

**An Assessment of the Intercultural Competence  
of Fourth Year Business Administration  
Students of Saint Michael's College of Laguna:  
Basis for Career Development Program**

Adela Sanguyo\*  
Saint Michael's College of Laguna

Veniece E. Almenar  
Saint Michael's College of Laguna

— *Review of* —  
**Integrative  
Business &  
Economics**  
— *Research* —

**ABSTRACT**

The study measured the level of Intercultural Competence among the 4<sup>th</sup> year students of the Business Administration program of Saint Michael's College of Laguna based on two variables: students' level of Intercultural Competence based on (1) the students' self-assessment and (2) their instructor's assessment. It also aimed to identify the factors of Intercultural Competence that students tend to fall behind. Differences were considered "gaps" and areas for improvements that were focused on in the crafting a career development program. Descriptive research was employed with the use of survey questionnaire and interview. The Kozai group identified 16 Intercultural Competencies which were categorized into: (1) Perception, (2) Relationship, and (3) Self-Management. Data analysis used t-test and ANOVA. It was concluded that students were competent in their ability to meet the challenges of intercultural workplace; the ability to control their inner resistance to cultural change; and have weakness in maintaining aspects of relationship such as loyalty and commitment. The professors believed that students still need some supervision and motivation in seeing the changes of cultural interaction in a more positive life. Recommended is a development of a career and mentoring programs through seminars, consultation periods, and embedded values topics within selected subjects.

Keywords: assessment, competencies, intercultural, globalization.

**1. INTRODUCTION**

School systems are expected to promote a wide variety of skills and accomplishments in their students which are referred to as "21<sup>st</sup> Century Competencies" which are seen as critical components of career readiness. Because of the changes in society, like increased immigration, outsourcing, and advances in technology, organizations are turning more multicultural than ever (Soo, 2012). According to Jurgens & O'Connell (Jurgens & O'Connell, 2008), the number of graduate students from their colleges and universities with little to no global awareness or sensitivity is increasing. Some schools let go of graduates who are not given sufficient education, making them ineffective, which hinder their global competency. They may have appropriate business skills required for the job but not the desired attitude or personal qualities.

One of the said 21st Century Competencies is the Intercultural Competency which measures one's ability to adapt, cope, and work with different people with different

cultures from different nations. The attitude towards others is a vital skill that most students tend to ignore. Even if they do have the skills, if they cannot work in a team, they won't be as much use in an organization, most especially in the global context. Before, only Filipinos tried to compete with each other in order to gain a job, but with the emergence of ASEAN Integration, people with different races can now be your competitors which will surely be a challenge in getting a job. Globalization of the economy, increasingly diverse and interconnected populations, rapid technological change, and also the appearance of the ASEAN Integration are posing new challenges to individuals and societies alike. School systems are facing increasing pressure to produce graduates with a diverse range of competencies. Pratikna and Gamayanto (2017) (Pratikna & Gamayanto, 2017) in the article *Developing Leadership Systems Inside University Using Jim Collins Method [Good to Great]: People Management Development To Face ASEAN Economic Community in Indonesia* said that ASEAN countries need to reevaluate their support system especially in terms of competencies. It was also mentioned that the educational system is the one that must drive this reevaluation and eventually implement changes for improvement of the skills that would be fit the community of ASEAN.

Experience is the best teacher according to the popular saying. The skills can be taught and developed when you are actually in the field. In an article at HR Review, a campaign chairman said that "while skills are vital, the often neglected area of people's attitude or mindset is even more important for success" (HR Review, 2010). According to former DOLE Secretary Rosalinda Dimapilis, what employers in the labor market look for are not just those workers who do well in academics during their education but also workers who are industrious, systematic, time-conscious, innovative, values-driven and those having personal honesty, integrity, and loyalty, which all fall under the personal qualities and attitudes of an individual.

Globalization, increasingly diverse and interconnected populations, rapid technological change, and also the appearance of the ASEAN Integration are posing new challenges to individuals and societies alike. Intercultural Competency measures one's ability to adapt, cope, and work with different people with different cultures from different nations. The attitude towards others is a vital skill that most students tend to ignore. Even if they do have the skills, if they cannot work in a team, they won't be of as much use in an organization, most especially in the global context. Adapting to the fast changing environment is a must since there will come a situation where they will need to work with others who are accustomed with different cultural norms and behaviors.

Intercultural Competencies are global in nature for they embody the core values of cosmopolitanism, specifically being a citizen of the world (Parker). These competencies are not so much skills on specific sets of knowledge as they are behaviors, mindsets, values, and sensibilities. One should understand these competencies as supporting a mindful way of being in the world today (Balistreri, Di Giacomo, Noisette, & Ptak, 2012). Preparing students for the future means providing them with an educational experience that doesn't just cultivate knowledge, but also their communication skills and attitudes needed to become globally-competent individuals. Some of the skills required for successful participation in the world are collaboration and teamwork, social flexibility, and cultural awareness. In order to be interculturally competent, students

must not only learn about the world but also learn how to work effectively in an intercultural environment.

This study highlights the Intercultural Competencies the 4th year students of Business Administration possess and align these with the competencies listed in the Global Competencies Inventory. Further, this study aims to identify the competencies in which the students fall behind and need more attention in order to develop suggestions to foster these competencies significant in the global context.

## **2. REVIEW OF RELATED LITERATURE**

One area of intercultural competency is the ability to communicate in culturally appropriate ways while showing appreciation and understanding of others, and also maintaining a spirit of openness and respect for others (Doehla, 2015). Intercultural competence is the ability to communicate successfully with other cultures using one's own cultural knowledge and skills (Tennekoon, 2015). Students who learned other languages gain intercultural competency and insights into other cultural perspectives. Today, the ability to communicate across cultures is commonly referred to as "intercultural competence". Patel, et al. (Patel, Li, & Sooknanan, 2011) said that it is widely understood that intercultural competence is the relative quality of someone's communicative performance in a different cultural environment. Thus evaluating the significance of intercultural competence is roughly equal to assessing the importance of language learning, understanding of other people, and cultural awareness (Karabinar & Guler, 2012).

According to a study, the global competencies that the GCI sets out to measure have been correlated with effective global leaders (Stevens, Bird, Mendenhall, & Oddou, 2014). From this, it was hypothesized that if the GCI by Kozai Group has truly conceptually captured what it intended to capture, then the GCI can be successfully used to predict global leadership behaviors. Also, the behaviors that are expected to be correlated with an individual's GCI scores are also behaviors consistently demonstrated by successful global leaders and expatriates. The GCI appears to be a strong predictor of oral and aural performance. Furthermore, the study demonstrates that the GCI, a validated psychometric instrument associated with success in cultural adaptation, can also predict differences in success in achieving high levels of oral or aural performance in foreign languages (Keeley, 2013).

The Global Competencies Inventory (GCI) developed by the Kozai Group assesses personal qualities associated with effectiveness in intercultural situations. The GCI assesses an individual's core capacity for intercultural adjustment (Kozai, Kozai Group: Assessment). The items evaluate the critical competencies of individuals whether they can interact effectively with people of different cultures. The assessment was originally designed to measure the leadership qualities of individual to thrive in a global organization. The competencies are categorized into three areas: (1) perception management, (2) relationship management, and (3) self-management.

Perception management was defined as actions to influence perception and behavior of others (Siegel, 2005). It also means influencing how people interpret what others say

about you. In a diverse organization, individuals must have a basic understanding of even with just a simple body language. Perception management can be used as a strategy in altering another's perception about past events and therefore influence his/her projections regarding the future (Zacks, Speer, Swallow, Braver, & Reynolds, 2007).

The second area, relationship management is the ability of a person to easily adapt to a new environment smoothly in the performance of his daily responsibilities (Kozai). According to a website, Change Management Coach, competence in this area helps an individual to connect and interact with others in ways that would help them be understood and supported (Connelly). Relationships are built on all forms of communication – through words, body language, feelings, interplay of interactions, etc (Surkamp, 2014).

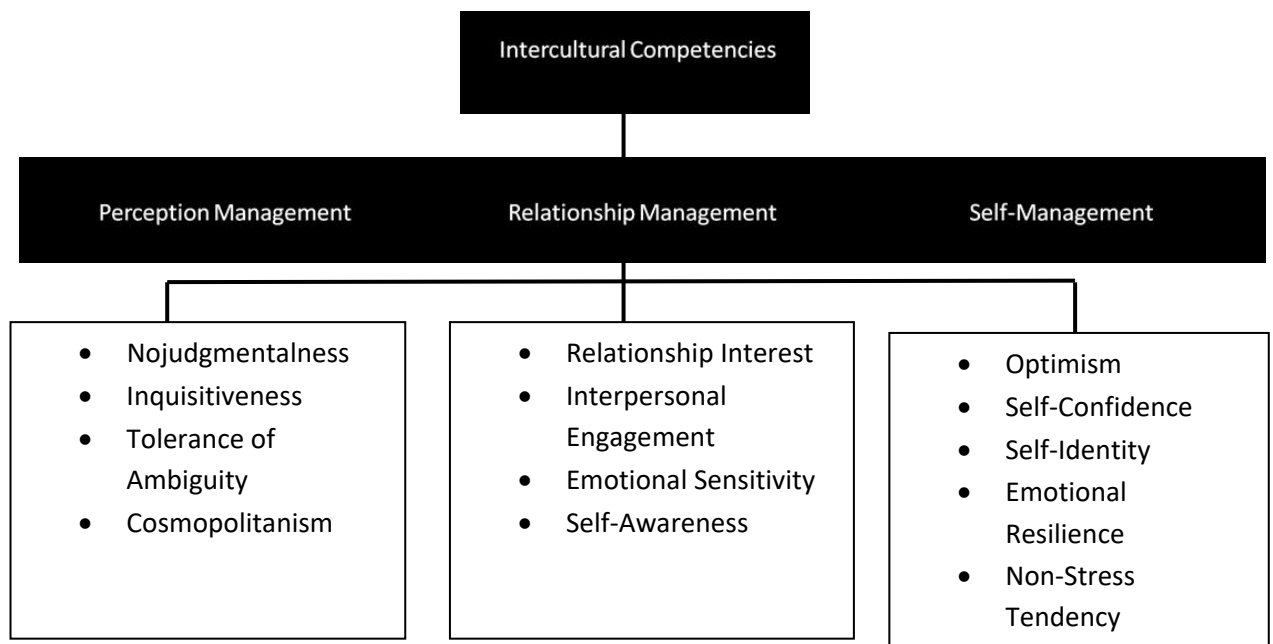
The last area, self-management is the skill of an individual to cope when faced with challenges and demands in an intercultural situation (Kozai). An individual must be able to manage stress and possess a stable sense of self.

### 3. CONCEPTUAL FRAMEWORK

This figure represents the Intercultural Competencies based on the Global Competencies Inventory (GCI) developed by the KOZAI Group, Inc. The researchers used the GCI for it has shown a very stable and valid measure of an individual's predispositions in intercultural settings and was also used by different companies and universities in the development of its intercultural competency. There are three main factors of intercultural competencies, Perception Management, Relationship Management and Self-Management, and each is comprised of a set of dimensions. The Perception Management explores how an individual mentally approach cultural differences, perceive people, and assess one's cultural curiosity toward foreign countries, culture, and international events. Under this are *Nonjudgmentalness* which considers the extent an individual suspend or withhold judgments; *Inquisitiveness* which considers the capacity to actively take advantage of opportunities for growth and learning; *Tolerance of Ambiguity* which evaluates how an individual enjoy surrounding oneself with new and unfamiliar ideas or things; *Cosmopolitanism* which assesses the degree of interest of an individual in current world and international events; and *Interest Flexibility* which measures an individual's flexibility in identifying and adapting new interests, hobbies and changes in the individual's daily routine. The Relationship Management assesses the individual's orientation toward developing and maintaining relationships in general. Under this are *Relationship Interest* which measures the interest and awareness of an individual to people from other cultures or ethnic group; *Interpersonal Engagement* which assesses the extent to which an individual are likely to initiate and maintain friendship with people; *Emotional Sensitivity* which measures how well an individual listen genuinely and respond with empathy to the challenges and circumstances; *Self-Awareness* which appraises the extent to which an individual is aware with one's own values, strengths, and weaknesses and past experiences; and *Social Flexibility* which measures an individual's tendency to regulate and adjust ones behavior to fit in socially. The Self-Management consists of personal traits known to be essential for effective coping when faced with the challenges and personal demands of intercultural situations.

Under this are *Optimism* which is about maintaining a positive outlook toward people, events, and outcomes; *Self-Confidence* which assesses the level of an individual's personal belief in one's ability; *Self-Identity* which considers an individual's ability to maintain one's personal values and beliefs regardless of the situation; *Resilience* which measures an individual's level of emotional strength; *Non-Stress Tendency* which measures one's innate capacity to respond with peacefulness and internal calm; and *Stress Management* which evaluates one's level of active effort to manage stressors in an individual's life.

Figure 1 Intercultural Competency Factors and its Dimensions



#### 4. STATEMENT OF THE PROBLEM

This study assesses the intercultural competencies of 4th year Business Administration students of Saint Michael's College of Laguna which include the following programs, Human Resource Development Management, Management Accounting and Marketing Management. Specifically, the study sought to answer the following:

1. What is the assessment of the intercultural competencies of 4th year Business Administration students as perceived by the students?
2. What is the assessment of the intercultural competencies of 4th year Business Administration students as perceived by the professors?
3. Is there a significant difference between the self-assessment of the students vs the professor's assessment?

#### 5. HYPOTHESIS

There is no significant difference between the self-assessment of the students vs the professor's assessment on the intercultural competencies of fourth year Business Administration students of Saint Michael's College of Laguna.

## **6. METHODOLOGY**

This study adopted the research design under the dimensions of manipulation of the independent variable, degree of structure, number of data collection points, comparison groups, and occurrence of independent and dependent variable. Under the dimension of manipulation of data, a non-experimental type of research design was used by the researchers for the reason that the researchers do not involve a manipulation of the situation. The researchers used questionnaires to gather the information needed by the study. Moreover, descriptive type of research design under the dimension of degree of structure was used by the study because it describes characteristics of a population or phenomenon being studied. The study was seen as a quantitative research. Under the comparison groups, within-group was used. Within-group design is an experiment in which the same group of subject serves in more than one treatment. In terms of the number of data collection points, the study adopted a cross-sectional research design for it involved an analysis of data collected from a population. The data was gathered from the questionnaires answered by the 4th year Business Administration students and professors of Saint Michael's College of Laguna. Under the occurrence of independent and dependent variables, the prospective type of research design was used for the reason that the dependent variable came after the influence of the independent variable.

### **Research Site**

The study was undertaken at Saint Michael's College of Laguna located at Old National Road, City of Biñan, Laguna. According to the school's website ([www.smcl.edu.ph](http://www.smcl.edu.ph)), the Institute of Business Administration offers undergraduate programs like Associate in Business Administration, which is a short course of study geared towards preparing students unable to go through a four-year baccalaureate course for a dynamic business world made more challenging by the onset of globalization, and Bachelor of Science in Business Administration Majors in Management Accounting, Human Resources Development Management, and Marketing Management. SMCL also offers opportunities for academic exchange in Gyeongnam Provincial Namhae College, Gyeongsangnam-do, South Korea. SMCL also signed an agreement with National Institute of Technology, Hiroshima College, Hiroshima, Japan and Bangkok University in Thailand.

### **Respondents**

The respondents were limited only to the graduating college students and professors of the Institute of Business Administration of Saint Michael's College of Laguna. The researchers were divided into three, specifically, Marketing Management which is consisted of 29 students, Management Accounting which is consisted of 21 students and Human Resource Development Management which is consisted of 20 students for a total of 70 students and one professor for each program for a total of 3 professors. The researchers used the entire population of the 4th year Business Administration students.

## **Instrument**

The researchers used the Global Competencies Inventory (GCI) developed by the Kozai Group, Inc. This instrument is known for assisting companies and universities in the evaluation of intercultural competencies within their staff or students. Specifically, the GCI is a self-assessment tool which measures leadership competencies in areas critical to interacting and working effectively with people from different cultures and also to increase awareness and self-analysis for improvement.

The Global Competencies Inventory focuses on three main factors of one's intercultural adaptability which is Perception Management, Relationship Management, and Self-Management. Perception Management is comprised of five dimensions; Relationship Management also has five dimensions; and Self-Management has six. These sixteen dimensions have been combined to generate an overall global competency inventory.

## **Data Gathering Procedure**

The researchers requested permission from the Administrator of the Institute of Business Administration of Saint Michael's College of Laguna for the distribution of the questionnaires to the students and professors involved in this study. The distribution of the questionnaires was done personally by the researchers. The questionnaires were distributed to each respondent. The researchers conducted the survey from August 31 – September 3, 2016. All data and information gathered were classified, organized, analyzed, interpreted, and presented in textual and tabular forms.

## **Ethical Consideration**

The following ethical guidelines were put into place for the research period:

The researchers gave careful thinking to the maximization of benefits and the reduction of risk that might occur from the research.

The researchers assured that the gathered information was not made available to anyone who is not directly involved in the study.

The researchers assured that the questionnaires did not contain any unacceptable language offensive to any members of the sample group.

## **Data Analysis**

The data was collected and checked using different statistical tools. The researchers used the frequency, percentage, weighted mean and Analysis of Variance (ANOVA). These tools helped the researchers in attaining proper and valid results in fulfilling the objective of the study. Frequency and percentage were used in determining and describing the demographic profile of the respondents. To represent the number of respondents and to have a comparison in each category, frequency was used. Percentage was used to represent the quantities into percent. These served as the guide for the

researchers to easily understand the representation of the tables regarding the largest or the smallest quantity. In measuring the respondents' evaluation in the questionnaire according to the three factors (Perception Management, Relationship Management and Self-Management), the researchers used the weighted mean. Weighted mean was used to identify the verbal description of each statement. In this method, it showed the weight of data as compared to other data and guided the researchers to the highest point as well as the lowest point obtained.

*Fig 2 Intercultural Competence Scoring*

<b>Factors</b>	<b>Items</b>
Perception Management	1, 2, 3, 4, 5
Relationship Management	6, 7, 8, 9, 10
Self-Management	11, 12, 13, 14, 15, 16

Each item has a possible value of 5, 4, 3, 2, or 1 and the total of the values assigned to the items for each of the scale yields the raw score for each scale. If an item was skipped the researchers assigned a weight of "3" for that item. Each item was rated from 1 to 5 with the following equivalents and interpretations: Rank 5, which is *Outstanding*, is the highest rate among the five ratings of competencies. If the respondent chooses this rating, the respondent is a role model on the given competency and its weighted mean would range from 4.21 – 5.00. Rank 4, which is *Very Satisfactory*, is the second to the highest rating. If the respondent chooses this rating, the respondent is very capable and effective and its weighted mean would range from 3.41 – 4.20. Rank 3, which is *Satisfactory*, is the third among the ratings. If the respondent chooses this rating, respondent is capable and effective and its weighted mean would range from 2.61 – 3.40. Rank 2, which is *Moderately Satisfactory*, is the second to the least among the five ratings. If the respondent chooses this rating, the respondent needs improvement and its weighted mean would range from 1.81 – 2.60. Lastly, rank 1, which is *Unsatisfactory*, is the least among the ratings. If the respondent chooses this rating, the respondent needs significant improvement and its weighted mean would range from 1.00 – 1.80.

*Fig 3 Scoring Scale*

<b>Rate</b>	<b>Verbal Description</b>	<b>Weighted Mean</b>
5	Outstanding	4.21 – 5.00
4	Very Satisfactory	3.41 – 4.20
3	Satisfactory	2.61 – 3.40
2	Moderately Satisfactory	1.81 – 2.60
1	Unsatisfactory	1.00 – 1.80

Analysis of Variance (ANOVA) was also used to compare the differences in the self-assessment on the intercultural competencies of the three programs of Saint Michael's College of Laguna to see if they are the same or different.

## 7. RESULTS AND DISCUSSIONS



*Table 1 Distribution of Questionnaires to 4th Year Business Administration Students and Professors of Saint Michael's College of Laguna according to Program*

<b>Program</b>	<b>Frequency (Students)</b>	<b>Frequency (Professors)</b>	<b>Percentage</b>
Human Resource Development Management	20	1	29%
Management Accounting	21	1	30%
Marketing Management	29	1	41%
<b>Total</b>	<b>70</b>	<b>3</b>	<b>100%</b>

Table 1 shows that out of 73 respondents, 20 students and 1 professor or 29% of the population belong to the Human Resource Development Management program, 21 students and 1 professor or 30% of the population belong to the Management Accounting program, and 29 students and 1 professor or 41% of the population belong to the Marketing Management program.

*Table 2 Intercultural Competency Dimensions of Fourth Year Business Administration Students Major in Human Resource Development Management, Management Accounting and Marketing Management of Saint Michael's College of Laguna As Perceived by the Students*

<b>Factors and Dimensions</b>	<b>HRDM Students</b>	<b>VI</b>	<b>MANAC Students</b>	<b>VI</b>	<b>MARKMAN Students</b>	<b>VI</b>
<b>Perception Management</b>	<b>3.67</b>	<b>VS</b>	<b>3.67</b>	<b>VS</b>	<b>3.78</b>	<b>VS</b>
<i>Nonjudgmentalness</i>	3.55	VS	3.57	VS	3.79	VS
<i>Inquisitiveness</i>	3.55	VS	3.76	VS	3.38	VS
<i>Tolerance of Ambiguity</i>	3.15	S	3.24	S	3.55	VS
<i>Cosmopolitanism</i>	4.30	O	3.62	VS	4.14	VS
<i>Interest Flexibility</i>	4.00	VS	4.14	VS	4.03	VS
<b>Relationship Management</b>	<b>3.55</b>	<b>VS</b>	<b>3.51</b>	<b>VS</b>	<b>3.66</b>	<b>VS</b>
<i>Relationship Interest</i>	3.45	VS	3.81	VS	3.76	VS
<i>Interpersonal Engagement</i>	3.65	VS	3.24	S	3.76	VS
<i>Emotional Sensitivity</i>	3.40	S	3.33	S	3.59	VS
<i>Self-Awareness</i>	3.70	VS	3.38	S	3.59	VS
<i>Social Flexibility</i>	3.55	VS	3.81	VS	3.62	VS
<b>Self-Management</b>	<b>3.83</b>	<b>VS</b>	<b>3.71</b>	<b>VS</b>	<b>3.75</b>	<b>VS</b>
<i>Optimism</i>	3.80	VS	3.52	VS	3.52	VS
<i>Self-Confidence</i>	4.20	VS	3.90	VS	4.03	VS
<i>Self-Identity</i>	4.25	O	3.76	VS	4.07	VS
<i>Emotional Resilience</i>	3.65	VS	3.57	VS	3.69	VS
<i>Non-Stress Tendency</i>	3.40	S	3.71	VS	3.62	VS
<i>Stress Management</i>	3.65	VS	3.81	VS	3.59	VS

Table 2 presents the level of capability as perceived by the students regarding the three factors and sixteen dimensions. HRDM and Manac students gave themselves the highest rating on Self-Management and Markman students on Perception Management. It can be said that they have the initiative to do things independently, are organized with their work as shown in how they manage their time, and they understand the concept of being accountable. Although there is difference in their scores, the analysis of variance

resulted to “not significant” (The *f*-ratio value is 0.64689. The *p*-value is .556667. The result is *not* significant at  $p < .05$ ).

*Table 3 Intercultural Competency Dimensions of Fourth Year Business Administration Students Major in Human Resource Development Management, Management Accounting and Marketing Management of Saint Michael’s College of Laguna As Perceived by the Professors*

Factors and Dimensions	HRDM Faculty	VI	MANAC Faculty	VI	MARKMAN Faculty	VI
<b>Perception Management</b>	<b>3.28</b>	<b>S</b>	<b>3.50</b>	<b>VS</b>	<b>3.08</b>	<b>S</b>
<i>Nonjudgmentalness</i>	3.25	S	3.62	VS	2.93	S
<i>Inquisitiveness</i>	3.40	S	3.43	VS	3.03	S
<i>Tolerance of Ambiguity</i>	3.40	S	3.33	S	3.97	VS
<i>Cosmopolitanism</i>	3.10	S	3.62	VS	3.45	S
<i>Interest Flexibility</i>	3.25	S	4.52	O	3.00	S
<b>Relationship Management</b>	<b>3.22</b>	<b>S</b>	<b>3.45</b>	<b>VS</b>	<b>3.29</b>	<b>S</b>
<i>Relationship Interest</i>	3.25	S	3.29	S	3.34	S
<i>Interpersonal Engagement</i>	3.15	S	3.57	VS	2.97	S
<i>Emotional Sensitivity</i>	3.15	S	3.24	S	3.00	S
<i>Self-Awareness</i>	3.35	S	3.62	VS	3.97	VS
<i>Social Flexibility</i>	3.20	S	3.38	S	3.14	S
<b>Self-Management</b>	<b>3.25</b>	<b>S</b>	<b>3.58</b>	<b>VS</b>	<b>3.45</b>	<b>VS</b>
<i>Optimism</i>	3.20	S	3.43	S	3.07	S
<i>Self-Confidence</i>	4.25	O	3.71	VS	3.93	VS
<i>Self-Identity</i>	3.30	S	3.43	VS	3.93	VS
<i>Emotional Resilience</i>	3.25	S	3.67	VS	3.21	S
<i>Non-Stress Tendency</i>	3.25	S	3.52	VS	3.48	VS
<i>Stress Management</i>	3.25	S	3.71	VS	3.10	S

Table 3 presents the level of capability as perceived by the professors regarding the three factors and sixteen dimensions. Professors gave HRDM students the highest rating on Perception Management and both the Manac and Markman students got the highest on Self-Management. Although there is difference in their scores, the analysis of variance resulted to “not significant” (The *f*-ratio value is 4.69891. The *p*-value is .059167. The result is *not* significant at  $p < .05$ ).

Table 4 presents the result of the self-assessment of the HRDM students vs the assessment made by their professor. The results showed the difference in perception level between the two and the *t*-test proved that this difference is significant (The *t*-value is 5.22514. The *p*-value is .003202. The result is significant at  $p < .05$ ). Generally, students rated themselves higher than what their professor perceived as their capacity and this conforms with the rating made by the professor in the item “self-confidence” which has a verbal interpretation of “outstanding”.

Table 5 presents the result of the self-assessment of the Manac students vs the assessment made by their professor. Although results showed some differences in value, *t*-test proved that this difference is not significant (The *t*-value is 1.66946. The *p*-value is .085175. The result is *not* significant at  $p < .05$ ). It should be noted that the professor rated the students “outstanding” on interest flexibility as students showed diversity in the activities that they engage in.

*Table 4 Comparison of the Self-Assessment of the Fourth Year Business Administration Students Major in Human Resource Development Management vs Assessment of the Professor of Saint Michael's College of Laguna*

<b>Factors and Dimensions</b>	<b>HRDM Students</b>	<b>VI</b>	<b>HRDM Faculty</b>	<b>VI</b>
<b>Perception Management</b>	<b>3.67</b>	<b>VS</b>	<b>3.28</b>	<b>S</b>
<i>Nonjudgmentalness</i>	3.55	VS	3.25	S
<i>Inquisitiveness</i>	3.55	VS	3.40	S
<i>Tolerance of Ambiguity</i>	3.15	S	3.40	S
<i>Cosmopolitanism</i>	4.30	O	3.10	S
<i>Interest Flexibility</i>	4.00	VS	3.25	S
<b>Relationship Management</b>	<b>3.55</b>	<b>VS</b>	<b>3.22</b>	<b>S</b>
<i>Relationship Interest</i>	3.45	VS	3.25	S
<i>Interpersonal Engagement</i>	3.65	VS	3.15	S
<i>Emotional Sensitivity</i>	3.40	S	3.15	S
<i>Self-Awareness</i>	3.70	VS	3.35	S
<i>Social Flexibility</i>	3.55	VS	3.20	S
<b>Self-Management</b>	<b>3.83</b>	<b>VS</b>	<b>3.25</b>	<b>S</b>
<i>Optimism</i>	3.80	VS	3.20	S
<i>Self-Confidence</i>	4.20	VS	4.25	O
<i>Self-Identity</i>	4.25	O	3.30	S
<i>Emotional Resilience</i>	3.65	VS	3.25	S
<i>Non-Stress Tendency</i>	3.40	S	3.25	S
<i>Stress Management</i>	3.65	VS	3.25	S

*Table 5 Comparison of the Self-Assessment of the Fourth Year Business Administration Students Major in Management Accounting vs Assessment of the Professor of Saint Michael's College of Laguna*

<b>Factors and Dimensions</b>	<b>MANAC Students</b>	<b>VI</b>	<b>MANAC Faculty</b>	<b>VI</b>
<b>Perception Management</b>	<b>3.67</b>	<b>VS</b>	<b>3.50</b>	<b>VS</b>
<i>Nonjudgmentalness</i>	3.57	VS	3.62	VS
<i>Inquisitiveness</i>	3.76	VS	3.43	VS
<i>Tolerance of Ambiguity</i>	3.24	S	3.33	S
<i>Cosmopolitanism</i>	3.62	VS	3.62	VS
<i>Interest Flexibility</i>	4.14	VS	4.52	O
<b>Relationship Management</b>	<b>3.51</b>	<b>VS</b>	<b>3.45</b>	<b>VS</b>
<i>Relationship Interest</i>	3.81	VS	3.29	S
<i>Interpersonal Engagement</i>	3.24	S	3.57	VS
<i>Emotional Sensitivity</i>	3.33	S	3.24	S
<i>Self-Awareness</i>	3.38	S	3.62	VS
<i>Social Flexibility</i>	3.81	VS	3.38	S
<b>Self-Management</b>	<b>3.71</b>	<b>VS</b>	<b>3.58</b>	<b>VS</b>
<i>Optimism</i>	3.52	VS	3.43	S
<i>Self-Confidence</i>	3.90	VS	3.71	VS
<i>Self-Identity</i>	3.76	VS	3.43	VS
<i>Emotional Resilience</i>	3.57	VS	3.67	VS
<i>Non-Stress Tendency</i>	3.71	VS	3.52	VS
<i>Stress Management</i>	3.81	VS	3.71	VS

Table 6 presents the result of the self-assessment of the Markman students vs the assessment made by their professor. The results showed difference between the assessment by the students vs that of the professor (The  $t$ -value is 4.03991. The  $p$ -value is .007803. The result is significant at  $p < .05$ .). Generally, students rated themselves

higher than what their professor perceived as their capacity. It should be noted though, that the professor rated them highest in “self-management” which means that the professor observed that students are able to handle challenges in their life.

*Table 6 Comparison of the Self-Assessment of the Fourth Year Business Administration Students Major in Marketing Management vs Assessment of the Professor of Saint Michael's College of Laguna*

<b>Factors and Dimensions</b>	<b>MARKMAN Students</b>	<b>VI</b>	<b>MARKMAN Faculty</b>	<b>VI</b>
<b>Perception Management</b>	<b>3.78</b>	<b>VS</b>	<b>3.08</b>	<b>S</b>
<i>Nonjudgmentalness</i>	3.79	VS	2.93	S
<i>Inquisitiveness</i>	3.38	VS	3.03	S
<i>Tolerance of Ambiguity</i>	3.55	VS	3.97	VS
<i>Cosmopolitanism</i>	4.14	VS	3.45	S
<i>Interest Flexibility</i>	4.03	VS	3.00	S
<b>Relationship Management</b>	<b>3.66</b>	<b>VS</b>	<b>3.29</b>	<b>S</b>
<i>Relationship Interest</i>	3.76	VS	3.34	S
<i>Interpersonal Engagement</i>	3.76	VS	2.97	S
<i>Emotional Sensitivity</i>	3.59	VS	3.00	S
<i>Self-Awareness</i>	3.59	VS	3.97	VS
<i>Social Flexibility</i>	3.62	VS	3.14	S
<b>Self-Management</b>	<b>3.75</b>	<b>VS</b>	<b>3.45</b>	<b>VS</b>
<i>Optimism</i>	3.52	VS	3.07	S
<i>Self-Confidence</i>	4.03	VS	3.93	VS
<i>Self-Identity</i>	4.07	VS	3.93	VS
<i>Emotional Resilience</i>	3.69	VS	3.21	S
<i>Non-Stress Tendency</i>	3.62	VS	3.48	VS
<i>Stress Management</i>	3.59	VS	3.10	S

## 8. CONCLUSIONS

Data analysis used t-test and ANOVA. Findings showed that students' self-assessment of their intercultural competence garnered Self-Management (HRDM and Manac) and Perception Management (Markman) as the highest as shown in Table 2. Professors' assessment of the students' intercultural competence showed the highest in Self-Management (Manac and Markman) and Perception Management (HRDM). The professors' assessment showed that HRDM students were rated the highest on Perception Management and Manac and Markman students were rated highest on Self-Management as was summarized in Table 3. Third, there was no significant difference between the self-assessment of the Manac students and the ratings of their professor while the t-test for HRDM and Markman students showed significant difference between the scores. Tables 4 – 5 showed a certain degree of difference between the self-assessment and the professors' assessment yet verbal interpretation is at the very least “satisfactory”. It can be concluded that the students are competent in their ability to meet the challenges of an intercultural workplace; the ability to control their inner resistance to cultural change; and have weakness in maintaining some aspects of relationship such as loyalty and commitment.

## 9. RECOMMENDATIONS

Generally, the data obtained from this study may be used by the Institute of Business Administration of Saint Michael's College of Laguna as the basis in planning and

executing appropriate career development program for Business Administration students. The following are therefore recommended:

The professors believed that the students would still need some supervision and motivation in seeing the changes of cultural interaction in a more positive life. Since the school has partnered with different schools outside of the country, the student exchange program should be strengthened and more participation should be encouraged. It is also recommended that a career and mentoring programs through seminars, consultation periods, and embedded values topics within selected subjects be developed. Various intercultural competency components should be established in their subjects for a strong foundation towards a stronger career development.

## **APPENDIX**

### **THE GLOBAL COMPETENCIES INVENTORY**

#### **PERCEPTION MANAGEMENT**

##### Nonjudgmentalness

- In my experience, people are pretty stubborn and unreasonable.
- People are too self-centered.
- Once you start doing favors for people, they'll just walk all over you.

##### Inquisitiveness

- I treat all situations as an opportunity to learn something.
- I have developed significant new skills over time.
- I learn from mistakes.

##### Tolerance of Ambiguity

- I avoid settings where people don't share my values.
- A good teacher is one who makes you wonder about your way of looking at things.
- I like parties where I know most of the people more than ones where all or most of the people are complete strangers.

##### Cosmopolitanism

- I routinely read, watch, or listen to international news.
- My friends would say I know a lot about world geography.
- Every now and then I watch television programs about other countries and cultures.

##### Interest Flexibility

- I am quick to explore new interests and hobbies.
- Variety truly is the spice of life.
- If I had to live in another country, I would probably try to construct a lifestyle as similar as possible to my current one.

#### **RELATIONSHIP MANAGEMENT**

##### Relationship Interest

- I'm not that interested in meeting people from other cultures.

- I like to figure out why people do the things they do.
- Getting to know other people teaches you a lot of valuable things.

#### Interpersonal Engagement

- If the occasion were to arise, I would tend to avoid speaking at any length with someone who is not fluent in my native language.
- It doesn't bother me to start up a conversation with someone I don't know.
- The idea of learning a foreign language is more exciting to me than it is foreboding.

#### Emotional Sensitivity

- I am normally sensitive to even the slightest change in the facial expression of the person I am talking with.
- Before acting, I like to think through how it will impact others.
- People often come to me because they feel I am understanding of their challenges and problems.

#### Self Awareness

- I'm aware of my interpersonal style and can easily describe it to others.
- Thinking about my strengths and weaknesses is a good use of my time.
- Usually I can tell what impact my behavior has on others. Social Flexibility
- I am good at making impromptu speeches.
- I look for humor in tense situations to relieve the strain.
- I have the ability to alter my behavior if I feel that I need to act differently in order to fit in.

### **SELF-MANAGEMENT**

#### Optimism

- I can always find something good in any situation.
- My friends would say I always look on the bright side of things.
- If I were lost, someone would probably stop and help me.

#### Self-Confidence

- I can do almost anything if I apply myself.
- I am comfortable setting high standards for myself.
- It is easy for me to deal with unexpected events.

#### Self-Identity

- I have deeply held beliefs.
- People should adjust their values to fit their circumstances.
- I have a personal philosophy that guides my behavior.

#### Emotional Resilience

- It takes me a long time to get over a particularly stressful experience.
- I find that little things often bother me.
- I have never been good at coping with negative emotions.

#### Non-Stress Tendency

- I find it stressful when something unexpected happens.
- I get easily annoyed when confronted with unforeseen obstacles that hinder me from finishing a task.
- If asked to do something at the last minute that I have never done before, I get really nervous.

#### Stress Management

- When I have to wait, I take advantage of the time by getting other things done.
- I have healthy sleep habits.
- I find it difficult to manage my priorities.

(Kozai, THE GLOBAL COMPETENCIES INVENTORY)

### ACKNOWLEDGEMENT

This research was supported by Saint Michael's College of Laguna through the President, Dr. Lourdes Almeda-Sese, the Vice-President for Academics and Research, Dr. Maria Regina M.C. Manabat, the Research Director, Dr. Socorro Rodriguez and the colleagues who greatly assisted in the completion of this paper.

Recognition is also extended to Dr. Dalisay Brawner and Dr. Victor C. Manabat for comments and suggestions that improved final copy.

Finally, gratitude is given to Society of Interdisciplinary Business Research and their "anonymous" reviewers who believed that this paper contributed to the objectives of the society.

### REFERENCES

- [1] *HR Review*. (2010, January 10). Retrieved 2016 5, August, from HR Review: <http://www.hrreview.co.uk/hr-news/recruitment/are-employees-attitudes-more-important-than-skills/5534>
- [2] Balistreri, S., Di Giacomo, F., Noisette, I., & Ptak, T. (2012). Global Education: Connections, Concepts, and Careers. *College Board*.
- [3] Connelly, M. (n.d.). *About Me: Mike Connelly*. Retrieved August 3, 2016, from Change Management Coach: <https://www.change-management-coach.com/relationship-management.html>
- [4] Doehla, D. (2015, March 3). *Project-Based Language Learning*. Retrieved August 20, 2016, from Project-Based Language Learning: <https://drdmd.wordpress.com/2015/03/06/swcolt15-speech/>
- [5] Jurgens, J. C., & O'Connell, C. (2008). A Comparative Study of Intercultural and Global. *International Education*, 66 - 75.
- [6] Karabinar, S., & Guler, C. Y. (2012). A Review of Intercultural Competence from Language Teachers' Perspective. *SciVerse ScienceDirect*, 1316-1328.
- [7] Keeley, T. D. (2013). Kozai Group's Global Competency Inventory as a Predictor of Oral. *JOURNAL OF INDUSTRY AND MANAGEMENT OF INDUSTRIAL MANAGEMENT INSTITUTE*, 13-34.
- [8] Kozai. (n.d.). *Kozai Group: Assessment*. Retrieved August 7, 2016, from Kozai Group: <https://www.kozaigroup.com/global-competencies-inventory-gci/>
- [9] Kozai. (n.d.). THE GLOBAL COMPETENCIES INVENTORY.

- [10] Parker, C. (n.d.). *Positive Point of View*. Retrieved August 10, 2016, from Positive Point of View: <http://www.positivepointofview.com/what-is-optimism-what-is-pessimism.php>
- [11] Patel, F., Li, M., & Sooknanan, P. (2011). *Intercultural Communication: Building a Global Community*. London: SAGE Publications Ltd.
- [12] Pratikna, R. N., & Gamayanto, I. (2017). Developing Leadership Systems Inside University Using Jim Collins Method [Good To Great]: People Management Development To Face ASEAN Economic Community In Indonesia. *Review of Integrative Business and Economics Vol. 6 Issue 3*, 45-55.
- [13] Siegel, P. C. (2005). Perception Management: IO's Stepchild? *Low Intensity Conflict & Law Enforcement* , 117-134.
- [14] Soo, J. (2012, January 17). *TALENT MANAGEMENT*. Retrieved September 12, 2016, from Harvard Business Review: <https://hbr.org/2012/01/multicultural-leadership-starts-fr>
- [15] Stevens, M., Bird, A., Mendenhall, M., & Oddou, G. (2014). Measuring Global Leader Intercultural Competency: Development and Validation of the Global Competencies Inventory (GCI). *Emerald Group Publishing Limited*, 115-154.
- [16] Surkamp, C. (2014). Non-Verbal Communication: Why We Need It in Foreign Language Teaching and How We Can Foster It with Drama Activities. *Scenario*, 12-27.
- [17] Tennekoon, S. R. (2015). Crossing the Cultural Boundaries: Developing Intercultural Competence of Prospective Teachers of English. *International Journal of Scientific and Research Publications*.
- [18] Zacks, J. M., Speer, N. K., Swallow, K. M., Braver, T. S., & Reynolds, J. R. (2007). Event perception: A mind-brain perspective. *American Psychological Association*, 273-293.