scope of natural resources (Sustainable Development, n.d.) Environmental sustainability means preserving natural resources including materials, energy fuels, land, water, and forestry. Some resources are depleting faster than others so we must consider how much damage is done with the extraction of these materials resources (Sustainable Development, n.d). Environmental sustainability has to coexist with economic and social factors.

Economic sustainability is when a country or business handles its resources efficiently and responsibly so it can function in a sustainable manner to produce an operational profit. Without a profit, a business cannot sustain its enterprise. For long-term success, a company must manage its resources efficiently to maintain activity (Sustainable Development, n.d.)

Social sustainability is when a society or a social system can attain an acceptable social wellbeing. Social sustainability establishes that the social welfare of a country, organization, or community maintains its long-term resources (Sustainable Development, n.d.)

The hospitality industry is targeting the importance of sustainability as it relates to the environmental, economic, and social impacts (Stottler, 2016). The hospitality sector is known for its tremendous environmental impact including water and energy usage, consumption of durable goods, and the formation of hazardous waste (Stottler, 2016). Some myths include going green is more expensive to operate and guests do not care about sustainability efforts. The opposite is true, and new sources of energy have saved various energy costs (Stottler, 2016). In the hotel industry alone, waste is made from using paper, batteries, bulbs, furniture, equipment, appliances, and more.

Global warming and sustainability issues have become important for students studying abroad (Going Green: Sustainability in Study Abroad, n.d.) Being a global citizen means being someone who contributes to shaping the values and practices of the world's communities. Global citizenship has three parts to study abroad (Tarrant, Rubin, and Stoner, 2014; Morais and Ogden, 2011; Schattle, 2009). First, social responsibility is a concern for others, for society as a whole, and for the environment. Second, global awareness is the understanding and appreciation of one's self in the world and world issues. Lastly, civic engagement is active participation with local, regional, national, and global community issues. Global citizenship is being conscious of obligations beyond one's communities and making a decision to change behaviors appropriately (Tarrant, et al., 2014). Students often face sustainability concerns while abroad in communities including problems relating to deforestation, water usage, recycling, and energy consumption are subjects of interest and controversy. Even if students are not specifically studying sustainability while abroad, they may discover that their normal lifestyles are not appropriate with the available resources in the cultures of their host country (Going Green: Sustainability in Study Abroad, n.d.).



Even when students are studying in countries that are similar to their countries of origin, their attitude toward water consumption and waste differ. This is especially true with Americans when there is an enormous difference in attitude. Students that are traveling in more non-developed countries such as Africa, the Caribbean and Latin American alter their perception of environmental issues after their overseas experience (Going Green: Sustainability in Study Abroad, n.d.) The students experience abroad and action once returning home to the U.S. may be most important when fighting sustainability issues. When students make new sustainability discoveries while abroad, they can challenge the way their local communities handle sustainability problems and can develop more sound green practices (Going Green: Sustainability in Study Abroad, n.d.) The knowledge a student gains about sustainability can become a valuable investment in the future.

Combining the college experience with international themes or ideas has occurred by two ways: bringing the content to the classroom and bringing the classroom to the world through study abroad (Dvoark Christiansen, Fischer, and Underhill, 2015). Higher education institutions over the last couple of decades have stressed the importance of internationalization and making them more sustainable (Dvorak, et al., 2015; Society for College and University Planning, 2009; President's Climate Commitment, 2007-2009; NASFA: Association of International Educators, 1998-2009). Both are worthy objectives but can be contradictory considering study abroad involves the putting out of many carbon emissions (Dvorak et al., 2015). Internationalization and sustainability efforts are fundamental to helping higher education institutions to become "greener" in their study abroad programs. College campuses and universities have worked to create globally connected study abroad programs to prepare graduates to prosper in an ever-

changing world. There is an increasing awareness of higher education institutions' impact on the world's ecosystem.

Sustainability promoters on university campuses can talk to the study abroad offices about the effect of the carbon footprint of study abroad on the cultures and places they want to explore and understand (Dvoark et al., 2015). Study abroad provides an incredible educational opportunity for first-hand exposure to problems such as poverty, human rights, and environmental damages (Dvoark et al., 2015). Study abroad is being advocated for outside the educational community (Best Practices Strategies Increasing Study Abroad, n.d.) Michelle Obama was quoted during a March 2014 visit to Stanford University's Stanford Center at Peking University in China:

“The benefits of study abroad are almost endless . . . more and more companies are realizing that they need people with experiences around the world, who can speak different languages, who can transition easily into other cultures and people who bring to their jobs a sensibility and a sensitivity for other people. It will also make you more compassionate.” (Best Practices Strategies Increasing Study Abroad, n.d.)

The Institute for International Education (IES) surveyed past study abroad participants from 49 years ago and 98% of respondents claimed study abroad gave them a stronger understanding of their cultural values and biases, while 82% said it helped them "develop a more sophisticated way of looking at the world" (Dwyer and Peters, 2004). What would be better than to see these problems first hand? Students get the chance to experience public transportation systems. Study abroad programs should encourage students to join the Green Passport Program (Green Passport Program, 2010). The goal of the program is for students to be more aware of

sustainability efforts while abroad. It is crucial to design study abroad programs that offer the strongest cultural impact within the study abroad tour time.

Each school's study abroad program is unique, and the market is changing fast; thus sustainability content must be customizable to fit the exact need of each school to reflect the latest green trends and innovation (Sustainability Experts and Today's Business Students, n.d.) The goal is to integrate sustainability into the training of tomorrow's hospitality leaders and prepare schools to teach these ever changing challenges in today's marketplace (Sustainability Experts and Today's Business Students, n.d.) The upcoming generation will not accept insensitivity to the environment and, because of this, sustainability practices are becoming more in demand (Cuenllas, 2014). Sustainability is no longer in a small position in the marketplace and is becoming a more mainstream customer basis than the stereotypical activist (Cuenllas, 2014). Cuenllas (2014) stated that within the hospitality industry, the hotel sector has set dynamic objects to lower environmental impacts. Without being profitable, hospitality organizations cannot make the necessary improvements to depreciating buildings, equipment, training employees, and expanding the company (Cuenllas, 2014). One way they are gauging their performance is via lowering energy and CO<sub>2</sub> emissions, and reducing water consumption or waste going to landfill. Hospitality schools should not only teach the traditional hospitality curriculum, but should incorporate sustainability into the curricula as there is a gap between theoretical concepts and practical skills in hospitality (Cuenllas, 2014). Hospitality management would not be feasible without taking into consideration the environmental dimension: how can we lower the environmental impact of our organization? The economic aspect: how can we improve our profits? The social dimension: how can we maximize the social wellbeing of all internal and external stakeholders?

Hospitality companies that share the same sustainability values as their customers create brand credibility and recognition. Sustainability initiatives must be established throughout the company and not seen as one limited part (Cuenallas, 2014). Sustainability needs to be looked at as innovation in conjunction with providing memorable experiences for guests, offering a reliable product, and outstanding service. More sustainably focused companies are better at retaining employees because they are driven by working with a purpose. All members of the team work together to improve social and environmental actions (Cuenallas, 2014).

The introduction of Corporate Social Responsibility (CSR) has led the hospitality industry in shifting its perspective on sustainability. The hospitality industry is starting to realize the benefits that can contribute to their guest's experience by combining natural elements and green initiatives. Operational cost savings has been a compelling incentive for initiating more sustainable practices (Stottler, 2016). Strategies in place for reducing costs can be accomplished by investing in stronger operational procedures and new environmental technologies. Many hospitality industries use the motto reduce, reuse, and recycle waste. Other up and coming areas include sustainable attainment, air quality and chemical/cleaning product use, and employee training programs which can improve staff satisfaction/retention rates (Stottler, 2016).

The government encourages economic incentives for the construction of "green" buildings, which include tax write-offs, financial grants, insurance premium discounts, and expedited regulatory permitting (Stottler, 2016). In the hotel industry, environmental regulations focus on facility operations including storm water management, hazardous materials handling, and environmental health and safety. The hotel industry understands that investing in technology that focuses on environmental saving can have a positive impact on guest experience. Adopting a sustainable brand image can set companies apart from their competitors. Brand repositioning to

provide a more environmentally and socially aware platform to a younger generation of customers will lead to a stronger brand image and reputation (Stottler, 2016).

Sustainability can put today's graduate in a favorable or superior position and can set their brand apart. Students who have not been exposed to sustainability issues are not as competitive (Sustainability Experts and Today's Business Students, n.d.) Students are drawn to companies that have sustainability as part of their values, and will need real world experience with how to apply their education to sustainability issues (Sustainability Experts and Today's Business Students, n.d.) and universities are noticing. The Association to Advance Collegiate Schools of Business (AACSB), the premier accrediting body for business programs, has made new standards directed toward social and environmental sustainability that institutions must apply for the 2016-2017 school year. Institutions are pledging to make a commitment to change their management and curriculum towards social responsibility, sustainability, and ethics (Sustainability Experts and Today's Business Students, n.d.)

The reasons to change to a more sustainable business model include: to protect the ecosystem, the cost savings associated, and correlated future business growth because a healthy society makes for a strong economy (Comere, 2015). A business' sustainability strategy can be critical for employee engagement. Factors that retain quality staff and lead to employee satisfaction include open communication, collaboration, innovation, building trust, and creating support (Comere, 2015). When an employee has a feeling of purpose, it provokes confidence in that employee which translates into productivity, improved retention, and decreased cost from reduced turnover rates (Comere, 2015). Purposeful work is rising higher on the list of what job seekers are looking for in employment.

A business study completed in 2014, Culture of Purpose-Building business confidence; driving growth, found two-thirds of employees and executives acknowledged that businesses weren't doing what it takes to inspire a sense of purpose to create a purposeful impact (Culture of Purpose, 2014). This gets neglected too easily when companies discuss sustainability as part of their business strategy. Employees want to do important work and have essential, meaningful change on society so this can be an important recruiting aspect for attracting new talent, especially the millennial generation. Over 50% of American workers are willing to work for "green" companies (Comere, 2015). Specifically, the millennial generation and women are more inclined to work for a company that goes beyond profitability and focuses on community giving and ones that are willing to make a difference (Stottler, 2016). Seventy percent of millennials expect employers to focus on mission driven or society problems, and 70 percent desire to be creative (Culture of Purpose, 2014). This new generation makes up a large percentage of the work force and is value driven; they want to accomplish a larger purpose through innovation, community involvement, and employee improvement programs (Comere, 2015).

## **CHAPTER 3: METHODOLOGY**

### **Research Design**

Planning and development for the research design began in Fall 2016. An extensive literature review in combination with the objectives and purpose of this study (to identify the benefits of study abroad related to emotional intelligence, diversity, and sustainability awareness in hospitality students) was used as the guideline to build the questionnaire. A quantitative approach was used in this study in order to develop a non-experimental research design for the purpose of determining the benefits of study abroad related to emotional intelligence, diversity, and sustainability. The goal was to identify the role study abroad plays in a student's global mindset and employability skills necessary to compete in today's hospitality workforce; and the impact those skills have on reducing turnover rate in the hospitality industry. This study proposes that career development can be enhanced through transferable skills including interpersonal skills, mental skills, practical skills, and personality skills which can be gained by participation in a study abroad program at the university level. The research design used for this study consisted of a non-experimental descriptive survey for the purpose of assessing hospitality career development in the areas of emotional intelligence, diversity, and sustainability after a student has completed a study abroad experience. A descriptive survey research design was deemed appropriate for this study.

An approval form for research involving human subjects was submitted to the Institutional Review Board. The approval form was accepted and approved in February 2017 (See Appendix A). A descriptive questionnaire survey was designed and distributed electronically.

### *Population and Sample Selection*

The target population for this study was undergraduate level hospitality students who had participated in an undergraduate level study abroad experience within the last five years and undergraduate level hospitality students who had not participated in a study abroad program. Only those students who were currently enrolled or graduated from a hospitality program in the United States were surveyed. As it would be impossible to survey every individual who has participated in a study abroad program, snowball sampling was used to collect the data. The researcher felt that using snowball sampling would allow for a wider representation that would reach more individuals from multiple regions of the U.S. The researcher, in consultation with her faculty advisor, identified this sample of students from a list of hospitality student participants who participated in study abroad programs and students who had not studied abroad. This list was a database of alumni who were still in the field of hospitality. Participants were also found through acquaintances, other hospitality faculty members, and hospitality programs at other universities. Participants were invited to complete the survey at the end of February 2017, the survey closed mid-March of 2017.

### *Instrumentation*

A self-administered online survey was developed in order to measure emotional intelligence, diversity awareness, and sustainability consciousness in hospitality students. Questions focused on: 1) demographics, 2) emotional intelligence 3) student's diversity awareness, and 4) sustainability consciousness. The questionnaire included Likert scales along with various questions associated with study abroad and various demographic questions. The instrument design consisted of a descriptive survey which was developed based on the review of literature.



## *Measures*

The study engaged a four-section survey. The first section asked demographic questions as related to the respondent, which consisted of age, gender, language spoken, university in which participants studied abroad, and student status. Descriptive statistics were used to determine the mean, standard deviation, frequencies and percentages of each item.

The second section of the survey focused on emotional intelligence gained while studying abroad. Questions pertained to self-awareness, self-management, social awareness, and relationship management. The following transferable skills were measured including “soft” or intangible skills such as interpersonal skills or “people skills”, mental skills, practical skills, and personality traits. This section included a 5-point Likert scale. The data collected will be analyzed using descriptive statistics, percentages, frequencies, ANOVA, and paired *t*-tests to determine significant differences between groups and the participants’ perceptions and views.

The third section focused on diversity awareness after a student has studied abroad. Questions included: How much contact would you say that you had with people of the following backgrounds prior to studying abroad? The first half of this section involved a 5-point Likert scale, while the second part of this section included a 6-point Likert scale measuring the level of agreement with statements regarding education and workplace diversity. The data collected will be analyzed using descriptive statistics, percentages, frequencies, ANOVA, and paired *t*-tests to determine significant differences between groups.

The fourth and final section consisted of sustainability awareness gained while studying abroad. This section included a 5-point Likert scale measuring the level of agreement to each statement regarding knowledge, attitudes, and behaviors toward sustainable development. The

data collected will be analyzed using descriptive statistics, percentages, frequencies, ANOVA, and paired *t*-tests to determine significant differences between groups.

#### *Data Collection Techniques*

The planned method of data collection used both probability and snowball sampling (chain-referral). Sampling consisted of the researcher emailing the listserv of hospitality students at the University of Arkansas and asking them to fill out the survey with a link provided. The potential participants were asked to go online, complete the survey and forward the survey to all of their associates and friends who had were completing or had completed a degree in hospitality. In addition, the researcher used social media to forward the survey nationally asking friends who had completed or were completing a degree in hospitality to answer the survey and forward the link to their friends who had also had studied or were studying hospitality.

Participation was voluntary. The incentive was a chance to win \$100 worth of Walmart gift-cards. At the end of the survey participants were redirected to a different screen where they were able to input their email for a chance to win the incentive. The incentive entries were in no way linked to the participant's survey. All incentive entries were kept confidential. The entries were stored in an excel file and destroyed after the drawing for gift cards was complete. To ensure that all participants who chose to enter the drawing had the same probability of winning the incentive, the researcher printed off the emails of the respondents who chose to enter, put them in a hat, and the winner was randomly drawn. After drawing, all emails were shredded.

#### *Data Analysis*

The collected data was analyzed using descriptive statistics, percentages, frequencies, ANOVA, and paired *t*-tests. Data was coded and analyzed using Statistical Package for Social

Sciences (SPSS Inc., 2016). Descriptive statistics were used to analyze a demographic profile of respondents. Demographic data was tabulated using percentages and frequencies.

Data produced from research question one and two were also analyzed using descriptive statistics, percentages and frequencies to describe participants' career longevity and their perceptions of diversity in the workplace. T-tests was utilized to find significant differences between the groups.

Next, descriptive statistics were used in response to data produced from research question with regard to participants' perceptions of emotional intelligence. ANOVA was used to find significant differences between groups.

ANOVA was used to analyze results of research question four to determine the strength among the independent variables self-awareness, self-management, social awareness, and relationship management among the two groups sampled in this study.

Data from research question four was analyzed using an Independent Sample T-Test to compare means between sustainability awareness on social, environmental and economic levels. In addition, levels of significance were determined among the sampled groups.

The previous chapter discussed earlier research regarding study abroad and those methodologies were used to investigate the research questions. By utilizing methods of statistical analysis, this chapter presents the results of the survey developed to answer these research questions. Several of these questions involve descriptive statistics, including demographic profiles.

The objective of this study was to determine if career development can be enhanced through transferable skills gained by exposure in a study abroad program at the university level. American businesses are beginning to recognize aptitudes related to the workforce including

language competency, business skills, and intangible or “soft” skills that are obtained with a study abroad experience. This study proposes that career development can be enhanced through sustainability, emotional intelligence, and diversity awareness.

### *Response Rate*

Snowball sampling was used to collect online surveys via *Qualtrics*. Snowball sampling as a non-probability sampling technique, which works like a chain referral, used by researchers to identify potential subjects in studies where subjects were hard to locate or the sample was a very small subgroup of the population (Explorable.com, 2009). Fourteen universities responded from a wide region from across the US. Surveys were distributed to the following Universities members of the International Council of Hotel, Restaurant, and Institutional Education (I-CHRIE): Kansas State University, Pennsylvania State University, University of Hawaii Manoa, University of Memphis, and Virginia Polytechnic Institute and State University. The survey link was also sent to Florida International University, Auburn University, Oklahoma State University, Northwest Arkansas Community College, University of South Florida Sarasota-Manatee, Arkansas Tech University, Washington State University, University of Southern Mississippi, while most respondents came from the University of Arkansas. The surveys were sent using Qualtrics via email, social media, and anonymous link. The survey link opened on February 28, 2017. The respondents were asked to complete the electronic survey, and the survey closed March 14<sup>th</sup>, 2017. The respondents were invited to click the link in the invitation ([http://uark.qualtrics.com/jfe/form/SV\\_8dMRvSdp9xmOHe5](http://uark.qualtrics.com/jfe/form/SV_8dMRvSdp9xmOHe5)) that would take them directly to the survey. Table 1 shows the raw and adjusted response rates.

A true response rate could not be calculated because snowball sampling was used. There was no viable response rate when snowball sampling was used because there was not a specific

population size chosen to receive and complete the survey. However, of the 123 surveys started, 13 (10.57%) were not completed. This yielded an effective sample size of 110. There were 110 (89.43%) surveys completed. Of those completed, 13 (10.57%) were unusable. Therefore, 110 surveys were usable which produced an 89% response rate. Of the 104 surveys deemed usable all were returned by the website and were coded and analyzed.

Table 1  
*Response Rate*

E-Mail/Web Survey's	Number	Percentage
Sample Size	123	100.00%
Survey's not completed	13	10.57%
Effective Sample Size	110	89.43%
Number unusable	13	10.57%
Net number usable	110	89.43%

*Respondent Profile*

The demographic characteristics of the respondents were described for both hospitality students who have and have not participated in a study abroad program. Table 3 below shows the demographic results for the respondents. There were 40 (35%) hospitality students who have participated in a study abroad program and hospitality students that had not participated in a study abroad program 72 (64%), for a total of 112 respondents: The largest percentage of respondents were female: 87 (73%) and 24 (22%) male.

Respondents were asked to identify their race/ethnicity. Caucasian was the most chosen category with 86 (77%) respondent followed by Hispanic or Latino (12%) respondents. While all college classifications were represented most the respondents were made up of seniors (28%) and graduate students (28%), were between the ages of 21-25 (50%) and reported a GPA of 3.00-4.00 (75%) and were U.S. residents (96%).

Because this study concerned traveling abroad the participants were asked what was their native language and how many languages did they speak. The majority of participants (90%) reported English as their native language, and 79% only spoke one language (mostly like their native language). The researcher was curious in finding out if the environment in which a student was raised impacted their decision to study abroad: example, where students who spent the majority of their life in urban areas versus rural areas more likely to study abroad or vice versa. The data revealed that 39% of the students who study abroad spent most of their life in large city or metropolitan area, 34% spend most of their life in a small city setting and 26% spent most of their life in rural area or town.

Lastly, the participants were asked where in the hospitality industry they were employed. The majority of respondents (30%) worked in the meeting and events industry followed by 19% who indicated they were employed in food service. Additionally, participants that were asked if they had studied abroad (35%) were also asked what countries had they studied in. (See Table 2)

Table 2  
*Countries Studied Abroad by Respondents*

<b>Country</b>	<b>Total</b>	<b>Percentage</b>
Italy	15	38.46%
United Kingdom/England	6	15.38%
Spain	6	15.38%
France	4	10.26%
Ireland	4	10.26%
Germany	4	10.26%
Australia	1	2.56%
China	1	2.56%
Costa Rica	1	2.56%
Japan	0	0.00%
Other: Switzerland Dominican Republic Greece Austria Switzerland Portugal India Ecuador	17	43.59%

Table 3  
*Demographic Information of Respondents*

Table 3 A

<b>Previously Studied Abroad</b>	<b>Count</b>	<b>Percentage</b>
Yes	38	34.55%
No	<b>72</b>	<b>65.45%</b>
<b>Total</b>	110	100

Table 3 B

<b>Gender</b>	<b>Study Abroad</b>	<b>Study Abroad %</b>	<b>Non-Study Abroad</b>	<b>Non- Study Abroad %</b>	<b>Count</b>	<b>Total Percentage</b>
Male	8	21.05%	18	24.32%	26	23.21%
Female	<b>30</b>	<b>78.94%</b>	<b>56</b>	<b>75.76%</b>	<b>86</b>	<b>76.78%</b>
<b>Total</b>	38	100%	74	100%	112	100%

Table 3 C

Age	Study Abroad	Study Abroad %	Non-Study Abroad	Non-Study Abroad %	Total	Total Percentage
18-20	7	18.42%	21	29.16%	28	25.45%
21-25	<b>24</b>	<b>63.16%</b>	<b>31</b>	<b>43.05%</b>	<b>55</b>	<b>50.00%</b>
26-34	5	13.15%	12	16.66%	17	15.45%
35-49	1	02.63%	4	05.55%	3	2.72%
50+	1	02.63%	4	05.55%	3	2.72%
<b>Total</b>	<b>38</b>	<b>100%</b>	<b>72</b>	<b>100%</b>	<b>110</b>	<b>100%</b>

Table 3 D

Education	Study Abroad	Study Abroad %	Non-Study Abroad	Non-Study Abroad %	Total	Total Percentage
Less than High School	0	0.00%	<b>0</b>	0.00%	0	0.00%
H.S. Diploma	6	15.78%	13	18.06%	19	17.27%
Associates	4	10.52%	4	5.56%	8	07.27%
Some College	<b>13</b>	<b>34.21%</b>	<b>28</b>	38.89%	<b>41</b>	<b>37.27%</b>
Professional Degree (JD, MD)	0	0.00%	1	1.39%	1	0.09%
Bachelor's	12	31.57%	15	20.83%	27	24.54%
Master's	2	05.26%	8	11.11%	10	09.09%
Doctoral	1	02.63%	3	4.17%	4	03.63%
<b>Total</b>	<b>38</b>	<b>100.00%</b>	<b>72</b>	<b>100.00%</b>	<b>110</b>	<b>100%</b>



Table 3 E

<b>Class Status</b>	<b>Study Abroad</b>	<b>Study Abroad %</b>	<b>Non-Study Abroad</b>	<b>Non-Study Abroad %</b>	<b>Total</b>	<b>Total Percentage</b>
Freshman	0	0.00%	9	12.68%	9	08.25%
Sophomore	4	10.53%	5	7.04%	9	08.25%
Junior	7	18.42%	17	23.94%	24	22.01%
Senior	<b>15</b>	<b>39.47%</b>	<b>16</b>	<b>22.54%</b>	<b>31</b>	<b>28.44%</b>
Graduate	<b>8</b>	<b>21.05%</b>	<b>23</b>	<b>32.39%</b>	<b>31</b>	<b>28.44%</b>
Other:	4	10.53%	1	1.41%	5	04.59%
<b>Total</b>	<b>38</b>	<b>100.00%</b>	<b>71</b>	<b>100.00%</b>	<b>109</b>	<b>100.00%</b>

Table 3 F

<b>Grade Point</b>	<b>Study Abroad</b>	<b>Study Abroad %</b>	<b>Non-Study Abroad</b>	<b>Non-Study Abroad %</b>	<b>Total</b>	<b>Total Percentage</b>
Under 2.00	0	0.00%	1	1.39%	1	00.90%
2.00 - 2.49	1	2.63%	0	0.00%	1	00.90%
2.50 – 2.99	6	15.79%	17	23.61%	23	20.90%
3.00 – 3.49	11	28.95%	22	30.56%	33	30.00%
3.50 – 4.00	<b>19</b>	<b>50.00%</b>	<b>32</b>	<b>44.44%</b>	<b>51</b>	<b>46.36%</b>
Don't Know	1	2.63%	0	0.00%	1	00.90%
Not applicable	0	0.00%	0	0.00%	0	0
<b>Total</b>	<b>38</b>	<b>100.00%</b>	<b>72</b>	<b>100.00%</b>	<b>110</b>	<b>100.00%</b>

Table 3 G

<b>Race/Ethnicity</b>	<b>Study Abroad</b>	<b>Study Abroad%</b>	<b>Non-Study Abroad</b>	<b>Non-Study Abroad%</b>	<b>Total</b>	<b>Total Percentage</b>
Asian	4	10.53%	1	1.39%	5	04.55%
Hispanic or Latino	5	13.16%	8	11.11%	13	11.81%
Black or African American	1	2.63%	3	4.17%	4	03.64%
Native American or Alaska Native	0	0.00%	0	0.00%	0	00.00%
Native Hawaiian or Pacific Islander	0	0.00%	2	2.78%	2	01.82%
White	<b>27</b>	<b>71.05%</b>	<b>58</b>	<b>80.56%</b>	<b>85</b>	<b>77.27%</b>
Other:	1	2.63%	0	0.00%	1	00.90%
<b>Total</b>	<b>38</b>	<b>100.00%</b>	<b>72</b>	<b>100.00%</b>	<b>110</b>	<b>100.00%</b>

Table 3 H

<b>U.S. Resident</b>	<b>Study Abroad</b>	<b>Study Abroad %</b>	<b>Non-Study Abroad</b>	<b>Non-Study Abroad%</b>	<b>Total</b>	<b>Total Percentage</b>
Yes	<b>36</b>	<b>94.74%</b>	<b>68</b>	<b>94.44%</b>	<b>104</b>	<b>94.55%</b>
No	2	5.26%	4	5.56%	6	05.45%
<b>Total</b>	<b>38</b>	<b>100.00%</b>	<b>72</b>	<b>100.00%</b>	<b>110</b>	<b>100.00%</b>

Table 3 I

<b>Is English your Native Language</b>	<b>Study Abroad</b>	<b>Study Abroad %</b>	<b>Non-Study Abroad</b>	<b>Non-Study Abroad %</b>	<b>Total</b>	<b>Total Percentage</b>
Yes	<b>32</b>	<b>84.21%</b>	<b>67</b>	<b>93.06%</b>	<b>99</b>	<b>90.00%</b>
No	6	15.79%	5	6.94%	11	10.00%
<b>Total</b>	<b>38</b>	<b>100.00%</b>	<b>72</b>	<b>100.00%</b>	<b>110</b>	<b>100.00%</b>

Table 3 J

<b>Number of Languages Spoken</b>	<b>Study Abroad</b>	<b>Study Abroad %</b>	<b>Non-Study Abroad</b>	<b>Non-Study Abroad %</b>	<b>Total</b>	<b>Total Percentage</b>
1	27	71.05%	60	83.33%	87	79.09%
2-3	10	26.32%	10	13.89%	20	18.18%
3-4	1	2.63%	2	2.78%	3	02.73%
4-5	0	0.00%	0	0.00%	0	0.00%
5+	0	0.00%	0	0.00%	0	0.00%
<b>Total</b>	38	100.00%	72	100.00%	110	100%

Table 3 K

<b>Setting Spent Most of their Life</b>	<b>Study Abroad</b>	<b>Study Abroad %</b>	<b>Non-Study Abroad</b>	<b>Non-Study Abroad %</b>	<b>Total</b>	<b>Total Percentage</b>
Large city or metropolitan area	15	39.47%	31	43.06%	46	41.82%
Rural Area or Town	10	26.32%	20	27.78%	30	27.27%
Small City	13	34.21%	21	29.17%	34	30.90%
<b>Total</b>	38	100.00%	72	100.00%	110	100%

Table 3 L

<b>Countries Visited Outside United States</b>	<b>Study Abroad</b>	<b>Study Abroad %</b>	<b>Non-Study Abroad</b>	<b>Non-Study Abroad %</b>	<b>Total</b>	<b>Total Percentage</b>
0	0	0.00%	12	16.67%	12	10.90%
1	4	10.53%	11	15.28%	15	13.64%
2	5	13.16%	12	16.67%	17	15.45%
3	4	10.53%	9	12.50%	13	11.81%
4	2	5.26%	6	8.33%	8	07.27%
5+	23	60.53%	22	30.56%	45	40.90%
Not Applicable	0	0.00%	0	0.00%	0	0.00%
<b>Total</b>	38	100.00%	72	100.00%	110	100.00%

Table 3 M

<b>Countries Lived in Outside United States</b>	<b>Study Abroad</b>	<b>Study Abroad %</b>	<b>Non-Study Abroad</b>	<b>Non-Study Abroad %</b>	<b>Total</b>	<b>Total Percentage</b>
1	14	36.84%	11	15.28%	25	22.27%
2	5	13.16%	5	6.94%	10	09.09%
3	1	2.63%	0	0.00%	1	00.90%
4	0	0.00%	0	0.00%	0	0.00%
5+	0	0.00%	0	0.00%	0	0.00%
Not Applicable	<b>18</b>	<b>47.37%</b>	<b>56</b>	<b>77.78%</b>	<b>74</b>	<b>67.27%</b>
Total	38	100.00%	72	100.00%	110	100.00%

Table 3 N

<b>Held Management or Supervisor Position</b>	<b>Study Abroad</b>	<b>Study Abroad %</b>	<b>Non-Study Abroad</b>	<b>Non-Study Abroad %</b>	<b>Total</b>	<b>Total Percentage</b>
Yes	16	43.24%	35	48.61%	51	46.78%
No	<b>21</b>	<b>56.76%</b>	<b>33</b>	<b>45.83%</b>	<b>54</b>	<b>49.54%</b>
Not Sure	0	0.00%	4	5.56%	4	03.66%
<b>Total</b>	37	100.00%	72	100.00%	109	100.00%

Table 3 O

<b>Segment of the Hospitality Industry Employed In</b>	<b>Study Abroad</b>	<b>Study Abroad %</b>	<b>Non-Study Abroad</b>	<b>Non-Study Abroad %</b>	<b>Total</b>	<b>Total Percentage</b>
Hospitality Education	1	2.63%	10	13.89%	11	10.00%
Hotel Industry	11	28.95%	8	11.11%	19	17.27%
Food Service Industry	8	21.05%	13	18.06%	21	19.09%
Meetings and Events	<b>7</b>	<b>18.42%</b>	<b>26</b>	<b>36.11%</b>	<b>33</b>	<b>30.00%</b>
Travel and Tourism	6	15.79%	9	12.50%	25	22.73%
Managed Services	0	0.00%	1	1.39%	2	01.82%
Other:	5	13.16%	5	6.94%	10	09.09%
<b>Total</b>	38	100.00%	72	100.00%	110	100.00%

**CHAPTER 4:**  
**FINDINGS**  
**RESULTS AND DISCUSSIONS**

Chapter III elaborated on the research methodologies that were used to investigate the research questions. Through the utilization of statistical analysis techniques, this chapter presents the results of the proposed research questions. These questions involve the descriptive statistics of demographics profiles. The inferential statistics are further extended into the differences of hospitality students who studied abroad and hospitality students that did not study abroad.

The objective of this study was to identify the benefits of study abroad related to sustainability, emotional intelligence, and diversity awareness in hospitality students who had participated in a studied abroad program compared to those that had not.

**RESEARCH QUESTIONS:**

**RQ1: Do hospitality students who have participated in study abroad believe that their experiences will influence the longevity of their career in the hospitality industry?**

The study was interested in the effect of hospitality students who had participated in a study abroad program and the possibility that their experiences would influence the longevity of their career in the hospitality industry. Respondents were asked question 35 of the survey “Do you agree that students who participated in study abroad will have a longer career in the hospitality industry than those who have not participated in study abroad?” This question was analyzed to determine if study abroad influenced participant’s perception of the longevity of their career.

Based on a non-directional independent samples *t*-test at  $\alpha = .05$ , the study rejected the null hypothesis in that the population means were equal,  $t(103) = -2.85, p = .005$ . Therefore, it is concluded that there were significant differences between students that had participated in a study abroad program ( $M = 1.56, SD = .824$ ) and those that did not participate in a study abroad program ( $M = 2.06, SD = .843$ ), in the belief that their experiences would influence the longevity of their career in the hospitality industry. The 95% confident interval for the difference in means was  $-.844$  to  $-.151$ . Therefore, it can be concluded that the hospitality students surveyed did feel that their study abroad experience had impacted them more than those participants who did not study abroad and were more likely to stay in the hospitality industry longer. Accordingly, it is assumed that hospitality students who study abroad during their college career would be more likely to stay in the hospitality industry field; thus, study abroad experiences could contribute to reducing turnover rate in the hospitality industry.

Table 4  
*Longevity of Career in the Hospitality Industry Results of Independent Samples t-test (n=105)*

Description	Mean	Standard Deviation	<i>t</i>	Sig.	95% Confidence Interval of the Difference	
					Lower	Upper
Participated in Study Abroad	1.56	.82	-2.850	.005*	-0.844	-0.151
& Not Participated in Study Abroad	2.06	.84	-2.874	.005*	-8.43	-.12

\*Significant at .005; df=103

**RQ2: Are hospitality students who participate in a study abroad program more perceptive of diversity?**

The study was interested in whether hospitality students who had studied abroad were more perceptive of diversity than those that did not study abroad. To determine this, the study used questions from Texas Tech's Fall 2008 Diversity Awareness Survey developed by Mary C. Fehr, Ph.D. and Mary Frances Agnello, Ph.D. The diversity questions selected from the Texas Tech survey were included in Section 3 of this study's survey.

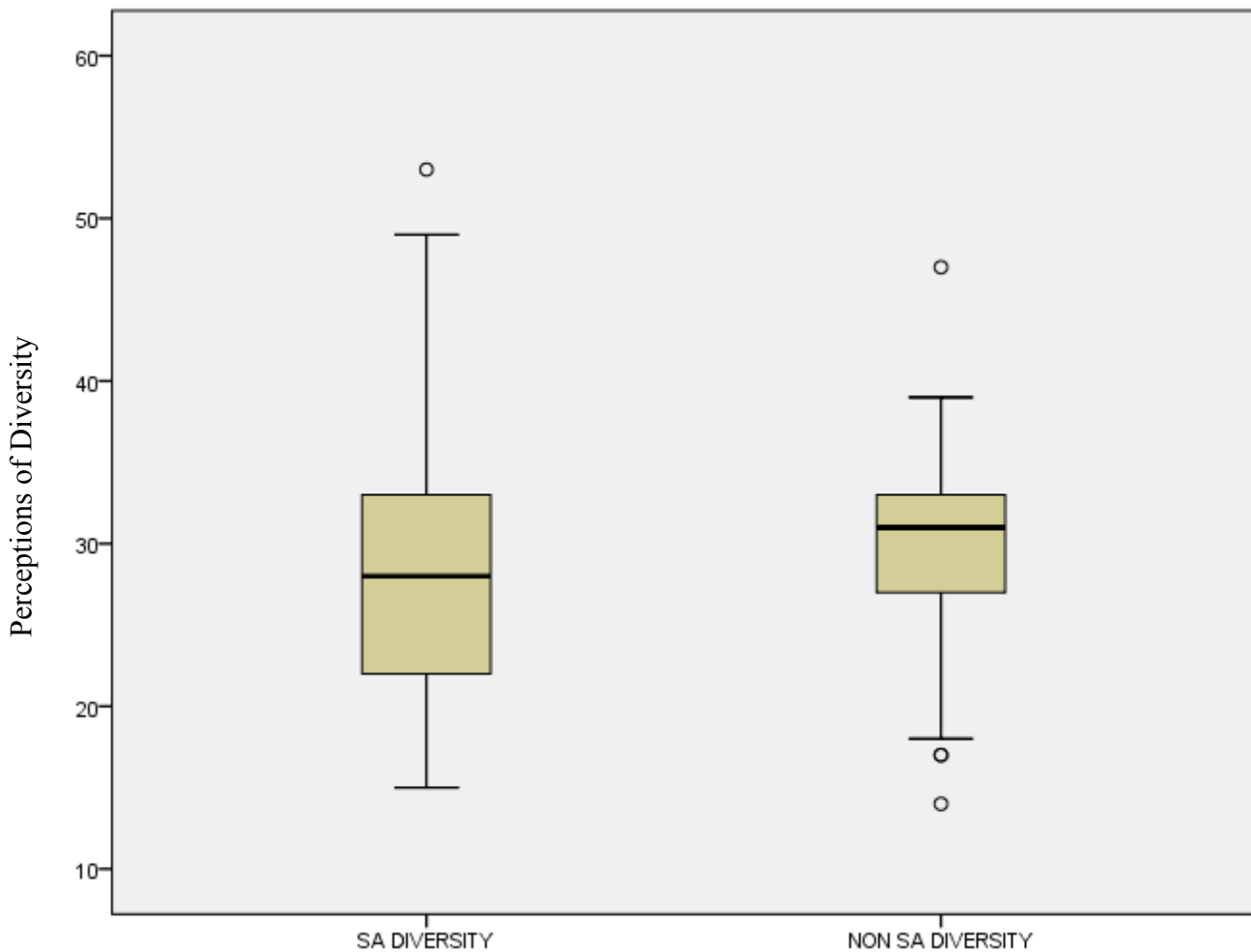
A Paired –Samples *t*-test for homogeneity of variance was utilized to evaluate whether hospitality students who participated in a study abroad program were more perceptive of diversity than those that did not participate in study abroad. The purpose of the *t*-test was to determine if the variation was significant between hospitality students who had studied abroad were more perceptive of diversity than hospitality students who had not studied abroad. As displayed in Table 5, the mean score of hospitality students that did not study abroad was ( $M=18.47, SD=8.72$ ),  $t(33) = .927, p=.361$  and the standard effect sized index was small ( $d.16$ ). There was no considerable overlap in the distribution for the composite scores ratings of perceptions of diversity as show in Table 6. The 95% confidence for the mean difference between the two perceptions of diversity was -1.195 to 3.195. Despite no significant differences, the two paired samples were highly correlated ( $n=34, r=.7, p<.001$ ). Therefore, it can be determined that both samples (those students who studied abroad and those that did not) were both perceptive of diversity regardless if they traveled internationally or not.

Table 5  
*Hospitality student's perception of diversity Results of Paired Samples t-test (n=119)*

Description	Mean	Standard Deviation	t	Sig.	95% Confidence Interval of the Difference	
Participated in Study Abroad & Not Participated in Study Abroad	28.47	8.715	.927	.361	Lower	Upper
					-1.19501	3.19501

\*Significant at .005; df=33

Table 6





**RQ3: Do hospitality students who complete a study abroad program feel they have a heightened level of emotional intelligence (self-awareness, self-management, social awareness, and relationship management) compared to non-study abroad hospitality students?**

The study was interested in knowing if there was a difference between hospitality students who have studied abroad and those who had not studied abroad in their emotional intelligence as measured through self-awareness, self-management, social awareness, and relationship management. There were multiple questions in section 2 of the survey for respondents regarding EI that measured self-awareness, self-management, relationship management, and social awareness. The Emotional Intelligence self-assessment scale used in this study was developed by Melinda Stallings, CEO at Melinda Stallings International. Stallings is an international speaker, author, consultant, and life coach (M. Stalling, **personal communication**, January 18, 2017).

A one-way analysis of variance (ANOVA) was conducted to evaluate the relationship between hospitality students who have studied abroad and who had not studied abroad and the difference in their EI as measured through self-awareness, self-management, social awareness, and relationship management. The independent variable, the participation in the study abroad program, included two levels: have studied abroad and have not studied abroad. The dependent variables used were: self-awareness, self-management, social awareness, and relationship management. For the variables used in this ANOVA test, the values of sum of squares, degrees of freedom, mean square, F statistics and actual significance are provided in Table 7 and Table 8. There was no significant difference between the reported self-awareness score of those who had studied abroad and those who did not study abroad ( $M=18.21$ ,  $SD=3.33$ ).  $F(1,108) = .586$ ,  $p=.445$ . Similarly, Table 7 and Table 8 demonstrate that there were no significant differences between the students who have studied abroad and their reported scores of self-management,

relationship management, and social awareness compared to those who had not studied abroad. There was no Post-Hoc analysis performed because the F test was not significant. The assumptions for ANOVA were met and there was no significant difference found among the assumptions. Therefore, it can be concluded that hospitality students who study abroad did not have a higher emotional intelligence than those students who did not study abroad.

Table 7  
*Emotional Intelligence of Hospitality Students That Studied Abroad (n=38)*  
*One-Way Analysis of Variance (ANOVA)*

Description	Mean	Standard Deviation	F	Sig.	95% Confidence Interval of the Difference	
					Lower	Upper
Self-Awareness	17.55	5.66	.586	.445	15.57	21.01
Self-Management	18.95	6.28	1.48	.226		
Relationship Management	18.84	6.06	1.05	.307		
Social Awareness	17.50	5.85	1.90	.170		

\*Significant at .005; df=109

Table 8  
*Emotional Intelligence of Hospitality Students That Did Not Studied Abroad (n=72)*  
*One-Way Analysis of Variance (ANOVA)*

Description	Mean	Standard Deviation	F	Sig.	95% Confidence Interval of the Difference	
					Lower	Upper
Self-Awareness	18.21	3.33	.586	.445	17.43	20.91
Self-Management	20.08	3.52	1.48	.226		
Relationship Management	19.75	3.23	1.05	.307		
Social Awareness	18.68	3.13	1.90	.170		

\*Significant at .005; df=109

**RQ4: Does participation in a study abroad program impact a hospitality student’s perception of sustainability development on the social, environmental, and economic levels?**

The study was interested in the effect of hospitality students who had participated in a study abroad program and if their experiences would influence the hospitality student’s perception of sustainability development on the social, environmental, and economic levels. The first question related to sustainability was asked in Section 4 of the survey: “Economic development, social development, and environmental protection are all necessary for sustainable development?” This question was analyzed to determine if study abroad influenced participant’s perception of sustainable development related to the hospitality industry.

Therefore, a *t*-test was determined to be the best statistical test to determine if the means of the two populations were significantly different. Based on a non-directional independent samples *t*-test at  $\alpha = .05$ , it was determined that the population means were equal,  $t(102) = 1.237$ ,  $p = .219$ . The study determined there was no significant difference between students that had participated in a study abroad program and those that did not participate in a study abroad

program in whether their experiences would influence the hospitality student's perception of sustainability development on the social, environmental, and economic level. The 95% confident interval for the difference in means was -.131 to .563. Therefore, it can be concluded that hospitality students who participated in study abroad did not have a higher level of perception of sustainability development on the social, environmental, and economic levels than those students who did not study abroad.

Table 9  
*Hospitality student's perception of sustainability development on the social, environmental, and economic levels Results of Independent Samples t-test (n=104)*

Description	Mean	Standard Deviation	t	Sig.	95% Confidence Interval of the Difference	
					Lower	Upper
Participated in Study Abroad	4.27	.719	-1.237	.219	-.131	.563
& Not Participated in Study Abroad	4.06	.876	1.330	.188	-1.08	.541

\*Significant at .005; df=102

**Summary:**

Various questions were asked regarding the outcomes of study abroad on hospitality students, the only significant difference found was that hospitality students who studied abroad were more likely to work longer in the hospitality industry. Therefore, it can be speculated that hospitality students who study abroad will work in the hospitality industry longer and have more fulfilling careers while reducing turnover rates.

## **CHAPTER 5:**

### **CONCLUSIONS AND DISCUSSION**

Chapters 3 and 4 elaborated on the research methodologies and statistical analyses that were used to discuss the test results. This section provides a summary of the study and conclusions relating to the four research questions followed by discussions of specific findings. Also, offering suggestions for future studies.

The purpose of this study was to identify the benefits of study abroad related to emotional intelligence, diversity, and sustainability awareness in hospitality students. A quantitative approach was used in this study to develop a non-experimental research design for the purpose of determining the benefits of study abroad related to emotional intelligence, diversity, and sustainability. The goal was to identify the role study abroad played in a student's global mindset and employability skills necessary to compete in today's hospitality workforce, and the impact those skills have on reducing turnover rate in the hospitality industry.

There were multiple reasons to research the benefits to study abroad related to sustainability, emotional intelligence, and diversity awareness in hospitality students. The soft skills associated with EI are highly coveted, and the ability to embrace diversity is essential, while sustainability is important for businesses branding, perception and reputation. These benefits are particularly desirable in the hospitality industry.

### **Summary of Research:**

The research was conducted in the Spring of 2017. A descriptive questionnaire survey was developed and distributed to ten students from the target group to test for validity, reliability, and clarity. After the pre-test, the descriptive survey questionnaires for hospitality students who had and had not studied abroad were sent using Qualtrics via email, social media, and anonymous link. Data from the surveys were organized to address the research questions in Chapter 4. The specific research questions used in this study, which served as the framework for the quantitative analyses, were:

1. Do hospitality students who have participated in study abroad believe that their experiences will influence the longevity of their career in the hospitality industry?
2. Are hospitality students who participate in a study abroad program more perceptive of diversity?
3. Do hospitality students who complete a study abroad program feel they have a heightened level of emotional intelligence (self-awareness, self-management, social awareness, and relationship management) compared to non-study abroad hospitality students?
4. Does participation in a study abroad program impact a hospitality student's perception of sustainability development on the social, environmental, and economic levels?

### **Conclusions:**

The results of this study appear to support the existence of a relationship between career longevity and study abroad. After the data was subjected to a paired samples *t*-test, the results indicated that there was significant difference between students that had participated in a study

abroad program and those that did not participate in a study abroad program in the belief that their experiences would influence their career longevity in the hospitality industry.

This could be since students who did study abroad felt that it would help their career and that study abroad had value that could later be added to their careers when working in the hospitality industry. These participants might have felt this way because of the constant promotion and advocacy of study abroad from universities and study abroad offices. Study abroad is defined as being beneficial and is a vital component that prepares students for success in the global workplace (Why Study Abroad, n.d.).

One cannot know for certain if study abroad does increase longevity of careers without researching those that have been in the workforce: but it can be assumed that hospitality students who study abroad during their college career would be more likely to stay in the hospitality industry field; thus, contributing to reducing an extremely high turnover rate in the hospitality industry. To elaborate more on the high turnover rate in the hospitality industry and bring attention to the importance of decreasing this number as recent study by the National Restaurant Association (2016, March) stated that the turnover rate in the economy's hospitality segment in 2015 rose to 72.1 percent, up from 66.7 percent in 2014. It was the fifth consecutive year of turnover rate increases (Ruggless, 2016).

Why is it important to reduce this turnover rate? Employee turnover can cost a hospitality organization in numerous of ways, including pre-departure costs, recruitment expenses, selection and training expenses, and loss of productivity. Plus, turnover can be a killer of company culture, which can be difficult to ignore and often lead to the demise of an organization.

Why is diversity important in the hospitality industry? Lack of diversity can lead to a higher turnover rate due to loss of employee retention. Employees feel valued for their individuality and unique contribution so are more likely to stay at a company for longer (Dillion, n.d.). In addition, national boundaries no longer define the world of business, this globalization increases diversity awareness and issues as employees must learn how to work with people from different countries and cultures, this is especially true for the hospitality industry.

In order to determine if the hospitality students that participated in a study abroad program were more perceptive of diversity than those that did not participated, they were asked to rate their level of agreement with statements regarding education and workplace diversity on a 5 point Likert scale. Despite widespread agreement among educational policy makers and study abroad advocates regarding the educational role of study abroad in developing diversity awareness, the research conducted does not support this claim. After the data was subjected to a non-directional independent samples *t*-test, the results indicated that there was no significant difference between the perceptions of diversity between hospitality students who had studied abroad and hospitality students who had not studied abroad. Despite no significant difference the two paired samples were highly correlated. Therefore, it can be determined that both samples, those students who studied abroad and those that did not were both perceptive of diversity regardless if they traveled internationally or not.

This level of perception of diversity regardless if they traveled internationally or not could be because college age students are America's most racially diverse generation. The millennial generation or people born between 1982 and 2000 are more diverse than any generation that has come before them and represent one quarter of the nation's population (Bureau, 2015). Forty-four-point two percent of the 83.1 million millennials are a part of a



minority race or ethnic group (group other non-Hispanic, single race White) (Burea, 2015). Although hospitality student's perception of diversity was not heightened because of the study abroad experience it can be concluded that they were already open to diversity. This could be attributed to the curriculum in hospitality education today. All hospitality education programs require a human resources course, management course and an internship. To be eligible for internship a student would have to have completed a certain number of work hours in the hospitality industry. Those hours can be as low as 100 hours and up to 1,000 hours (Way, 2006).

Furthermore, respondents in this study indicated they had spent most of their life in a large city or metropolitan area as compared to a rural area or town or small city. It could be assumed that respondents were more open to diversity prior to coming to college because of the setting they spent most of their life in. With large cities or metropolitan areas, respondents are more likely to encounter multiple types of diversity daily before coming to college compared to a smaller city or rural area and can influence their perceptions about diversity, making it no big deal.

Emotional intelligence success is strongly influenced by personal qualities such as perseverance, self-control and skill in getting along with others. As the workplace continues to evolve, making room for new technologies and innovations, these qualities have become increasingly important (Deleon, 2015). Workers with high EI are better able to work in teams, adjust to change and be flexible. No matter how many degrees or other on-paper qualifications a person has, if he or she doesn't have certain emotional qualities, he or she is unlikely to succeed (Deleon, 2015).

After the data supporting research question 3 was subjected to a one-way analysis of variance (ANOVA), the results indicated that there was no significant difference between the

relationship between hospitality students who have studied abroad and who had not studied abroad and the difference in their EI as measured through self-awareness, self-management, social awareness, and relationship. These results suggest that EI was not a differentiating factor between the two groups. Neither group had a better-developed level of EI than the other. This finding is intriguing: are college students today (millennials) already emotional intelligent? The EI revolution has been around for generations, could it be that millennials or college students of today are the generation that have been taught by their parents the importance of EI in the workforce as well as in life in general? That is a strong possibility.

According to Frith (2015) while interviewing psychologist Lynda Shaw, Shaw stated that younger people generally have higher EI in the workplace than previous generations. “In terms of emotional intelligence, they are much better. They are observant, responsive, and they react accordingly. While that is a generalization, it’s my experience.” Shaw also said millennials have a more serious outlook on work than previous generations. She explained that the environment teenage brains develop in dictates how someone will understand the world as an adult.

Millennials or college students of today generally were brought up with both parents working; therefore, they are more independent than previous generations. They have more “life experiences on their own than their parents did at their age and are more aware of their self and others. Because of this it is suspected that the sample in this study felt this way, and did not see that study abroad would increase their EI as they feel they already posse it.

College students / millennials are the “green generation”. The college student of today have come of age in one of the most difficult economic climates in the past 100 year, yet they continue to put sustainable and green products at the top of their priority list and are more focused on environmental issues than their parent’s generation. They are the stewards of

recycling and preserving the environment. Therefore, it was not surprising that there were not any significance differences among the sample regarding study abroad raising the awareness of sustainability.

The data supporting research question 4 was subjected to a non-directional independent samples t-test, the results indicated that there was no significant difference between students that had participated in a study abroad program and those that did not participate in a study abroad program in whether their experiences would influence the hospitality student's perception of sustainability development on the social, environmental, and economic level.

### **Recommendations for Future Research:**

Participation in a study abroad program in and of itself was not enough to influence perceptions of diversity, emotional intelligence, or sustainability. However, a study abroad program that focused on one of these three elements in the course program could be examined to measure changes in the results post study abroad. Would study abroad combine with a program that incorporated one of these three areas into the curriculum have the same or greater impact on respondents' perceptions of diversity, emotional intelligence, and sustainability awareness than study abroad alone?

Researchers should continue future research related to study abroad and diversity, emotional intelligence, and sustainability awareness. Most the population of students came from the University of Arkansas, and its findings may not be generalizable to a larger population of other universities. The results were obtained from a small sample of study abroad participants and may be statistically different if a larger sample of respondents were tested. A future study

that conducts test-retest methods for both a study abroad and a non-study abroad group would potentially provide a more powerful dataset for comparative analyses.

Location and duration of the student's study abroad experience was not taken into consideration. For example, would students who spend a semester abroad have more experiences than a student who only went two weeks abroad, thus influencing their perceptions? Or would a student who studied in a non-English speaking have an impact on EI as related to problem solving and stress resilience?

Colleges and university should continue to support study abroad programs and advance further research. Employers are interested in student's ability to manage stress, emotional intelligence, and diversity awareness when entering the workforce. Researchers should recreate the study but ask socio-economical questions. These additional questions could help determine what influences students decisions to study abroad and financial ability/socioeconomic status. Further research, could potentially attractive a larger number of student participants and that from more diverse populations on campus. With more evidence on the benefits of study abroad colleges and university may be able to provide and prepare their students with more accurate information on study abroad. Administrators, educators, parents, and students will be able to make a more informed decision on if studying abroad is a good investment of time, money, and resources. With further research, colleges and university will have a stronger motivation to expand study abroad programs for different curriculums and increase financial support for study abroad programs.

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## APPENDIX A

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February 9, 2017

MEMORANDUM

TO: Jordan Griffin  
Kelly Way

FROM: Ro ~~Windwalker~~  
IRB Coordinator

RE: New Protocol Approval

IRB Protocol #: 17-01-421

Protocol Title: *Exploring the Impacts of Study Abroad on the Hospitality Turnover Rate*

Review Type:  EXEMPT  EXPEDITED  FULL IRB

Approved Project Period: Start Date: 02/08/2017, Expiration Date: 02/07/2018

Your protocol has been approved by the IRB. Protocols are approved for a maximum period of one year. If you wish to continue the project past the approved project period (see above), you must submit a request, using the form *Continuing Review for IRB Approved Projects*, prior to the expiration date. This form is available from the IRB Coordinator or on the Research Compliance website (<https://vpred.uark.edu/units/rscop/index.php>). As a courtesy, you will be sent a reminder two months in advance of that date. However, failure to receive a reminder does not negate your obligation to make the request in sufficient time for review and approval. Federal regulations prohibit retroactive approval of continuation. Failure to receive approval to continue the project prior to the expiration date will result in Termination of the protocol approval. The IRB Coordinator can give you guidance on submission times.

**This protocol has been approved for 200 participants.** If you wish to make any modifications in the approved protocol, including enrolling more than this number, you must seek approval *prior* to implementing those changes. All modifications should be requested in writing (email is acceptable) and must provide sufficient detail to assess the impact of the change.

If you have questions or need any assistance from the IRB, please contact me at 109 MLKG Building, 5-2208, or [irb@uark.edu](mailto:irb@uark.edu).

## APPENDIX B

## Survey

A University of Arkansas graduate student is conducting a study to identify the benefits of study abroad related to sustainability, emotional intelligence, and diversity awareness in hospitality students. Your contribution is very important to the success of this study. Participation is voluntary. Complete responses will help this research and will assist the hospitality industry better serve you in the future. It will take 15-20 minutes of your time. However, if you need to take a break during the survey, you may return to the place you left off using the same computer. If at any time you wish to end participation, you may.

The survey is not designed to sell you anything, or solicit money from you in any way. You will not be contacted at a later date for any sales or solicitations. Participation is anonymous. All responses will be kept confidential and will be used only for statistical analysis by the research personnel. At the end of the survey you will be redirected to a different screen. You will be able to input your email for a chance to win a \$100 worth of Walmart gift cards. Your email will be in no way linked to your survey. All emails will be kept confidential. The emails will be stored in an excel file and destroyed after the drawing is complete.

If you have any questions or if you would like to know the results of the study, please contact Jordan Griffin at [jggriffi@uark.edu](mailto:jggriffi@uark.edu) or Dr. Kelly Way at [kway@uark.edu](mailto:kway@uark.edu).

For questions about your rights as a subject, contact the University of Arkansas Institutional Review Board for the Protection of Human Subjects, University of Arkansas, Fayetteville, AR 72701, 479-575-2208.

By accessing the survey, you consent to participate. Please follow the arrow below to access the survey:

## SURVEY

### **Section 1: Demographic Information**

1. What is your current student status?
  - Full-time undergraduate student (12 or more credits per sem.)
  - Full-time graduate student (9 or more credits per sem.)
  - Part time undergraduate student (less than 12 credit per sem.)
  - Part time graduate student (less than 9 credits per semester)
  - Other: (Please specify) \_\_\_\_\_
  
2. What is the highest level of education you have completed?
  - Less than High School
  - High School Diploma/GED
  - Associate/Vocational Degree
  - Some College
  - Bachelor's Degree
  - Master's Degree
  - Doctoral Degree
  - Professional Degree (JD, MD)
  
3. What university did you graduate from or currently attending?  
\_\_\_\_\_
  
4. What year did you graduate college or expected date?  
\_\_\_\_\_
  
5. Self-reported grade point average:
  - Under 2.00
  - 2.00-2.49
  - 2.50-2.99
  - 3.00-3.49
  - 3.50-4.00
  - Don't know
  - Not applicable



6. Please identify your gender:
- Male
  - Female
7. What is your current age?
- 18-20
  - 21-25
  - 26-34
  - 35-49
  - 50+
8. Please specify your ethnicity?
- Asian
  - Hispanic or Latino
  - Black or African American
  - Native American or Alaska Native
  - Native Hawaiian or Pacific Islander
  - White
  - Other: \_\_\_\_\_
9. Are you a U.S. resident?
- Yes
  - No
10. Is English your native language?
- Yes
  - No
11. How many languages do you speak fluently?
- 1
  - 2-3
  - 3-4
  - 4-5
  - 5+
12. In what setting did you spend most of your life? (**Mark only one. If several apply use the most recent.**)
- Large city or metropolitan area
  - Rural area or town
  - Small city

13. What segment of the hospitality industry are you currently employed in or would like to be employed in?

- Hospitality Education
- Hotel Industry
- Food Service Industry
- Meetings and Events
- Travel and Tourism
- Managed Services
- Other: \_\_\_\_\_

14. Have you ever been or currently employed in a management/supervisory position in the hospitality industry?

- Yes
- No
- Not Sure

15. How many countries have you **visited** outside the U.S.?

- 0
- 1
- 2
- 3
- 4
- 5+
- Not Applicable

16. How many countries outside of the U.S. have you **lived** in for more than 3 months?

- 1
- 2
- 3
- 4
- 5+
- Not Applicable

17. Have you previously studied abroad?

- Yes
- No

If you have not study abroad previously, please jump to section 2 of the survey. {Insert tab that allows them to jump to section 2}

18. Where did you study abroad?

- United Kingdom/England
- Italy
- Spain
- France
- Australia
- Germany
- Ireland
- China
- Costa Rica
- Japan
- Other: \_\_\_\_\_

19. What were your goals for studying abroad? (Check all that apply)

- Greater understanding of different cultures
- Gain a different perspective on American culture
- Greater understanding of the Us in world affairs and history
- Gain a different perspective on your ethnic heritage
- Greater understanding of my faith
- Growth in self-awareness
- Growth in maturity and self-confidence
- Growth in interpersonal skills and ability to adapt
- Intellectual stimulation and development
- Increase ability to communicate in a foreign language
- Greater autonomy in independent decision making
- Take classes that are not offered at your home institution
- Enhance resume, increase job opportunities
- Trace and see new places
- Other: \_\_\_\_\_

**Section 2:**

*This section includes statements regarding a person's self-awareness. Please indicate your level of agreement with each statement.*

I am aware of the physical reactions (twinges, aches, sudden changes) that signal a "gut reaction".				
Never	Rarely	Sometimes	Mostly	Always
I let go of problems, anger or hurt from the past and I can move beyond them.				
Never	Rarely	Sometimes	Mostly	Always
I generally have an accurate idea of how another person perceives me during a particular interaction.				
Never	Rarely	Sometimes	Mostly	Always
I can easily meet and initiate conversation with new people when I have to.				
Never	Rarely	Sometimes	Mostly	Always
I take a break or use another active method of increasing energy when I sense my energy level is low.				
Never	Rarely	Sometimes	Mostly	Always
I "open up" with people appropriately- not too much, but enough so that I don't come across as cold or distant.				
Never	Rarely	Sometimes	Mostly	Always
I can engage in an interaction with another person and assess their mood based on non-verbal signals.				
Never	Rarely	Sometimes	Mostly	Always
I have no trouble making presentations in front of groups or conducting meetings.				
Never	Rarely	Sometimes	Mostly	Always
I take time every day for quiet reflection.				
Never	Rarely	Sometimes	Mostly	Always
I refrain from making up my mind on issues and expressing my opinion until I have all the pertinent facts.				
Never	Rarely	Sometimes	Mostly	Always
I have a number of people that I can turn to, and I ask for their help when I need it.				
Never	Rarely	Sometimes	Mostly	Always
I can deal calmly, sensitively, and proactively with the emotional displays of others.				
Never	Rarely	Sometimes	Mostly	Always
I can usually identify the emotion I am feeling at any given moment.				

Never	Rarely	Sometimes	Mostly	Always
I neither bury my anger nor let it explode onto others.				
Never	Rarely	Sometimes	Mostly	Always
I can show empathy and match my feelings with those of another person during an interaction.				
Never	Rarely	Sometimes	Mostly	Always
I am respected and liked by others, even when they don't agree with me				
Never	Rarely	Sometimes	Mostly	Always
I am clear in regard to my own goals and values.				
Never	Rarely	Sometimes	Mostly	Always
I am adept at managing my moods and seldom bring negative emotions to work.				
Never	Rarely	Sometimes	Mostly	Always
I focus my full attention on others when I listen to them.				
Never	Rarely	Sometimes	Mostly	Always
I can effectively persuade others to adopt my point of view without coercing them.				
Never	Rarely	Sometimes	Mostly	Always

**Section 3:**

20. What religion are you currently practicing? **(Please mark only one)**

- Roman Catholic
- Protestant (e.g., Lutheran, Methodist, Episcopalian, Quaker, Adventist, Baptist, Presbyterian, Mennonite, Brethren, etc.)
- Orthodox Christian
- Other Christian (eg., Mormon, Jehovah's Witness, etc.)
- Buddhist
- Hindu
- Jewish
- Muslim
- No religion
- Other: (Please specify) \_\_\_\_\_
- Not Applicable

21. As a child, did you play with children of other races and/or ethnicities, OUTSIDE of school hours?

- Yes
- No
- Not Applicable

22. When you were growing up, how often did your family entertain guests of other races and/or ethnicities in your home?

- Never
- Rarely
- Sometimes
- Often
- Very Often

23. How many courses that address diversity in a substantive way have you or did you take in college?

- 0
- 1-2
- 2-4
- 4-5
- 5-7
- 8+

24. Generally speaking, how much contact would you say that you had with people of the following backgrounds **prior to coming to your college/university?**

African American/Blacks	Very Frequent Contact	Frequent Contact	Moderate Contact	Little Contact	No Contact
American Indians/Alaskans/Aleuts	Very Frequent Contact	Frequent Contact	Moderate Contact	Little Contact	No Contact
Chicanos/Latinos/Hispanics	Very Frequent Contact	Frequent Contact	Moderate Contact	Little Contact	No Contact
Whites/Caucasians	Very Frequent Contact	Frequent Contact	Moderate Contact	Little Contact	No Contact

Non-native English speaking persons	Very Frequent Contact	Frequent Contact	Moderate Contact	Little Contact	No Contact
Openly gay, lesbian or bisexual persons (LGBTQ)	Very Frequent Contact	Frequent Contact	Moderate Contact	Little Contact	No Contact
Persons of economic backgrounds other than your own	Very Frequent Contact	Frequent Contact	Moderate Contact	Little Contact	No Contact
Persons of religious backgrounds other than your own	Very Frequent Contact	Frequent Contact	Moderate Contact	Little Contact	No Contact
Persons with a disability	Very Frequent Contact	Frequent Contact	Moderate Contact	Little Contact	No Contact
Persons from other countries	Very Frequent Contact	Frequent Contact	Moderate Contact	Little Contact	No Contact
Persons with political affiliations/views other than your own	Very Frequent Contact	Frequent Contact	Moderate Contact	Little Contact	No Contact

If you have participated in study abroad, please answer question 25. If you did not participate in study abroad, please continue to question 26.

25. Generally speaking, how much contact would you say that you had with people of the following backgrounds **after studying abroad?**

African American/Blacks	Very Frequent Contact	Frequent Contact	Moderate Contact	Little Contact	No Contact
American Indians/Alaskans/Aleuts	Very Frequent Contact	Frequent Contact	Moderate Contact	Little Contact	No Contact
Chicanos/Latinos/Hispanics	Very Frequent Contact	Frequent Contact	Moderate Contact	Little Contact	No Contact

Whites/Caucasians	Very Frequent Contact	Frequent Contact	Moderate Contact	Little Contact	No Contact
Non-native English speaking persons	Very Frequent Contact	Frequent Contact	Moderate Contact	Little Contact	No Contact
Openly gay, lesbian or bisexual persons	Very Frequent Contact	Frequent Contact	Moderate Contact	Little Contact	No Contact
Persons of economic backgrounds other than your own	Very Frequent Contact	Frequent Contact	Moderate Contact	Little Contact	No Contact
Persons of religious backgrounds other than your own	Very Frequent Contact	Frequent Contact	Moderate Contact	Little Contact	No Contact
Persons with a disability	Very Frequent Contact	Frequent Contact	Moderate Contact	Little Contact	No Contact
Persons from other countries	Very Frequent Contact	Frequent Contact	Moderate Contact	Little Contact	No Contact
Persons with political affiliations/views other than your own	Very Frequent Contact	Frequent Contact	Moderate Contact	Little Contact	No Contact

Please answer the following questions based on your work experience, education, and perceptions of diversity in the workplace.

26. What is management's role in leading a culturally responsive hospitality organization?

**(Check all that apply)**

- Facilitate the development of a shared vision
- Set clear goals to employees
- Support and facilitate employees efforts to implement change
- Possess good conflict resolution skills
- Practice their leadership duties with integrity and fairness, and follow acceptable ethics



27. What challenges and benefits do you expect to find in leading a hospitality organization with diverse employees? **(Check all that apply)**

- Increased productivity
- Increased creativity and problem solving
- Attract and retain talent
- Team synergy and enhancement of communication skills
- Increase market share and create a satisfied diverse customer base
- Effective and Happy workforce
- Resistant to Change
- Communication Barriers
- Individual versus Group Fairness
- Resentment
- Group Cohesiveness and Interpersonal Conflict
- Enforcing Diversity in the Policies
- Negative attitudes and behaviors / Backlash
- Retention
- Competition for Opportunities

28. What opportunities do you expect to find in leading a hospitality organization with diverse employees? **(Check all that apply)**

- New Products and Services
- Better Teamwork
- Effective and Happy workforce
- Expansion of Markets

29. What strengths or skills do you bring to leading a hospitality organization with diverse employees? **(Check all that apply)**

- Develop Self-awareness
- Understand Cultural Stereotypes
- Increase Self-Assurance
- Look at the Global Picture
- Manage Change
- Problem Solving and Decision Making
- Managing Politics and influencing other
- Setting Vision and Strategy
- Demonstrate ethics and Integrity
- Display Drive and Purpose
- Communication
- Relationship Management
- Teamwork Management

30. Do you agree that students who participated in study abroad will have a longer career in the hospitality industry than those who have not participated in study abroad?

- Yes
- No
- Unsure

31. Please indicate your level of agreement with the following statements regarding education and workplace diversity:

I need more instruction on diversity issues in the hospitality workplace or educational setting.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
When discussing diversity in my workplace or education setting, I should avoid discussing religious diversity.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
I am uncomfortable discussing diversity.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
I prefer to lead a hospitality organization with employees who are culturally like me.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
Employees from non-dominant cultures often have a lack of dominant cultural knowledge.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
I am uncomfortable around people who come from other cultures/races/ethnicities.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
Racism is a thing of the past.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
Multi-lingual people should be encouraged to preserve their home languages. (Definition of home language: the predominant language spoken at home.)	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
Multiculturalism should be incorporated in to hospitality businesses.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

Sometimes managers misinterpret culturally-appropriate behavior as misbehavior.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
I plan to encourage my employees to critique society and work for social change.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
Managers should intervene when LGBTQ+ employees are being harassed by other employees.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
Multicultural training is needed only in hospitality organizations with diverse employee populations.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
When other people make discriminatory jokes about people who are culturally different (including race, ethnicity, religion, or sexual orientation) or sexist I tell them that I disapprove of the joke.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
To be successful in life, diverse employees should replace their cultural characteristics with the characteristic of the dominant culture.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
Leading an organization with diverse employees requires more rigorous disciplinary procedures.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
I do discuss racism with employees.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

32. Please indicate how likely you are to do the following: **Mark one rating each question**

Challenge others on racial/ethnic/sexually derogatory comments.				
Very Likely	Somewhat Likely	Somewhat Unlikely	Very Unlikely	Not sure/ Don't know
Feel disapproval for a display of public affection by a gay or lesbian couple.				
Very Likely	Somewhat Likely	Somewhat Unlikely	Very Unlikely	Not sure/ Don't know
Feel disapproval for a display of public affection by a heterosexual couple.				
Very Likely	Somewhat Likely	Somewhat Unlikely	Very Unlikely	Not sure/ Don't know
Get to know people from different cultures and groups as individuals.				
Very Likely	Somewhat Likely	Somewhat Unlikely	Very Unlikely	Not sure/ Don't know
Refuse to participate in comments or jokes that are derogatory to any group or culture or sex.				
Very Likely	Somewhat Likely	Somewhat Unlikely	Very Unlikely	Not sure/ Don't know
Repeat a derogatory comment or joke about a religion other than your own.				
Very Likely	Somewhat Likely	Somewhat Unlikely	Very Unlikely	Not sure/ Don't know
Repeat a derogatory comment or joke about gays, lesbians, or bisexuals.				
Very Likely	Somewhat Likely	Somewhat Unlikely	Very Unlikely	Not sure/ Don't know
Repeat a derogatory comment or joke about people with disabilities.				
Very Likely	Somewhat Likely	Somewhat Unlikely	Very Unlikely	Not sure/ Don't know
Repeat a derogatory comment or joke about people with political affiliations/views other than your own.				
Very Likely	Somewhat Likely	Somewhat Unlikely	Very Unlikely	Not sure/ Don't know
Take action to have offensive graffiti removed.				
Very Likely	Somewhat Likely	Somewhat Unlikely	Very Unlikely	Not sure/ Don't know
Refuse to forward email or text messages with comments or joke that are derogatory to any group or culture or sex.				
Very Likely	Somewhat Likely	Somewhat Unlikely	Very Unlikely	Not sure/ Don't know

**Section 4:**

*This section includes statements regarding a person's sustainability knowledge, attitudes, and behaviors.*

33. Please indicate your level of agreement to each statement regarding your knowledge and attitudes toward sustainable development as it relates to the hospitality industry.

Economic development, social development and environmental protection are all necessary for sustainable development.			
Strongly Disagree	Disagree	Agree	Strongly Agree
Education for sustainable development emphasized education for a culture of peace.			
Strongly Disagree	Disagree	Agree	Strongly Agree
Sustainable development is as much about the children in the future as it is about what we need today.			
Strongly Disagree	Disagree	Agree	Strongly Agree
Sustainable development has nothing to do with social justice.			
Strongly Disagree	Disagree	Agree	Strongly Agree
Education for sustainable development seeks to balance human and economic well-being with cultural traditions and respect for the earth's natural resources.			
Strongly Disagree	Disagree	Agree	Strongly Agree
Sustainable consumption includes using goods and services in ways that minimize the use of natural resources and toxic chemicals, and reduce waste.			
Strongly Disagree	Disagree	Agree	Strongly Agree
Helping people out of poverty is an essential condition to become more sustainable.			
Strongly Disagree	Disagree	Agree	Strongly Agree
We cannot slow the rate of climate change.			
Strongly Disagree	Disagree	Agree	Strongly Agree
Corporate social responsibility is irrelevant to sustainable development.			
Strongly Disagree	Disagree	Agree	Strongly Agree
Conservation of fresh water is not a priority because we have plenty.			
Strongly Disagree	Disagree	Agree	Strongly Agree
Maintaining biodiversity-the number and variety of living organisms-is essential to the effective functioning of ecosystems.			
Strongly Disagree	Disagree	Agree	Strongly Agree
Education for sustainable development supports cultural diversity.			
Strongly Disagree	Disagree	Agree	Strongly Agree
Use of nonrenewable resources like oil should not exceed the rate at which sustainable renewable substitutes are used.			

Strongly Disagree	Disagree	Agree	Strongly Agree
Education for sustainable development emphasizes respect for human rights.			
Strongly Disagree	Disagree	Agree	Strongly Agree
Manufacturers should discourage the use of disposables.			
Strongly Disagree	Disagree	Agree	Strongly Agree
We need stricter laws and regulations to protect the environment.			
Strongly Disagree	Disagree	Agree	Strongly Agree
Poverty alleviation is an important topic for sustainable development.			
Strongly Disagree	Disagree	Agree	Strongly Agree
Sustainable development will not be possible until wealthier nations stop exploiting the labor and natural resources of poorer countries.			
Strongly Disagree	Disagree	Agree	Strongly Agree
Governments should encourage greater use of fuel-efficient vehicles.			
Strongly Disagree	Disagree	Agree	Strongly Agree
Adopting sustainable development as a national priority is key to better sustainability practices.			
Strongly Disagree	Disagree	Agree	Strongly Agree
Taxes should be increased to pay for damage to communities and the environment because of tourism.			
Strongly Disagree	Disagree	Agree	Strongly Agree
There is no point in getting involved in environmental issues, since governments and industries have all the power and can do what they like.			
Strongly Disagree	Disagree	Agree	Strongly Agree

34. Please indicate your level of agreement to each statement regarding your behaviors concerning sustainable development.

I walk or bike to places instead of going by car.		
Never	Sometimes	Always
I invest my savings in funds that are ethically responsible.		
Never	Sometimes	Always
I have taken a course in which sustainable development was discussed.		

Never	Sometimes	Always
I talk to others about how to help people living in poverty.		
Never	Sometimes	Always
I often look for signs of ecosystem deterioration.		
Never	Sometimes	Always
I have a home composting system or use the municipal green box system.		
Never	Sometimes	Always
I try to avoid purchasing goods from companies with poor track records on corporate social responsibility.		
Never	Sometimes	Always
I have changed my personal lifestyle to reduce waste.		
Never	Sometimes	Always
I volunteer to work with local charities.		
Never	Sometimes	Always

Thank you for completing this survey.

Would you like to be entered into a drawing for \$100 Walmart gift card?

- Yes (Please enter name and phone number) \_\_\_\_\_
- No thank you