



**Indian Institute of Management Calcutta**

**Working Paper Series**

**WPS No. 894/ May 2023**

**When Exchange Students Interact at the Host B-School:  
Feelings Generated Among and Satisfaction of Incoming  
Exchange Students**

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<sup>1</sup>This project is funded by IIM Calcutta research grant, RP: LALA:ASOIESATIIMS /3563 /2013-14

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## **When Exchange Students Interact at the Host B-School**

International exchange programs have become a critical tool for institutions to provide multi-cultural exposure to their students. Through different versions of such programs, students get to spend a term or two or a complete year at a foreign host institution. Usually students' home institutions have an agreement with the foreign host institution; an attempt is always there to balance the number of incoming and outgoing students. The best designed exchange programs allow for transfer of credits for courses students take abroad. The inter-institution arrangements usually do not require international exchange students to pay tuition fees at the host institution. International students on a long-term student visa or international exchange students constitute a significant portion of the global travel market (Tremblay, 2005). During 2000-2013, the international student numbers had doubled to 4 million (Choudha, 2017). OECD (2014) figures indicate that from 0.8 million students in 1975, globally mobile students increased to 4.5 million in 2012 with Europe getting a lion's share as host continent. Students contribute to the economy of the host nation as they go for local shopping and domestic sightseeing during their stay. Students get to experience facets of the rich cultural, social, historical and economic milieu of the host nation. At the host institution, the friendships and memories they create remain one for a lifetime.

Increasing the number of exchange partners assumes critical importance for Universities as they attempt to make a place of themselves in domestic as well as international rankings. Along with international exchange programs, Universities also attempt to convey a global image by an emphasis of recruitment of internationally trained faculty particularly Masters or PhD degrees from foreign nations and/or visiting faculty from a range of foreign institutions. The percentage of foreign trained or visiting faculty from abroad may even constitute a metric as far

as global rankings or measures used by accreditation agencies. At the same time, students also want to partake in gaining global experience through a longer immersion in the linguistic, social-psychological, economic and cultural space of a foreign country. This transcultural exposure is at the core of the contemporary job market (Altbach, 2004).

A student tourist is defined as an individual who “travels to an attraction or destination and participates, formally or informally, in a learning experience available there” (Kelly & Brown, pp. 30). Among the two categories – education first or tourism first, international exchange students have been defined as belonging to the former category (Llewellyn-Smith & McCabe, 2008). In addition to academic exposure at a new institution, international exchange students look forward to travel to domestic tourist spots during weekends/long weekends/term breaks. This tourism helps them better understand the local people and their culture (Babin & Kim, 2001). With a 12-20 week stay in the host culture, international exchange students spend considerable time to appreciate what drives different activities in the host nation. The extended length of their stay vis a vis traditional tourist (Weaver 2003) may allow international exchange students to spend at par with foreign tourists spending a couple of weeks in a focused manner at the same host nation. As Universities work out bilateral agreements to foster two-way movement of students, the experience of each batch of students acts as a precursor to the next batch. Students may recommend the host institution to next batches at their home institution. Students may also invite friends, family or acquaintances to the host culture too. This would imply additional economic imprint from exchange programs.

Llewellyn-Smith and McCabe (2008) explain the three step strategy students would adopt in their decision-making process to go on exchange. The first step is to decide to go on exchange. The second step is to decide which country to go on exchange and the third is to decide which

institution to go on exchange to within the host country. Some of the attributes which figure at the top for students in this three-tiered decision matrix include: cultural difference of the host nation, international as well as domestic ranking of the host nation, cost of living (in some cultures, Universities do not offer halls of residence and accommodation costs in the city and commute costs get added), security and transport connectivity at the host nation/specific location, campus culture, breadth and depth of the elective courses on offer in the host institution, variety of student-run clubs and activities (Canale, 1996; Dwyer & Kim, 2003; Enright & Newton, 2005; Mazarol & Sutar, 2002).

Once students are on exchange, the experience can provide cross-cultural competencies though some researchers challenge this possibility (Forsey et al., 2011; Van de Berg, 2007). Other researchers have attempted (Chwialkowska, 2020) to address the question: How international exchange programs could impart cross-cultural knowhow? Some of the cross-cultural adeptness needed can also be gained through experiences through cross-cultural management courses in the classroom (Ramsey & Lorenz, 2016). Cultural intelligence is an important requisite for global careers. The expatriate management literature points out the critical aspects of how expatriates need to fit-in well to operate successfully in a new culture. Briscoe (1995) estimated USD 150,000 or more as costs associated with failed expatriate assignments. The inability of family to adjust is one of the major causes of failed expatriate assignments. As such experiences which exchange students can gain in their run-up-to a corporate career is one significant step towards preparing them for future expatriate assignments.

Black, Mendenhall and Oddou (1991) provide a detailed description of three dimensions associated with expatriate adjustment: (a) work adjustment which refers to the comfort one develops in being able to complete the jobs or tasks in time, (b) interaction adjustment which

refers to the comfort one has in developing networks inside or outside of work environment, and (c) general adjustment with local culture which refers to one's adjustment with the local food, transportation, entertainment or health facilities in the host culture. On similar lines, international exchange students also need to adjust to the academic environment of the host location, form networks with host country and third country nationals who are in exchange to the same host institution and have comfort with general adjustment in the host culture. Berry (1997) also refers to the acculturation individuals need as they are put in the throes of a new professional/social life away from the comforts of their own culture.

At B-Schools, international student exchanges have become common worldwide and are considered as an avenue to develop global mindset and impart different types of learning: cultural, socio-political and business tourism apart from classroom academic learning. This inter-cultural learning among exchange students (students who spend a term or two in a host culture on short-term academic exchange) involves participation in academic or social exchange related activities at the host institution. With increased engagement of exchange students with host culture students, exchange students are less likely to experience the notion of "stranger abroad". This exploratory study, conducted at three B-Schools across India, attempts to capture the different types of interactions exchange students might have at the host school campus and the resulting feelings such interactions generate and the impact, in turn, on exchange students' overall satisfaction with the host B-School and students' recommendations to future generations of student and non-student acquaintances to visit the host school/host school culture.

## Method

We conducted a cross-sectional survey with 109 exchange students (52 female) from 20 countries at three premier B-Schools in India (N=58, 27 and 24 respectively at the three B-

Schools). These B-schools have had academic exchange programs with European, Asian and American B-Schools for the past 15 years. The mean age of participants was 23.64 ( $SD = 1.64$ ) with minimum age of 20 years and maximum age of 29 years. For 91 participants, this exchange visit was their first ever visit to India. 104 participants had visited a country/countries other than India (3 to 5 visits) and five participants had visited a country/countries other than India (1 to 2 times).

### *Measures*

*Frequency of interactions.* We developed measures to capture the frequency of inter-group interaction that incoming exchange students engaged in during their stay in India. Specifically, we developed 20 items to capture frequency of inter-group interaction. These items asked participants that how often did participants engage in [type of interaction] at the Indian B-School. Participants responded on a 1 (Not at all) to 9 (Very Often) scale. The different types of interactions we gauged in the survey were: in day-to-day matters of campus life, in student cultural events, going for shopping to the city center, in local or non-local sight-seeing trips, in course project team work, in forming class discussion groups, eating out trips within the city, in sharing experiences in campus, sharing experiences of going out alone, for academic administration matters, social chatting at the dinner table, sharing class notes or other preparation, preparing for quizzes and exams, exploring future business opportunities, exploring future job opportunities, exploring financial investment opportunities, exploring start-ups, partnerships and alliances, exploring culture-festivals, dresses, art, music, forming intimate friendships and for voicing opinions on academic or other matters. These different types of interactions attempted to capture the academic and non-academic aspects of interactions exchange students could have had at the Indian B-School.

*Affect.* We captured how exchange students felt, in general, while living and learning in India. The following feelings were asked: angry, happy, disgusted, scared, proud, anxious, mad, elated, turned off, afraid, envious and worried. For each feeling, participants responded on a 1 to 9 scale where 1 was that they mostly felt [name of the feeling] and 9 was that they did not feel [name of the feeling].

*Satisfaction with exchange visit to the Indian B-School.* As we had captured different elements of academic and non-academic interactions exchange students engaged in when they came to the Indian B-School, we measured exchange students' satisfaction with their exchange visit to the Indian B-School in terms of: satisfaction with social learning, satisfaction with cultural learning, satisfaction with academic learning, satisfaction with market/economic learning, satisfaction with geopolitical learning and their overall satisfaction with the exchange visit. Participants responded on a 1 (not at all satisfied) to 9 (totally satisfied) scale for each of the one-item measures gauging the aforementioned satisfactions.

*Intentions and recommendations.* We measured whether participants would recommend students from their school to choose the Indian B-School for an exchange visit, recommend non-student acquaintances and friends to visit India again and again, like to work with Indian managers or staff elsewhere, have an intention to look for business or job opportunities in India and have an intention to work with Indian company's business operations in their country or another country outside India. Participants responded on a 9-point Likert type scale with, for example, 1 (not at all recommend) to 9 (strongly recommend) for a single item measure asking if their would recommend Indian B-School to other students from their school.

*Analyses*

*Factor analysis.* We performed exploratory factor analysis with varimax rotation on the interaction items. Results revealed four factors explaining 69.55% of the variance. Items – exploring future business opportunities, exploring future job opportunities and exploring start-ups, partnerships and alliances - loaded onto one factor with factor loadings of .79, .87 and .68 respectively. We termed this factor as *Avenue Search*. Items – going for shopping to the city center, in local or non-local sight-seeing trips, in eating out trips within the city - loaded onto one factor with factor loadings of .76, .78 and .69 respectively. We termed this factor *Fun*. Items – sharing class notes or other preparation, preparing for quizzes and exams - loaded onto one factor with factor loadings of .78 and .79 respectively. We termed this factor *Academic Success*. Items – interactions in project team work, interactions in forming class discussion groups and interactions for voicing opinions on academic or other matters – loaded onto one factor with factor loadings of .78, .85 and .63 respectively. We termed this factor *Day-to-day Academic*. Items – interactions for day-to-day matters of campus life, interactions for sharing experiences on campus and interactions for sharing experiences of going out alone – loaded onto one factor with factor loadings of .75, .76 and .64 respectively. We termed this factor as *Experience Sharing*. Coefficient alphas for *Avenue Search*, *Fun*, *Academic Success*, *Day-to-day Academic* and *Experience Sharing* were .87, .64, .84, .68 and .62 respectively. That is, coefficient alphas for *Fun*, *Day-to-day Academic* and *Experience Sharing* were below the 0.70 level.

We wanted to explore whether interactions of exchange students at Indian B-School impacted the *affect* exchange students experienced. Using the two interaction measures – Avenue search and Academic success – for which coefficient alphas were above the 0.70 level, we found the following results. (1) In a regression equation with avenue search, interactions for academic success were the predictors and not feeling angry as the criterion, unstandardized coefficients for



avenue search and academic success were  $B=.20, p<.05$  and  $B=-.12, ns$ . (2) In a regression equation with avenue search, interactions for academic success were the predictors and not feeling mad as the criterion, unstandardized coefficients for avenue search and academic success were  $B=-.07, ns$  and  $B=-.22, p<.05$ . This model explained 5.1% of the variance in the feeling,  $F(2,106)=2.84, p=.06$ . We further explored if this lack of negative feelings were related to satisfaction of exchange students with the exchange program. Results of a regression equation with not feeling mad as the predictor and overall satisfaction with the international exchange experience as the criterion, unstandardized coefficient for the predictor was  $B=.26, p<.01$ . Moreover, results of a regression equation with not feeling angry as the predictor and overall satisfaction with the international exchange experience as the criterion, unstandardized coefficient for the predictor was  $B=.39, p<.001$ . We also checked if overall satisfaction with international exchange program was related to students' intention to recommend students from their school to choose Indian B-School for exchange visit. Results of a regression equation with overall satisfaction with the exchange program as the independent variable and intention to recommend as the criterion, unstandardized coefficient for the independent variable was  $B=.98, p<.001$ . We also found that exchange students' satisfaction with social learning was related to their liking to work with Indian managers or staff anywhere. Additionally, exchange students' satisfaction with social learning was related to their intention to recommend to nonstudent acquaintances and friends to visit India again and again.

## Discussion

The findings of this study support the social psychological theory of inter-group relations and explain that greater interaction will give more satisfaction from inter-cultural experience. Exchange students typically spend a six to ten-week immersion term at the host nation. This

length of time provides them an opportunity to have various types of interactions with other students at the host B-School. In this study, we designed items to measure the academic and non-academic aspects of this interaction. For example, we had items measuring academic interactions required for day-to-day academic work and other items measuring interactions that will help achieve successful completion of the academic term. We also captured non-academic interactions aimed at, for example, having fun. Interactions with other students was expected to result in positive affect (or reduced negative affect). Findings indicated that interactions aimed at exploring future avenues for working together result in reduced negative affect. This reduced negative affect positively impacted overall satisfaction with the exchange program experience and that, in turn, positive impacts exchange students' intention to recommend their host B-School to student and non-student acquaintances in the home country. Taken together, the findings help indicate the importance of different types of contacts exchange students' have at the host B-School.

### Limitations

Our study is not without its limitations. The data collection effort has been painstaking and depends on exchange students volunteering for the study after being initially invited. The survey questionnaire was developed and administered in English. Our participants, though on an exchange to B-School where medium of instruction was English, may not have been equally proficient in reading and understanding English. We do not have a control measure for participants' proficiency in English. Our findings indicate that some of our interaction measures also did not achieve the 0.7 level of coefficient alpha. Future research needs to increase both the number of items as well as the sample size to improve coefficient alpha. We did not a priori interview a sample of exchange students to design these interaction items. Future research can

attempt to have a qualitative part of the study with descriptions of interactions from exchange students upon which specific items on interactions can be designed. Our study also does not study the impact on host country students when they have had a chance to interact with incoming exchange students. Notwithstanding the limitations, we hope this study will enable other researchers to think of possible research questions they can study for exchange students who have a slightly longer term stay at their host B-Schools.

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## Appendix 1

### Living & Learning Abroad: Cross-Cultural Relations Questionnaire

This study is part of an inter-IIM research initiative which brings together researchers from three IIMs. We are interested in cross-cultural interaction and organizational behavior and have nothing to do with educational policy planning or administration. We are interested in knowing your honest opinions and feelings on issues of your experience of living and learning abroad. The international exchange programme offers us this unique opportunity to study the cross-cultural interaction and organizational behaviour in different cultural settings.

In the following sections we have structured a set of statements and we solicit your responses on the rating scale for each section separately. Your data and identity will be strictly confidential and would be used only for research purposes only. The name will be later replaced with a numeric code. Please make sure that you have completed all questions in each section.

#### Section A: Demographic Data

**A1.** Your name (Optional):

**A2.** Age:

**A3.** Sex (**Circle** the appropriate one): Male or Female

**A4.** Nationality:

**A5.** Educational Qualifications:

**A6.** Work Experience (years):

**A7.** Name of **Your** University/ Business School:

**A8.** Name of the **Business School in India** you are at during the exchange programme:

**A9.** How many times have you visited India, prior to this visit (**Circle** the appropriate one)? :

(i) Never (ii) 1 to 2 times (iii) 3 to 5 times (iv) Over 5 times

**A10.** If you circled (ii) or (iii) or (iv) in response to **A9** above, please rate your overall satisfaction with your prior India visit(s) (circle the appropriate number on the following scale; "9 = Mostly Satisfied" and "1 = Least Satisfied"):

Mostly Satisfied      9      8      7      6      5      4      3      2      1      Least Satisfied

**A11.** How many times have you visited another foreign country (**Circle** the appropriate one)? :

(i) Never (ii) 1 to 2 times (iii) 3 to 5 times (iv) Over 5 times

**A12.** Your Email id (For future contact):

## Section B: Living and Learning Abroad Experience

**QB1:** To what extent do you think interaction with local Indian students is: (i) important for your living and learning experience and (ii) how often you engage in such interaction at the Indian B-School? Please rate (i) the importance and (ii) frequency of the activities **A through T given below** by **circling** the appropriate number on the 9-point scale mentioned for each type of response.

**A.** In day-to-day matters of campus life

- |                                  |                |   |   |   |   |   |   |   |   |   |                 |
|----------------------------------|----------------|---|---|---|---|---|---|---|---|---|-----------------|
| (i) How important is it for you? | Most Important | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Least Important |
| (ii) How often you engage in?    | Most Often     | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Not at all      |

**B.** In student cultural events

- |                                  |                |   |   |   |   |   |   |   |   |   |                 |
|----------------------------------|----------------|---|---|---|---|---|---|---|---|---|-----------------|
| (i) How important is it for you? | Most Important | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Least Important |
| (ii) How often you engage in?    | Most Often     | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Not at all      |

**C.** Going for shopping to the city center

- |                                  |                |   |   |   |   |   |   |   |   |   |                 |
|----------------------------------|----------------|---|---|---|---|---|---|---|---|---|-----------------|
| (i) How important is it for you? | Most Important | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Least Important |
| (ii) How often you engage in?    | Most Often     | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Not at all      |

**D.** In local or non-local sight-seeing trips

- |                                  |                |   |   |   |   |   |   |   |   |   |                 |
|----------------------------------|----------------|---|---|---|---|---|---|---|---|---|-----------------|
| (i) How important is it for you? | Most Important | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Least Important |
| (ii) How often you engage in?    | Most Often     | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Not at all      |

**E.** In course project team work

- |                                  |                |   |   |   |   |   |   |   |   |   |                 |
|----------------------------------|----------------|---|---|---|---|---|---|---|---|---|-----------------|
| (i) How important is it for you? | Most Important | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Least Important |
| (ii) How often you engage in?    | Most Often     | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Not at all      |

**F.** In forming class discussion groups

- |                                  |                |   |   |   |   |   |   |   |   |   |                 |
|----------------------------------|----------------|---|---|---|---|---|---|---|---|---|-----------------|
| (i) How important is it for you? | Most Important | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Least Important |
| (ii) How often you engage in?    | Most Often     | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Not at all      |

**G.** In eating out trips within the city

- |                                  |                |   |   |   |   |   |   |   |   |   |                 |
|----------------------------------|----------------|---|---|---|---|---|---|---|---|---|-----------------|
| (i) How important is it for you? | Most Important | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Least Important |
| (ii) How often you engage in?    | Most Often     | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Not at all      |

**H.** Sharing experiences in campus

- |                                  |                |   |   |   |   |   |   |   |   |   |                 |
|----------------------------------|----------------|---|---|---|---|---|---|---|---|---|-----------------|
| (i) How important is it for you? | Most Important | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Least Important |
| (ii) How often you engage in?    | Most Often     | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Not at all      |

**I.** Sharing experiences of going out alone

- |                                  |                |   |   |   |   |   |   |   |   |   |                 |
|----------------------------------|----------------|---|---|---|---|---|---|---|---|---|-----------------|
| (i) How important is it for you? | Most Important | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Least Important |
| (ii) How often you engage in?    | Most Often     | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Not at all      |

**J.** In academic administration matters

- |                                  |                |   |   |   |   |   |   |   |   |   |                 |
|----------------------------------|----------------|---|---|---|---|---|---|---|---|---|-----------------|
| (i) How important is it for you? | Most Important | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Least Important |
| (ii) How often you engage in?    | Most Often     | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Not at all      |

<b>K.</b>	Social chatting at the dinner table											
(i)	How important is it for you?	Most Important	9	8	7	6	5	4	3	2	1	Least Important
(ii)	How often you engage in?	Most Often	9	8	7	6	5	4	3	2	1	Not at all
<b>L.</b>	Sharing class notes or other preparation											
(i)	How important is it for you?	Most Important	9	8	7	6	5	4	3	2	1	Least Important
(ii)	How often you engage in?	Most Often	9	8	7	6	5	4	3	2	1	Not at all
<b>M.</b>	Preparing for quizzes and exams											
(i)	How important is it for you?	Most Important	9	8	7	6	5	4	3	2	1	Least Important
(ii)	How often you engage in?	Most Often	9	8	7	6	5	4	3	2	1	Not at all
<b>N.</b>	Exploring future business opportunities											
(i)	How important is it for you?	Most Important	9	8	7	6	5	4	3	2	1	Least Important
(ii)	How often you engage in?	Most Often	9	8	7	6	5	4	3	2	1	Not at all
<b>O.</b>	Exploring future job opportunities											
(i)	How important is it for you?	Most Important	9	8	7	6	5	4	3	2	1	Least Important
(ii)	How often you engage in?	Most Often	9	8	7	6	5	4	3	2	1	Not at all
<b>P.</b>	Exploring financial investment opportunities											
(i)	How important is it for you?	Most Important	9	8	7	6	5	4	3	2	1	Least Important
(ii)	How often you engage in?	Most Often	9	8	7	6	5	4	3	2	1	Not at all
<b>Q.</b>	Exploring start-ups, partnerships and alliances											
(i)	How important is it for you?	Most Important	9	8	7	6	5	4	3	2	1	Least Important
(ii)	How often you engage in?	Most Often	9	8	7	6	5	4	3	2	1	Not at all
<b>R.</b>	Exploring culture-festivals, dresses, art, music, etc.											
(i)	How important is it for you?	Most Important	9	8	7	6	5	4	3	2	1	Least Important
(ii)	How often you engage in?	Most Often	9	8	7	6	5	4	3	2	1	Not at all
<b>S.</b>	Forming intimate friendships											
(i)	How important is it for you?	Most Important	9	8	7	6	5	4	3	2	1	Least Important
(ii)	How often you engage in?	Most Often	9	8	7	6	5	4	3	2	1	Not at all
<b>T.</b>	Voicing opinions on academic or other matters											
(i)	How important is it for you?	Most Important	9	8	7	6	5	4	3	2	1	Least Important
(ii)	How often you engage in?	Most Often	9	8	7	6	5	4	3	2	1	Not at all



### Section C: Your Thoughts and Feelings

**QC1:** On an average **how did you feel while living and learning in India?** Please indicate your feelings by **circling** the appropriate number on the 9-point scale given below.

Mostly Angry	1	2	3	4	5	6	7	8	9	Not at all Angry
Mostly Happy	1	2	3	4	5	6	7	8	9	Not at all Happy
Mostly Disgusted	1	2	3	4	5	6	7	8	9	Not at all Disgusted
Mostly Scared	1	2	3	4	5	6	7	8	9	Not at all Scared
Mostly Proud	1	2	3	4	5	6	7	8	9	Not at all Proud
Mostly Anxious	1	2	3	4	5	6	7	8	9	Not at all Anxious
Mostly Mad	1	2	3	4	5	6	7	8	9	Not at all Mad
Mostly Elated	1	2	3	4	5	6	7	8	9	Not at all Elated
Mostly Turned Off	1	2	3	4	5	6	7	8	9	Not at all Turned Off
Mostly Afraid	1	2	3	4	5	6	7	8	9	Not at all Afraid
Mostly Envious	1	2	3	4	5	6	7	8	9	Not at all Envious
Mostly Worried	1	2	3	4	5	6	7	8	9	Not at all Worried

**QC2.** The following six statements are about your overall living and learning experience in India. Please respond by **circling** the appropriate number on the 9-point scale where **“1 = Strongly Disagree”** and **“9 = Strongly Agree”**:

	Strongly Disagree									Strongly Agree
<b>A.</b> There is not much that I can do about most of the important problems that we foreign students face in India today.	1	2	3	4	5	6	7	8	9	
<b>B.</b> Things are so complicated in India that I really don't understand just what is going on.	1	2	3	4	5	6	7	8	9	
<b>C.</b> In order to get ahead in India, you are almost forced to do some things which are not right.	1	2	3	4	5	6	7	8	9	
<b>D.</b> I am not much interested in the TV programs, movies, or magazines that most people seem to like in India.	1	2	3	4	5	6	7	8	9	
<b>E.</b> I often feel lonely in India.	1	2	3	4	5	6	7	8	9	
<b>F.</b> I don't really enjoy most of the academic work that I do in India, but I feel that I must do it in order to have other things that I need and want.	1	2	3	4	5	6	7	8	9	

### Section D: Attitude towards Indian B-School

**QD1:** The following items seek to know your perceptions about various aspects of your experiences at the Indian B-School in general. You may rate the items based on your experiences of spending a trimester at whichever Indian B-School you attended. Even though the B-Schools in India might differ in some respects from each other, you need to consider the general B-School experience you had focusing on the Indianness more than focussing on specific B-School differences. Please rate your perceptions on the given 9-point scale where “1” indicates that you “strongly disagree” with the statement and “9” indicates that you “strongly agree” with the statement. Please indicate your response by **circling** the appropriate number on the 9-point scale given below.

	Strongly Disagree					Strongly Agree			
1. I often had difficulty in understanding Indian students even when they spoke in simple English.	1	2	3	4	5	6	7	8	9
2. Appointments and times for commencement of meetings are not strictly adhered to at IIM.	1	2	3	4	5	6	7	8	9
3. Rules in the academic system in India are complicated.	1	2	3	4	5	6	7	8	9
4. Students at IIM are not inclusive in their behavior with respect to teamwork.	1	2	3	4	5	6	7	8	9
5. Campus atmosphere is largely foreign-student friendly.	1	2	3	4	5	6	7	8	9
6. Ethical orientation among local Indian students is rather lacking.	1	2	3	4	5	6	7	8	9
7. Team work among IIM students is mainly a means to avoid individual accountability.	1	2	3	4	5	6	7	8	9
8. While grading, some professors even tend to treat foreign students rather unfairly.	1	2	3	4	5	6	7	8	9
9. Local Indian students try to prove themselves superior to foreign students.	1	2	3	4	5	6	7	8	9
10. Often I have felt that Indian students speak English too fast for a non-native English speaker.	1	2	3	4	5	6	7	8	9
11. Administrative staff, in general, are not very co-operative while dealing with foreign students.	1	2	3	4	5	6	7	8	9
12. Despite stress on high moral values in the Indian culture, I do not experience it in the conduct of Indian students.	1	2	3	4	5	6	7	8	9
13. During class team projects, one or two better students end up doing everything thereby benefiting even the students who did not contribute to the team project.	1	2	3	4	5	6	7	8	9
14. Rules in Indian academic institutions are too many and difficult to remember.	1	2	3	4	5	6	7	8	9

		Strongly Disagree					Strongly Agree				
15.	Teaching style of professors is more or less local-student centric.	1	2	3	4	5	6	7	8	9	
16.	I have often seen moral courage of students in reporting against a wrong doing of an individual or a group of students.	1	2	3	4	5	6	7	8	9	
17.	Sometimes I have felt that the system at IIM lacks humanness and personal touch.	1	2	3	4	5	6	7	8	9	
18.	Late coming of students in classes is common and condoned.	1	2	3	4	5	6	7	8	9	
19.	Indian students tend to use jargon much more than other English or non-English speaking foreign students.	1	2	3	4	5	6	7	8	9	
20.	Application of rules for foreign students indicates little care for diversity in student population.	1	2	3	4	5	6	7	8	9	
21.	There is little team learning for all in the class team projects.	1	2	3	4	5	6	7	8	9	
22.	When foreign students get into any kind of trouble, they prefer to approach their embassy staff over the IIM administration for support and resolution.	1	2	3	4	5	6	7	8	9	
23.	Submission of grades after the due date is quite common among faculty members.	1	2	3	4	5	6	7	8	9	
24.	Even though faculty is globally educated or exposed, their styles are far from being global or international.	1	2	3	4	5	6	7	8	9	
25.	I have often felt like an outsider when Indian students switched over to chat in vernacular.	1	2	3	4	5	6	7	8	9	
26.	Local Indian students attach lot of reputation value to high ranks and grades.	1	2	3	4	5	6	7	8	9	
27.	Despite incorporating business ethics in the curriculum, the ethical practices of students, in general, are not as ethical as expected at a top ranked B-School.	1	2	3	4	5	6	7	8	9	
28.	Teams during class discussion or projects had more fun than engaging in work at hand.	1	2	3	4	5	6	7	8	9	
29.	Class materials, such as, cases, readings, etc. have more local than international content.	1	2	3	4	5	6	7	8	9	
30.	At least some students in my experience engaged themselves in practices that may be called improper and unbecoming of a good student.	1	2	3	4	5	6	7	8	9	
31.	Local Indian students are competitive because of corporate sponsored high value prizes.	1	2	3	4	5	6	7	8	9	

	Strongly Disagree					Strongly Agree			
<b>32.</b> Receptivity to foreign accents is rather poor among Indian students.	1	2	3	4	5	6	7	8	9
<b>33.</b> Local Indian students are highly competitive for getting higher grades.	1	2	3	4	5	6	7	8	9
<b>34.</b> Companies coming to IIMs for recruitment prefer candidates with high ranks or top grades and this promotes competitiveness among local Indian students.	1	2	3	4	5	6	7	8	9
<b>35.</b> The IIM system is highly rule-oriented.	1	2	3	4	5	6	7	8	9
<b>36.</b> IIM academic community, in general, is warm and friendly.	1	2	3	4	5	6	7	8	9
<b>37.</b> Local Indian students and IIM staff members, in general, are helpful in solving problems of foreign students.	1	2	3	4	5	6	7	8	9
<b>38.</b> While working as a team, students at IIM do not communicate all details to foreign students.	1	2	3	4	5	6	7	8	9
<b>39.</b> There is no major emphasis on cross-cultural interaction in the classroom.	1	2	3	4	5	6	7	8	9
<b>40.</b> IIM students are very poor at planning and do work at the last moment.	1	2	3	4	5	6	7	8	9
<b>41.</b> Evaluation criteria used by faculty promotes competitive race for higher grades.	1	2	3	4	5	6	7	8	9
<b>42.</b> Late submissions of assignments by students is quite common.	1	2	3	4	5	6	7	8	9
<b>43.</b> The institutional system shows lack of responsiveness in application of rules to the needs of foreign students.	1	2	3	4	5	6	7	8	9
<b>44.</b> Students at IIM are not well prepared and planned towards their future career.	1	2	3	4	5	6	7	8	9

...please turn to the next page

**Section E: Satisfaction and Intent Level**

**Q E1: How satisfied are you with your exchange visit to the Indian B-School?** Please rate your satisfaction on a 9-point scale given below against each item where **“1” indicates “Not At All Satisfied”** and **“9” indicates “Totally Satisfied”**. Please indicate your response by **circling** the appropriate number on the response scale.

	Not At All Satisfied					Totally Satisfied			
<b>A.</b> Satisfaction with Social Learning.	1	2	3	4	5	6	7	8	9
<b>B.</b> Satisfaction with Cultural Learning	1	2	3	4	5	6	7	8	9
<b>C.</b> Satisfaction with Academic Learning	1	2	3	4	5	6	7	8	9
<b>D.</b> Satisfaction with Market/Economic Learning	1	2	3	4	5	6	7	8	9
<b>E.</b> Satisfaction with Geopolitical Learning	1	2	3	4	5	6	7	8	9
<b>F.</b> Overall Satisfaction with International Exchange Experience	1	2	3	4	5	6	7	8	9

**Q E2: Please rate your recommendation, intent and liking intent towards the following items on a 9-point scale given below each item.** Please indicate your response by **circling** the appropriate number on the response scale.

	Not At All Recommend					Strongly Recommend			
<b>A.</b> Recommend students from your B-School/University to choose Indian B-School for exchange visit	1	2	3	4	5	6	7	8	9
<b>B.</b> Recommend to non-student acquaintances and friends to visit India again and again	1	2	3	4	5	6	7	8	9
	No Intention					Strong Intention			
<b>C.</b> Intention to look for business or job opportunities in India	1	2	3	4	5	6	7	8	9
<b>D.</b> Intention to work with an Indian company’s business operations in your country or outside India	1	2	3	4	5	6	7	8	9
	Strongly Dislike					Strongly Like			
<b>E.</b> Like to work with Indian managers or staff anywhere around the world	1	2	3	4	5	6	7	8	9

## Section F

**QF1.** Please rate yourself on the following statements based on the response scale mentioned below each statement. Please indicate your rating by **circling** the appropriate description on the response scale below.

<b>A.</b> I often 'do my own' things.				
Does not describe me at all	Does not describe me very well	Describes me somewhat	Describes me well	Describes me very well
<b>B.</b> The well-being of my coworkers is important to me.				
Does not describe me at all	Does not describe me very well	Describes me somewhat	Describes me well	Describes me very well
<b>C.</b> One should live one's life independent of others.				
Does not describe me at all	Does not describe me very well	Describes me somewhat	Describes me well	Describes me very well
<b>D.</b> If a co-worker gets a prize, I feel good.				
Does not describe me at all	Does not describe me very well	Describes me somewhat	Describes me well	Describes me very well
<b>E.</b> I like my privacy.				
Does not describe me at all	Does not describe me very well	Describes me somewhat	Describes me well	Describes me very well
<b>F.</b> If a relative were in financial difficulty, I would help within any means.				
Does not describe me at all	Does not describe me very well	Describes me somewhat	Describes me well	Describes me very well
<b>G.</b> I prefer to be direct and forthright when discussing with persons.				
Does not describe me at all	Does not describe me very well	Describes me somewhat	Describes me well	Describes me very well
<b>H.</b> It is important to maintain harmony within my group.				
Does not describe me at all	Does not describe me very well	Describes me somewhat	Describes me well	Describes me very well

<b>I.</b>	I am a unique individual.				
	Does not describe me at all	Does not describe me very well	Describes me somewhat	Describes me well	Describes me very well
<b>J.</b>	I like sharing little things with my neighbours.				
	Does not describe me at all	Does not describe me very well	Describes me somewhat	Describes me well	Describes me very well
<b>K.</b>	What happens to me is my own doing.				
	Does not describe me at all	Does not describe me very well	Describes me somewhat	Describes me well	Describes me very well
<b>L.</b>	I feel good when I cooperate with others.				
	Does not describe me at all	Does not describe me very well	Describes me somewhat	Describes me well	Describes me very well
<b>M.</b>	When I succeed, it is usually because of my own abilities.				
	Does not describe me at all	Does not describe me very well	Describes me somewhat	Describes me well	Describes me very well
<b>N.</b>	My happiness depends very much on the happiness of those around me.				
	Does not describe me at all	Does not describe me very well	Describes me somewhat	Describes me well	Describes me very well
<b>O.</b>	I enjoy being unique and different from others in many ways.				
	Does not describe me at all	Does not describe me very well	Describes me somewhat	Describes me well	Describes me very well
<b>P.</b>	To me, pleasure is spending time with others.				
	Does not describe me at all	Does not describe me very well	Describes me somewhat	Describes me well	Describes me very well