INSPIRING STUDENTS’ PURSUIT OF INTERNATIONAL CAREERS

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DISSERTATION

Submitted in partial fulfillment of
the requirements for the degree of

DOCTOR OF EDUCATION

in

EDUCATIONAL LEADERSHIP

at

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

SPRING
2011
INSPIRING STUDENTS’ PURSUIT OF INTERNATIONAL CAREERS

A Dissertation

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SPRING 2011
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International education, campus internationalization, international student and scholar services, educational exchange, international internships and service-learning, intercultural communications, educational leadership, higher education administration
Abstract

of

INSPIRING STUDENTS’ PURSUIT OF INTERNATIONAL CAREERS

by

Katherine Nicole Puntene

Amidst a U.S. policy context that is ardently promoting the education of U.S. undergraduates for greater participation in world politics, trade, and cultural exchange, institutions of higher education are increasingly committing their campuses to preparing students for professional and civic lives in a global world. Yet, among the many approaches taken by institutions to internationalize their campuses, career development and career counseling are underutilized methods of preparing students for international careers. This study focuses on the construct of career capital and examines the effects of an international career exploration module in general education classes on students’ interest in and knowledge of international career options, arguing that the use of such a module is an effective method of preparing students for international careers.
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Chapter 1

INTRODUCTION

In a world that is increasingly interconnected through advances in communication, transportation, and trade, it has become imperative that institutions of higher education prepare their students for professional and civic lives in a global society. Graduates must be able to work and live effectively in a world in which national boundaries are becoming increasingly irrelevant, economies are increasingly intertwined, and cultural differences must be understood and managed to their optimum effect.

Rationale ranging from economic to political and from academic to socio-cultural undergird the national push to develop graduates who are globally competent professionals. Economic rationale for internationalization emphasize preparing students for domestic and international careers to ensure continued U.S. dominance in world trade. Political rationale “emphasize the need to equip students with an awareness of world cultures and skills necessary to address national security and foreign policy concerns” (Childress, 2009, p. 290). Academic rationale includes the necessity for students to gain a diversified world view, comprehend international dimensions of their major fields of study, and develop global critical thinking skills in order to have a liberal arts education. Socio-cultural rationale emphasize understanding and communicating between cultures in order to ensure social justice and equity (Childress, 2009).

This chapter will establish the need for institutions of higher education to prepare students for global careers, the evidence of student interest, and the current trends in the international workforce. The literature review introduced here and expanded in Chapter
Two will elaborate on the competencies required for success in global careers, and the educational alternatives that develop these competencies. In addition, the research on pathways to global careers, which identify some of the formative experiences that seem most likely to lead individuals to work internationally, will be presented.

Unfortunately, research literature on this topic has tended to focus on the impacts of study abroad and other types of educational exchange (MacDonald & Arthur, 2004; Crowne, 2008; Hunter 2006). Ultimately, there is a lack of information on the effects of other strategies that institutions of higher education might employ to prepare their students for global engagement in a diversity of professional fields. Moreover, very little research focuses on how institutions can help students connect their academic learning about the world outside U.S. borders and their international career aspirations. This study will apply the concept of career capital to the subject of international careers. Using the career capital construct, this research will examine the effects of a short international career exploration module delivered to U.S. college students, to see how it influences their knowledge and interest in pursuing an international career path.

A note on terminology: Though the term “global,” as it references phenomena that are pervasive around the world, and the term “international,” meaning phenomena occurring between nations, are admittedly somewhat different, in this dissertation, as in everyday use, the author uses them interchangeably. Further, the author uses the term “international career” in the most broadly defined sense, referring to an individual’s series of jobs over a lifetime that are substantially international in focus, but may take
place either within or outside of U.S. borders, and most probably, in a combination of the two.

Student Interest in International Careers

There is no doubt that many U.S. students today have a keen interest in working internationally and in participating in educational opportunities to develop their global competencies. One particularly illuminating study was conducted by the American Council on Education (2008). Their nation-wide survey of more than 1500 college-bound high school students revealed that 55% of students were certain or fairly certain they would participate in study abroad while in higher education. A plan to participate in an international internship was indicated by 35% of respondents. Most notably, 37% of student respondents indicated that they were very interested in acquiring career-related work experience in another country. These results clearly support the contention that there is strong student interest in developing the knowledge, skills, and attitudes necessary for global career success.

Evidence suggests that institutions of higher education both recognize this student interest and have adopted the rationale and rhetoric supporting the need to prepare students for professional lives in a global world. In fact, an extensive nation-wide survey of more than 1,000 colleges and universities conducted in 2006 (Green, Luu & Burris, 2008) found that 53% of four-year institutions include a reference to international or global education in their mission statement.

Despite the institutional commitments, the same study found that only 18% of four-year institutions had developed specific international or global student learning
outcomes for all students and fewer than 30% of the institutions have a foreign language graduation requirement for all of their undergraduate students. Further, while approximately half of the four-year institutions require undergraduates to take at least one course focused on regions outside of the U.S., less than 10% of four-year institutions require their undergraduates to take three or more courses focusing on areas outside the United States as part of their general education requirements. Despite the commitment set forth in the mission statements of these institutions, the evidence indicates that too few undergraduate students are prepared for international careers at the time of their graduation.

The Nature of International Careers

The nature of global work itself is shifting away from a model of hierarchy, efficiency, and centralized control to a model of teamwork, partnership, decentralization, and responsiveness and adaptability (Kedia & Mukherji, 1999). The result is that it is no longer just the largest multinational corporations that are global in scope, even small and medium organizations are likely to have some combination of foreign suppliers, partners, employees, shareholders, or customers (Caligiuri, 2006).

Historically, literature on global careers has focused on expatriates sent overseas on long-term assignments. While this model still exists, Cappellen and Janssens (2005) suggest that organizations are increasingly using other methods of meeting workforce needs such as short-term assignments, localized transfer, international commuting, and extended business travel. Much recent literature is now focused on the boundaryless career, considered to be more representative of the modern-day economy in which
individuals are more likely to work in multiple countries or on multinational teams rather than being posted to one particular country (Arthur & Rousseau, 1996; Cappellen & Jannssens, 2005; Thomas, Lazarova, & Inkson, 2005).

Caligiuri (2006) outlines some of the differences between an international career and a domestic career. Figure one offers examples of some of the tasks a person with a global career is likely to undertake, which are distinct from the tasks facing those who are not globally engaged:

**Figure 1**

*Tasks Unique to Global Careers (Caligiuri, 2006, p.220)*

<table>
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<th>Tasks unique to global careers…</th>
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<tr>
<td>Work with colleagues from other countries</td>
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<tr>
<td>Interact with external clients from other countries</td>
</tr>
<tr>
<td>Interact with international clients from other countries</td>
</tr>
<tr>
<td>May need to speak a language other than their mother tongue</td>
</tr>
<tr>
<td>Supervise employees who are of different nationalities</td>
</tr>
<tr>
<td>Develop strategic business plans on a worldwide basis for their unit or organization</td>
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<tr>
<td>Manage a budget on a worldwide basis for their unit or organization</td>
</tr>
<tr>
<td>Negotiate in other countries or with people from other countries</td>
</tr>
<tr>
<td>Manage foreign suppliers or vendors</td>
</tr>
<tr>
<td>Manage risk on a worldwide basis for their unit or organization</td>
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As Figure 1 indicates, the nature of international careers varies substantially from those undertaken in the U.S., and requires that prepared college graduates develop particular knowledge, skills, and attitudes to prepare them for global engagement.

**Developing Global Competency**

Institutions of higher education committed to preparing students for international careers must create a plan of action to develop the knowledge, skills, and attitudes that students will need for successful global engagement. Unfortunately, neither the terminology nor the definitions of global competence have been agreed upon by scholars
or practitioners. Among the many terms in use are *global competency, global readiness, cross-cultural competency, and international competency*, all of which attempt to define the attributes that individuals require for success in an international professional and civic engagement. Chapter Two will elaborate on these constructs. For this study, the researcher has opted to use the term global competency, as it is one of the more commonly used terms in the literature.

Global competency and the various related terms are applied in the literature in a wide variety of career contexts ranging from individuals who are sent overseas on long-term assignments; business people and others that make frequent, short excursions overseas; managers who oversee international organizations or divisions of organizations across multiple countries; and even those who are based in their home county, but work extensively with colleagues, clients, suppliers, consumers, and others from other nations and cultures.

Educational Approaches to Build Global Competency

Within the context of increasing national expectations from scholars, policy makers, and educators, institutions of higher education are under pressure to train their graduates for the new reality of global interconnectedness (Norris & Gillespie, 2009). Aiming to prepare students to be effective global workers and informed citizens, many colleges and universities are taking deliberate action to develop the foundations of global competencies in their students. These actions include revising general education curriculum, emphasizing study abroad and internship abroad opportunities, expanding foreign language study, and creating international certificates and tracks within majors
(Green & Shoenberg, 2006). Unfortunately, as an extensive review of the literature in Chapter Two will demonstrate, the emphasis of most institutions on developing students’ global competencies does not adequately address students’ need for guidance in career exploration. Moreover, the preponderance of the empirical research focuses on study abroad as a potential step towards an international career, but fails to address the vast majority of U.S. undergraduates who do not study abroad. This research attempts to address these deficiencies in the literature.

Career Capital

In crafting their approaches to preparing students for international careers, campuses would be advised to consider the nature of career capital, which if developed in students, will better enable their success in the global arena. Based on the concept of social capital, Defillipi and Arthur (1994) describe three types of career capital: knowing how (skills and knowledge); knowing whom (professional networks); and knowing why (motivation, confidence, belief in ability to pursue desired career path). As institutions of higher education seek to develop students’ global competencies, the emphasis traditionally has been on the knowing how. Through efforts to internationalize the curricula, countless individual courses across the country have been revamped to include expanded international content and perspectives, thereby increasing students’ knowing how, their skills and knowledge. However, the literature on internationalizing the curriculum does not address expanding students’ professional networks or motivating and encouraging students. This study attempts to rectify this discrepancy, by focusing specifically on inspiring students to consider pursuing international careers, and showing
students the networks and resources available to them as a way of expanding their career capital.

Nature of the Study

This study answers the following research question: *How does inclusion of an international career exploration module in a general education course affect a) students’ interest in international careers b) students’ knowledge of international career options?*

Three groups of students at a medium-size public university were asked to participate, each group representing a different course section. The first group was students enrolled in a general education course in the Economics department at a medium-size public university. These students’ curriculum included a 2.5 hour international career exploration module, though the course curriculum was not otherwise international in content.

In the second group, the same international career exploration module was delivered as part of the curriculum of an Asian Studies general education course. As indicated by the subject, the course content was highly international in nature.

The third group was students enrolled in another section of the same Asian Studies general education course. These students did not receive the international career education module. All three groups were asked to complete the pre and post surveys near the beginning and end of the Fall 2010 semester to assess students’ levels of interest and knowledge of international career options.

Ultimately, three scenarios were compared: the effects of the module without the international curriculum (Economics course), the international career exploration module
and the international curriculum offered together (the first Asian Studies course), and the international curriculum without the module (the second Asian Studies course). The comparison between the three groups was established to isolate the effect of the module from the effect of the international curriculum.

Analysis was primarily quantitative in nature, though open-ended survey questions were also used to help understand student responses. In this way, the study explored a potential method of not only bridging the gap between students’ academic learning and career aspirations, but also reaching out more broadly to a representative sample of the university population, beyond those students who seek out the opportunity to study abroad. Chapter Three of this dissertation will provide greater detail regarding the research design, the development of the international career exploration module, the development of the survey instrument, the selection of participants, and the methodology employed for data analysis.

Limitations

This study is limited in scope by the selection of participants from a single institution, though as a medium-sized public institution, drawing a middle-tier of high school graduates, typically graduating in the top 8% - 30% of their high school class, in many ways the institution mirrors the demographics of countless others across the nation. The study is further limited by drawing participants from three class sections, though the nature of general education makes it likely that the sample will representative of the institution. Random assignment of participants to class sections was not possible due to the nature of student self-enrollment in courses in the university context.
The responses of the three classroom groups will be compared to each other, which presumes that the groups are demographically comparable. To respond to this limitation, the researcher gathered demographic data on each group and addresses the comparability of groups in Chapters Three and Four.

Like any survey-based study, this research design assumes that students will understand the survey questions and self-report accurately. There is always the risk that students will report what they think the researcher wants to hear, though the researcher explicitly requested that the students answer without concern for the researcher’s goals and feelings.

Significance of the Study

Given the national priority for economic, political, and cultural engagement in an interconnected world, it is no surprise that 53% of four-year institutions’ mission statements include a commitment to international education. Having undertaken that commitment, it would be a failure of leadership for those institutions to graduate students who have no confidence in their capacity to work internationally, or to graduate even a single student who dreams of working internationally but does not know how to begin.

It is this researcher’s experience that only a small minority of students have the inspiration and self-motivation to pursue an international career without guidance or support. Often these are the select few students who have just returned from a study abroad program, bubbling with excitement about their adventures and depth of personal growth overseas.
While the researcher fully supports efforts to connect returned study abroad students with the resources to turn their dreams of overseas work into reality, this study asks how institutions can reach beyond the small percentage of students who study abroad and provide the general student population with the career capital that they need to pursue international careers. While it is not necessary or even desirable that each and every student ultimately pursue an international career, each student should have the knowledge and skills that would make such a pathway available to them.

This study examines the impact of a low-cost, achievable method of reaching out to the student population of an institution of higher education, through the inclusion of an international career exploration module in general education courses. Pre and post surveys examine the impact of the module on students’ interest in and knowledge of international career options. The findings of the study are discussed as they relate to instruction, educational leadership, and U. S. government policy.

Conclusion

Though there is extensive discussion in the literature of the need to focus on developing students’ global competencies and the educational alternatives for doing so, the few empirical studies, while compelling, are almost exclusively focused on the impacts of study abroad. Existing studies also do not address ways in which students’ academic learning can be tied to inspiring students’ pursuit of international careers. Nor do existing approaches consider the necessity of developing students’ career capital.

Chapter Two of this dissertation reviews the literature on educational alternatives to develop students’ global competencies and highlight the gaps in existing research.
Chapter Three introduces an international career exploration module and specifies the research methods used to test the module’s effects. The international career exploration model introduced in this study may be able to offer a realistically achievable approach for institutions of higher education to more purposefully and intentionally prepare students to be globally-competent professionals in an interconnected world. Chapter Four presents the findings of this study, giving information on students’ past exposure to international careers, pre-test responses, post-test responses, statistical analysis of the study results, and student comments. Based on those findings, Chapter Five discusses the implications for higher education instruction, leadership, and policy.
Chapter 2

REVIEW OF RELATED LITERATURE

This review of the literature examines the U.S. policy context that prompts institutions of higher education to prepare students for global careers, the current trends in the international workforce, the competencies required for success in global careers, and the educational alternatives that develop these competencies. In addition, the research on pathways to global careers, which identify some of the formative experiences that seem most likely to lead individuals to work internationally, is presented.

Unfortunately, as this chapter will illustrate, research on this topic has tended to focus on the impacts of study abroad on students’ career paths. There is a lack of information on the effects of other strategies that institutions of higher education might employ which prepare students for international careers. Ultimately, this review of the literature will conclude by arguing that there is a need to employ an understanding of career capital in the educational approaches that prepare their students for global engagement in a diversity of professional fields. Success in preparing students will in turn support U.S. economic, political, and cultural priorities.

The Necessity to Prepare Students for International Careers

Researchers, policy-makers, and experts in wide-ranging fields have called upon U.S. institutions of higher education to produce students who can apply their intercultural knowledge as both global citizens and professionals (Norris & Gillespie, 2009). The National Education Association (2010) attributes this urgency to three characteristics of the modern-day world: global economies that are increasingly interdependent, increasing
linguistic and cultural diversity in U.S. society, and the emergence of complex global challenges such as HIV/AIDS, H1N1, global warming, etc. Carr, Inkson, and Thorn (2005) elaborate with the argument that focusing on the development of individuals’ career interests and attitudes of students is essential because the combined impacts of individual level decisions cause macro-level structural shifts such as global talent flow between nations. “Improving our understanding of global careers means better appreciating the state of balance, and sometimes tension, between relatively global features of migration (such as political and career opportunities) and more local realities (such as cultural values and family traditions),” (Carr, Inkson, & Thorn, 2005, 395).

U.S. Government Policy Promoting International Education

Over the last 50 years, the United States government has expressed a commitment to including international education programs in the work of postsecondary institutions. A review of the seminal legislation establishes clearly three primary rationale for the emphasis on international education: 1) protecting U.S. national security interests 2) promoting U.S. economic interests and 3) fostering global peace and understanding. Among the many ways in which the legislation proposes to secure the attainment of these goals is by fostering exchange programs, promoting foreign language study, and promoting study in international curricular areas. A review of these statutes and federal regulations reveals that though the U.S. government explicitly seeks to prepare U.S. college students for international careers, neither career counseling nor international career exploration is emphasized among the many initiatives.

*Mutual Educational and Cultural Exchange Act (1961)*
More commonly known as the Fulbright-Hays Act, this act created the Fulbright student and scholar exchange program that funds U.S. citizens to go research and study abroad, as well as foreign citizens to study in the United States. The preamble emphasizes the goals of international understanding and world peace by stating that the purpose is “to increase mutual understanding between the people of the United States and the people of other countries by means of education and cultural exchange; to strengthen the ties which unite us with other nations by demonstrating the educational and cultural interests, development, and achievements of the people the United States and other nations, and the contributions being made toward a peaceful and more fruitful life for people throughout the world; to promote international cooperation for educational and cultural advancement, and thus to assist in the development of friendly, sympathetic, and peaceful relations between the United States and the other countries of the world.”

Among the programs that the Act authorizes funding for:

- International student exchanges
- International scholar exchanges
- International teacher exchanges
- Creative and performing arts cultural exchanges
- Athletic cultural exchanges
- Establish educational institutions or programs abroad operated by U.S. educational institutions
- Supporting medical, scientific, cultural, and educational research
Promoting study and research at U.S. institutions by foreign nationals

This range of programs aligns with those that institutions of higher education typically embark upon, as will be demonstrated later in this chapter.

**Peace Corps Act of 1961**

Established by Executive Order and then approved by Congress, the Peace Corps Act created a program in which U.S. citizens volunteer overseas for two to three-year terms, sharing their expertise in areas such as agriculture, community development, literacy, health care, and technology with residents of less developed countries around the world. The mission of the Peace Corps expresses explicitly the goal of increasing understanding between U.S. Americans and people of other nationalities in order to promote peace and world friendship (Peace Corps, 2008).

**U.S. Code of Federal Regulations, Title 34: Education**

Sections 655 and 660 of Title 34 of the Code of Federal Regulations, primarily written in 1982, mandate that the U.S. Secretary of Education support federally funded programs to further foreign language study by U.S. postsecondary students. Further, the regulations support research on foreign language teaching pedagogy and efficacy.

**David L. Boren National Security Education Act of 1991**

The findings of this Act state that the U.S. is threatened politically, militarily, and economically, and further, that if the U.S. wants to maintain its “international leadership” then the federal government must ensure that its employees understand the languages and cultures of other nations. Further, they found that undergraduate and graduate students were completing their degrees without these capabilities. Accordingly, institutions of
higher education were directed to put greater emphasis on teaching foreign languages and international fields, particularly those defined by the U.S. government as critical to U.S. national security interests. Through this Act, the U.S. government created the Boren Fellowship program, which provides grants to individuals for foreign language study and international research in return for a future commitment to work for the U.S. government for at least a one-year period.

*Homeland Security Act (2002)*

In creating the Department of Homeland Security shortly after the September 11, 2001 terrorist attacks, the U.S. Congress established an extensive infrastructure for protecting national security, yet even within that mandate, an acknowledgement of the economic necessity of international interactions was included. In particular, included in the mission statement for the department is the caveat that DHS must “ensure that the overall economic security of the United States is not diminished by efforts, activities, and programs aimed at securing the homeland” (6 USC 111. 101(b)(1)(F)).

*Higher Education Opportunity Act (2008)*

A key provision in this Act was the creation of a new position in the U.S. Department of Education for a Deputy Assistant Secretary for International and Foreign Language Education, emphasizing the growing national importance of both international education in general and foreign languages in specific. The act emphasizes the importance of critical foreign languages to the U.S. and expands Pell grants to students studying in their third, fourth, or fifth year of a critical foreign language including Arabic, Chinese, Farsi, Hindi, Urdu, Russian, Japanese, and Korean (Department of Education,
2009). In addition, it makes foreign language specialists and faculty eligible for loan forgiveness.


In summer 2009, the U.S. House of Representatives passed the Foreign Relations Authorization Act for Fiscal Years 2010 and 2011, which includes among other programs, the funding for the Senator Paul Simon Study Abroad Foundation Act of 2009. This ambitious program sets that goal that within 10 years time, at least one million U.S. college students will be studying abroad annually with emphasis on destinations in developing countries. This is approximately a four-fold increase from present levels (Institute of International Education, 2009). The bill authorizes $40 million towards this goal for 2010 and $80 million for 2011. The bill also provides funding for the hiring of an additional 750 U.S. foreign service officers above current staffing levels. Further, it proposes to double the number of Peace Corps volunteers and “promote all types of volunteerism by Americans in the developing world”. Though the bill was not passed by the end of the congressional period, and therefore never finalized, it is expected to be reintroduced in the current congressional session.

*Public Policy Emphases*

In summary, over the past half century, though the rhetoric of federal law has shifted slightly away from an emphasis on peace and understanding, and towards a more explicit statement of economic and strategic goals, the fundamental three rationale remain dominant: 1) protecting U.S. national security interests 2) promoting U.S. economic interests and 3) fostering global peace and understanding.
Through federal grant funding, institutions of higher education are purposefully encouraged to provide international education and foreign language opportunities for students. The nature of international education programs promoted through legislation has remained fairly consistent over the years, including international exchange programs, study abroad, overseas engagement through faculty research and collaboration, volunteerism, institutional partnerships, and recruitment of international students and faculty. There is also a notable increase in the recent emphasis on foreign language study. As demonstrated later in this chapter, the literature and the practice at institutions mirrors these emphases. Notably, emphasis on international career counseling or international career exploration for students is largely absent.

The Nature of International Careers

Through most of the late 20\textsuperscript{th} century, the prevailing wisdom was that organizations could build loyal workforces, in which individuals would move up the ladder of responsibility within the organization. Under this model, global careers were limited largely to expatriate assignments, conceptualized as international segments of organizational careers (Inkson et al., 1997). During this period, career development was considered to be primarily the responsibility of human resources departments who created professional development opportunities for their employees. However, economic restructuring in the 1980s and 1990s, including layoffs, caused a major revision of the organizational careers view and individuals began to consider charting a career path and building marketable and transferable skills as an individual responsibility (Inkson and Arthur, 2002; Vance, 2005). Careers became boundaryless, meaning that people
increasingly looked outside of their own organization for career opportunities (Arthur & Rosseau, 1996). Meanwhile, the literature on expatriates’ overseas experiences began to focus on the relationship between international assignments and lifelong careers, and the ways in which individuals could develop skills and knowledge that would be portable between organizations (Thomas, Lazarova, & Inkson, 2005).

Recently research interest has grown in geographical and international boundarylessness (Suutari & Brewster, 2000; Carr, Inkson, & Thorn, 2005; Briscoe & Hall, 2006). Adapted from the work of Arthur & Rousseau (1996), Carr, Inkson, & Thorn (2005) describe the boundaryless global career as:

- Movement across boundaries of separate nations
- Drawing validation from outside the present nation
- Sustained by international networks or information
- Breaking traditional national career boundaries
- Rejection of national career opportunities for personal or family reasons
- Perceiving a boundaryless future regardless of geographical constraints

Carr, Inkson, and Thorn envision a future in which “it will become normal to live in other countries for periods of time, and to travel between them in careers that are cumulative and cosmopolitan. Talent will flow regularly between countries. Individuals may be able to retain a sense of national identity, but more and more will become dual or multiple citizens, or even conceptualize themselves as citizens of the world, with careers that are…truly global.” (Carr, Inkson, & Thorn, 2005, p. 395).
Developing Global Competency

As institutions of higher education are called on to prepare their graduates for increasingly boundaryless international careers, institutions attempt to create a plan of action to develop the knowledge, skills, and attitudes that students will need for successful global engagement. Unfortunately, as they review the literature, they find that scholars and practitioners have agreed upon neither the terminology nor the definitions of global competence. Among the many terms in use are global competency, global readiness, cross-cultural competency, and international competency.

Hunter, White, and Godbey (2006), citing Hunter (2004), define global competence as “having an open mind while actively seeking to understand cultural norms and expectations of others, leveraging this gained knowledge to interact, communicate, and work effectively outside one’s environment” (p.270).

The Stanley Foundation, a non-partisan, private foundation focusing on peace and security issues, suggests that globally competent citizens “know they have an impact on the world and that the world impacts them. They recognize their ability and responsibility to make choices that affect the future” (Stanley Foundation, 2002).

Bremer (2006) describes a global-ready graduate as one who has “a grasp of global systems, global issues, the dynamics of how things are interrelated and interconnected in the world, and how society can best address global issues” (p. 40).

Cappellen and Janssens (2005) define a global manager as an individual with cross-border responsibilities, who needs to know more than just how to work effectively in one country, but rather how to work effectively and simultaneously in multiple
countries, understanding business with a worldwide perspective and able to resolve the sometimes contradictory demands of the global environment.

Despite the lack of consensus around the terminology, most of the definitions above do at some level attempt to articulate a set of knowledge, skills, and attitudes that an individual must possess to be globally competent. These terms and definitions are applied in the literature in a wide variety of career contexts ranging from individuals who are sent overseas on long-term assignments; business people and others that make frequent, short excursions overseas; managers who oversee international organizations or divisions of organizations across multiple countries; and even those who are based in their home county, but work extensively with colleagues, clients, suppliers, consumers, and others from other nations and cultures.

The Knowledge, Skills and Attitudes of Global Competency

Many researchers point out that a successful global leader needs not only knowledge of specific cultures and languages, but also general theoretical knowledge of intercultural variables (Caligiuri, 2006; Kedia & Mukherji, 1999). For example, seminal authors such as Edward T. Hall (1976) described cultures as existing on a spectrum from high context to low context in terms of the degree to which cultural expectations and norms, as well as communication styles, are explicit are one end of the spectrum or unspoken at the other end. Hall also described cultures as existing on a spectrum from monochromatic, in which time is carefully planned and managed and efficiency is the aspiration, to polychronic cultures in which human interactions are prioritized, engaging in multiple activities simultaneously is the norm, and schedules are more fluid.
Geert Hofstede (1980) added to this understanding of cultures with additional variables such as power distance, which is the degree to which it is expected that power will be distributed unequally; individualism versus collectivism as the degree to which groups place a role in society and the degree to which individuals subordinate their interests for the good of the group; and uncertainly avoidance, which is the degree to which a society tolerates ambiguity and the unknown.

In addition to this general cross-cultural knowledge, globally competent professionals also require knowledge related to the global application of their professional field such as knowledge of international standards and practices. For example, in the business world, a globally competent professional would likely need knowledge of international finance, international law, comparative labor relations, etc. (Caligiuri, 2006).

Kedia and Mukherji (1999), quoting Rhinesmith (1993), suggest that a successful global manager needs a *global mindset*, defined as “the ability to scan the world from a broad perspective, always looking for unexpected trends and opportunities that may constitute a threat or an opportunity to achieve personal, professional, or organizational objectives” (p.234). Based on their review of the literature, specific knowledge, skills, and attitudes they identify are detailed in Figure 2.
Knowledge, Skills, and Attitude of a Professional with a Global Mindset

(Kedia and Mukherji, 1999, pp.236-237)

<table>
<thead>
<tr>
<th>Knowledge, skills, and attitudes of a professional with a global mindset…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Values diversity and is able to leverage differences in a meaningful way for the benefit of the organization</td>
</tr>
<tr>
<td>Understands and recognizes complex patterns in complex environments</td>
</tr>
<tr>
<td>Instills values and inspires others</td>
</tr>
<tr>
<td>Builds and maintains organizational networks at a global level</td>
</tr>
<tr>
<td>Extends their personal space beyond their immediate geography in real terms as well as in relationships with others.</td>
</tr>
<tr>
<td>Makes emotional connections</td>
</tr>
<tr>
<td>Has a capacity for managing uncertainty</td>
</tr>
<tr>
<td>Balances tensions of global integration and local responsiveness</td>
</tr>
<tr>
<td>Mobilizes worldwide resources to capture market opportunities</td>
</tr>
<tr>
<td>Uses technology, information systems, and telecommunications effectively in an organization’s global activities</td>
</tr>
</tbody>
</table>

Harvey and Novicevic (2002) argue that a key component of global competence is political competence, defined by the following knowledge, skills, behaviors, and attitudes listed in Figure 3.

<table>
<thead>
<tr>
<th>Political competence is characterized by…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being a careful observer of what is and is not happening in a cultural context as well as awareness of one’s own actions and others’ reactions</td>
</tr>
<tr>
<td>The ability to get others to believe in them and follow their lead beyond the level of influence automatically granted to his or her hierarchical position</td>
</tr>
<tr>
<td>Adopting norms of the host culture and being perceived as genuine by members of the host culture(s)</td>
</tr>
<tr>
<td>Building social capital through personal and professional networks that have value in the host culture(s).</td>
</tr>
</tbody>
</table>

Crowne (2008) argues that cultural intelligence is a predictor of global competency. Quoting Thomas and Inkman (2004), Crowne defines cultural intelligence as a “multifaceted competency consisting of cultural knowledge, the practice of”
mindfulness, and the repertoire of behavior skills” (p.392). Research demonstrates that other personal characteristics likely to facilitate success in a global career are conscientiousness, extraversion, and openness to new information and new perspectives (Caliguiri, 2006). Harvey and Novicevic (2002) add that intuition and creativity are among the personal traits of effective global managers and Wilson and Dalton (1997), as cited in Hunter, White, and Godbey (2006), suggest that complexity of thinking and resistance to stereotyping are essential. Institutions face the challenge of choosing among these and other concepts of global competence or creating their own synthesis.

Assessing Global Competency

Upon identifying the knowledge, skills, and attitudes that they would most like to instill in their students, institutions must develop corresponding measurable student learning outcomes (SLOs). These outcomes may be used to assess the impact of their attempts at preparing students for international careers. Green and Shoenberg (2006) argue that effective international SLOs must be specific enough to determine whether students have achieved them, but general enough that they can be applied across various departments and programs. One such model developed by the American Council on Education is presented in Figure 4. Agreed on by six diverse institutions participating in an American Council of Education pilot program, a report on the effectiveness of the framework elaborated in figure six is expected in the near future.
Table 1: Knowledge, Skills, and Attitudes of a Globally Competent Graduate

<table>
<thead>
<tr>
<th>Knowledge, Skills, and Attitudes of a Globally Competent Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>A globally competent student graduating from our institution…</td>
</tr>
<tr>
<td>Knowledge</td>
</tr>
<tr>
<td>Recognizes own culture as one of many diverse cultures</td>
</tr>
<tr>
<td>Demonstrates knowledge of global issues, processes, trends, and systems</td>
</tr>
<tr>
<td>Demonstrates knowledge of other cultures including beliefs, values, perspectives, practices, and products</td>
</tr>
<tr>
<td>Skills</td>
</tr>
<tr>
<td>Uses knowledge, diverse frames of reference, and alternative perspectives to think critically and solve problems</td>
</tr>
<tr>
<td>Communicates and connects with people in other language communities in a range of settings for a variety of purposes</td>
</tr>
<tr>
<td>Uses foreign language skills and/or knowledge of other cultures to extend own access to information, experiences, and understanding</td>
</tr>
<tr>
<td>Attitudes</td>
</tr>
<tr>
<td>Appreciates the language, art, religion, philosophy, and material culture of different cultures.</td>
</tr>
<tr>
<td>Accepts cultural differences and tolerates cultural ambiguity</td>
</tr>
<tr>
<td>Demonstrates an ongoing willingness to seek out international or intercultural opportunities.</td>
</tr>
</tbody>
</table>

Educational Approaches to Building Global Competency

Whatever student learning outcomes institutions adopt to help students develop the knowledge, skills, and actions that students will need for professional and civic lives in a global world, campuses across the U.S. are prioritizing efforts to internationalize their campuses. Such endeavors frequently include revising general education curriculum, emphasizing study abroad and internship abroad opportunities, recruiting international students, expanding foreign language study, and creating international certificates and tracks within majors (Green & Shoenberg, 2006).

Role of Educational Leaders

The nature and degree of efforts to internationalize the campus often reflect the agenda of the campus president. In his discussion of the role that campus presidents take
in developing international partnerships, Fielden (2010) identifies seven key roles that arguably apply not just to establishing international partnerships between institutions, but internationalizing the campus more broadly. These roles are:

- setting the international vision and strategy
- appointing able champions to develop and carry out initiatives
- getting support from administrators and faculty members for international ventures
- providing centralized financial resources to create or encourage international activities
- managing the involvement of the board of trustees
- bridging cross-cultural differences
- supervising the human resource implications of offshore activity

With so many institutions placing increasing emphasis on internationalization, there is a trend towards hiring foreign-born scholars as campus presidents (Foderaro, 2011). These individuals are often well-situated to advance their campus international initiatives.

*Internationalizing the Curriculum*

Defined as “infusing international, global, and intercultural perspectives across courses and programs” (Green & Shoenberg, 2006, 1), internationalizing the curriculum is a way to reach all students within an institution to ensure that they learn about world regions, global issues, cultural differences, and world history. Bremer (2006) argues that the key to developing this aptitude is helping students to learn about histories and cultures
of other parts of the world. Participants at a conference sponsored by the Carnegie Corporation of New York in 2000 agreed that a global education curriculum, beginning in K-12 and extending through higher education, “must encompass global issues and challenges, global cultures and world areas, and the relationships of the United States with the rest of the world” as well as “knowledge of culture, geography, history, and language” (Barker, 2000, p.3).

Foreign Languages

The National Education Association (2010) argues that there is a pedagogical benefit whereby foreign language study leads to enhanced cognitive development, creativity, and higher-order thinking. Many scholars argue that a much greater emphasis on teaching foreign languages is needed in order for students to be the most successful in global careers and for the U.S. to be competitive in the global economy (Bremer, 2006; Kedia & Mukherji, 1999). However, Green and Shoenberg (2006) point out that most institutions which have foreign language graduation requirements do not require that students reach a specified level of competence. Instead, most institutions have framed their requirements in terms of number of terms enrolled, assuming that attendance will create competence.

Recruiting International Students

Since the 1990s, except for a dip after the September 11th tragedy, the number of international students studying in the U.S. has been increasing, with an all time high of 690,923 studying in the U.S. in 2009/2010, the most recent year for which data is available (IIE, 2010). The interaction of international students with U.S. students is such
a popular method of trying to internationalize institutions, that more than half of U.S. four-year institutions report intentionally recruiting international students (Green et al., 2008).

Study Abroad

The Institute for International Education (2010) reports that approximately 10% of U.S. undergraduate students studied abroad in 2008/2009. However, this figure is inflated because it is calculated based on the total number of U.S. undergraduates who are awarded degrees annually, and ignores the many students who do not complete their degrees for one reason or another.

Despite the fact that only a minority of U.S. undergraduates participate, the literature heavily emphasizes study abroad as the ideal approach to preparing students for professional and civic lives in global arenas. MacDonald and Arthur (2004) argue that study abroad helps to prepare students “for future careers that involve living, learning, and working with people from other cultures” (p.1). In a survey of 140 participants, primarily U.S. college students, Crowne (2008) found that past participation in study abroad or employment abroad had a positive correlation with cultural intelligence, and moreover, that study abroad and employment experience in a great number of countries resulted in greater cultural intelligence, which Crown argues is a predictor of global competence. However, Hunter (2006) distinguished between short-term study abroad programs of one semester or less and longer programs, arguing that the short-term programs do not generally result in cultural competency.

International Service-Learning
In a case study of international-service learning programs offered to undergraduates majoring in Engineering, Communications, and French, Shams and George (2006) reviewed reflective trip logs maintained by students. The program aspired to five educational goals: successful completion of a “field-based experience, an understanding of subsistence farming issues, experience in giving professional presentations, cross-cultural skills, an awareness of global perspectives, and an opportunity to consider careers in the developing world” (p.6). Through their analysis, Shams and George conclude that in this narrow case, international-service learning was effective in meeting the educational objectives and developing global competency in participating students, including the objective of creating opportunities for students to consider careers in the developing world. Unfortunately, little research has been published to support or dispute this conclusion.

*International Internships and Work Abroad*

Though a relatively small portion of students in higher education pursue internships or work experiences abroad, interest in gaining international career experience as a student or a recent graduate is increasing (Damast, 2010). In fact, data shows that while only 5% of students who study abroad participate in internships, the number of students who participated in work or internships abroad nearly doubled between 2000/2001 and 2007/2008 reflecting increasing student interest in exploring international careers (Bhandari & Chow, 2009).

*Career Counseling*
While there is little literature on career counseling in a higher education setting preparing students for global careers, MacDonald and Arthur (2004) argue that it is essential that career counselors develop knowledge of global trends and ways of helping students to be competitive in global labor markets. Despite this, journals in the career counseling field spend little time on this important topic. In fact, in a review of four major U.S. vocational/career journals over a 34 year time period, Nilsson et al. (2007) found only 2.4% of the total articles published focused on international careers.

*Faculty Travel Overseas*

The American Council on Education reports that approximately 79% of four-year institutions provide financial support for faculty travel to overseas conferences and meetings, and 64% fund faculty research overseas (Green et al., 2008). Barker (2006) argues that providing funding to support faculty travel overseas, for research or study, has the potential to improve faculty capacity to deliver a global education curriculum and assist in preparing students for global careers though no empirical studies were uncovered by the researcher to verify this claim.

*Institutional Partnerships*

Fielden (2010) argues that the role of campus Presidents is essential in ensuring the success of institutional partnerships. In particular, he suggests that Presidents as institutional leaders establish the vision and urgency to support these initiatives, appointing individuals to leadership positions that support the effort and arranging for financial resources to support the ventures. Rosenbloom (2009) notes that there is a trend for Business schools to increase their international offerings in MBA programs through
dual degree programs offered in partnership between a U.S. and international institution. In fact, the American Council on Education (Green, Luu, & Burris, 2008) reports that 16% of U.S. institutions have formal institutional partnerships for dual-degree programs in a wide variety of disciplinary fields.

*International Development*

Though no data exists on the prevalence of university international development programs, some institutions encourage faculty and students to respond to natural disasters, lending a hand with humanitarian work and reconstruction efforts. Bremer (2006) suggests that this type of work provides a real-world education and helps to inspire students’ commitment to global engagement.

*Inadequacy of Current Efforts*

Despite the prolific institutional attempts to help students develop global competency, a survey of top executives at 302 mid and large size companies revealed that only one in four employers believe that two and four year colleges are doing a good job preparing students for employment in the global economy (Hart Research Associates, 2010). The U.S. voting public concurs, with 73% of respondents in a nation-wide poll agreeing that “unless our colleges and universities do a better job of teaching our students about the world, our children and grandchildren will not be prepared to compete in the global economy” (NAFSA, 2011, p. 2).

The fear that the U.S. may not remain competitive in the global marketplace is a common refrain not just among the public, but also in mainstream news, in the political agenda as evidenced by the body of legislation promoting international education, and in
the scholarly literature of business, education, sociology, and a wide range of other professional fields. This lack of success at developing students’ global competency, despite the many educational initiatives underway across the nation raises the dual questions of whether a new approach is needed, or whether more students need to be reached through existing institutional programs. This study applies an understanding of career capital and career development theory to the approaches used by institutions, ultimately examining the effects of introducing an international career exploration module in general education classrooms.

Career Capital

Defillipi and Arthur (1994) argue that there are three types of career capital: *knowing how* (skills and knowledge); *knowing whom* (professional networks); and *knowing why* (motivation, confidence, belief in ability to pursue desired career path). According to the theory, strength is these three areas is positively correlated with career success. Therefore, it stands to reason that an emphasis in higher education on developing students’ career capital as it relates to international careers is likely to lead to increased numbers of graduates pursuing international careers, with improved success.

Dickmann and Harris (2005) conducted 14 interviews with finance, sales, and marketing managers for a large multinational firm, nine of whom had worked internationally. They found that *knowing how* was addressed formally by the company with written plans for employee training. International assignments were often part of the organization’s intentional plan to rotate employees through divisions to develop their
skills and knowledge. Individual interviewees however, stressed that knowing whom was of greater importance to their career development.

Singh, Ragins, and Tharenou (2009) build on the career capital concept by offering their own schema of four types of career capital: human capital (an individual’s accrued education, training, experience, skills, knowledge, etc.); agentic capital (engagement in proactive career behaviors); social capital from mentoring relationships; and social capital derived from developmental networks. In this construct, human capital encompasses the knowledge and skills of knowing how. Agnetic capital correlates with the motivation, confidence, and self-direction of knowing why. The differentiation is the division of knowing whom into two arenas: capital from mentoring and capital from developmental networks. While mentoring is traditionally defined as the formal relationship between a more experienced or senior professional and an individual, developmental networks are described as the professional network of peers and contacts that, while not formal mentoring relationships, can still help to advance one’s career with advice, information, or periodic support. In their study of more than 2000 Australian public and private sector white collar workers, Singh et al. (2009) found that human capital (knowing how) was most influential in predicting salary, but that mentoring was more influential than other types of career capital in predicting promotion and advancement.

From her experience as an international career advisor, Debra Peters-Behrens (1994) identifies four primary reasons that students wish to pursue international careers: 1) a desire to go back to a particular country where the student has previously lived or
visited 2) the desire to learn a foreign language through immersion 3) a commitment to service in a helping profession such as international development, health care, or environmental issues 4) a desire to be on the cutting edge of new, lucrative financial opportunities as they open up around the world. Wood (1992) concurs that many students wish to pursue international careers in order to return to a country that they love. Unfortunately, as Wood argues, many of the students have no idea which specific industry or field they wish to work in. These particular students are strong in knowing why in terms of their motivation, but do not know how to connect that interest and enthusiasm to the knowing how that they learn in the classroom or the knowing whom of professional networking.

As institutions of higher education seek to develop students’ global competencies, the emphasis traditionally has been on the knowing how of developing students’ knowledge and skills. Efforts to internationalize the curricula have resulted in countless courses expanded to include international content and perspectives. However, the literature on internationalizing the curriculum does not address the knowing why or knowing whom aspects of career capital. Little attention is focused on expanding students’ professional networks or motivating and encouraging students. By focusing specifically on inspiring students to consider pursuing international careers, and showing them the networks and resources available to them as a way of expanding their career capital, this study attempts to remedy this shortcoming.
Effects of Study Abroad on International Careers

In an effort to understand the pathways to international careers, recent research has focused on trying to identify the experiences and/or personal characteristics that lead individuals to international careers. Of the research on international career paths, the bulk has focused on the correlations between study abroad and later international work. For example, Wallace’s (1999) study of 48 Pomona College study abroad alumni, though specific to a particular institution, supports the premise that there is a positive correlation between study abroad and future international work. The researchers contacted students ten years after their study abroad experience and found that 59% of respondents reported that study abroad had a moderate to very significant influence on their career development/advancement. Of the respondents, 71% agreed that their careers had been very constructively influenced by their study abroad experience.

MacDonald and Arthur (2004) also found that study abroad influenced career paths. In interviews with 34 students from a western Canadian university who had studied abroad the year prior, they found that positive outcomes included advantage in being selected for jobs, helping to confirm students’ career paths, establishing contacts for future networking, competencies such as languages and transferable skills. Student-teachers also reported that they felt that their teaching style expanded to work better with U.S. immigrant children and that they could better bring the world to their classrooms. Some of the students experienced changes in career direction including new possibilities at home and overseas. All students reported personal growth: the ability to relate to others, patience, empathy, perseverance, adaptability, confidence, etc. A study of
European students who studied abroad through the European Region Action Scheme for the Mobility of University Students (ERASMUS) program likewise found a positive correlation between study abroad and future international work (Bracht, 2006). While these two studies focused on Canadian and European students, the cultural similarities between western countries make it probable that the results could apply in the U.S. as well.

Drawing on a larger sample than the previously mentioned studies, Norris and Gillespie in 2002 reported on a survey of study abroad alumni from more than 500 U.S. colleges and universities, participating in 75 different programs in 18 countries between 1950 and 1999. From the more than 3,700 responses they received, they found that:

- 62% agreed that the study abroad experience “ignited interest in a career direction pursued”
- 17% had participated in internship or field experience abroad, and of those 63% agreed that it assisted or influenced his/her career
- 65% agreed that the study abroad experience “enhanced ability to speak foreign language used in the workplace”

This suggests that global careers are not always planned before study abroad, but that the education abroad experience leads many participants to actively seek an international dimension to their paid and volunteer work. Norris and Gillespie also found that the type of study abroad experience was influential. The characteristics of study-abroad programs that seem to lead to global work are: language of instruction other than English (62% more likely), longer programs (full year programs 40% more likely), taking host
university courses (24% more likely), participation in internship while abroad (20% more likely), and overall more likely if they lived with a host family.

In concluding their analysis, Norris and Gillespie suggested that “the more international experience one has, the more likely one is to develop a globally oriented career… Study abroad may be the key that opens up the door for up to a third of participants” (pp. 388-389). While this is important for institutions to know, the research focus on study abroad fails to address the vast majority of U.S. students who do not study abroad.

International Career Paths

The international business and human resources literature provides some insight into the career paths that many professionals have taken prior to overseas work. In a study of career paths in international business, Vance (2005) interviewed 48 U.S. expatriates working in 38 for-profit companies in Hong Kong, Taipei, Beijing, Tokyo, and Seoul. Respondents were fairly evenly split between being engaged in their first, second, and third or more overseas posting. Three predicted outcomes were not found: neither working in U.S. in international trade, regular international correspondence, nor U.S. based travel and tourism employment was shown to be likely to lead to international work. This study, though limited to respondents working in East Asia, identified the top ten strategies for a career in international business as:

1) Obtain work at a multinational corporation at company headquarters
2) Study abroad in a U.S. based program
3) Study a foreign language
4) Move to a foreign country of choice and actively seek employment
5) Engage in international travel
6) Obtain an international internship
7) Find an international business mentor
8) Study in an international business/relations major
9) Study abroad in a foreign based program
10) Teach English abroad

Among these results, when combining number 2 and 9, study abroad ranked first. Notably, those interviewed discouraged international non-profit work as a way to get into international business. Vance concluded that “exposure in its various forms, provides a taste and limited international experience that could lead to a deeper and more intense career experience” (p.379).

Like the Vance study, other researchers have focused on international business. Reichlin (2004) contends that global companies fill 70% of international assignments internally and 30% externally, suggesting that those interested in international careers should try to get employment in their own country with a multinational firm to be situated for a future overseas posting.

A survey of employees in a large UK-based financial services company revealed that many of those that accepted work assignments abroad did so with the belief that it would enhance their career capital (Dickmann, Doherty, Mills & Brewster, 2008). Dickmann and Harris (2005) agree that finding employment with a multinational corporation is an effective strategy for those who wish to work overseas, but also point
out that an overseas job assignment is not likely to lead to vertical progression within the company. In fact, their interviews with human resources personnel and multinational corporation executives suggest that while organizations believed that overseas assignments helped individuals to develop their career capital, the employees found that it did not. The biggest difficulties employees faced were using their new skills when they returned home, and they had difficulty maintaining their professional networks while overseas. They reported needing to put great effort into making sure people at the organization headquarters remembered them and were aware of their achievements overseas. Overall, the executives reported that their international assignments slowed their career progression. Mäkelä and Suutari’s (2009) study of Finnish executives working internationally confirmed that while working internationally broadened the executives’ social capital in the multinational arena, it weakened their social capital within their home organization. In contrast, in a study of more than 200 Finnish expatriates, Jokinen, Brewster, and Suutari (2008) found that both those respondents who had been assigned overseas by their employers, and those who sought work abroad on their own, reported high levels of increased career capital in all three areas – knowing how, knowing why, and knowing whom. While this body of research provides some insight for higher education institutions, it is limited by its focus on for-profit business, particularly in large multinational firms.
Career Development Theory

As Pope (1997) articulates, the field of career counseling has developed historically in conjunction with major changes in society. For example, the Great Depression led to a national emphasis on vocational guidance in education settings. The G.I. Bill came out of World War II and resulted in a new crop of college-bound individuals in need of career guidance. Alongside the Civil Rights movement, the Women’s Liberation movement, and the Vietnam War era was an idealistically-driven focus on finding the meaning in life and in work, turning the emphasis of career counseling to helping individuals find personal fulfillment through job satisfaction. As previously mentioned, the economic downturns and layoffs of the 80s, led individuals to focus on charting their own career paths, rather than waiting for their organization to offer them opportunities. Finally, in the 1990s and up to the present day, the rapid advancements in communication technologies have led to a more interconnected planet, reflected in career counseling with an emphasis on understanding international job markets and the role of cultural differences in employment choices.

One of the earliest, and still most common, approaches to career development and career counseling is the trait and factor theory. Based on Parsons’ 1909 book Choosing a Vocation (reprinted in 1989), trait and factor theory argues that an individual needs to know themselves (interests, skills, ambitions, resources, etc.) and know the requirements and conditions of various occupations (entry requirements, working conditions, compensation, etc.). Then, with guidance, any individual should be able to synthesize the two bodies of knowledge to find the ideal career for himself or herself (Swanson, 1996).
Trait and factor theory has led to the creation of many instruments to assess individual’s aptitudes including the well-known Scholastic Aptitude Test (SAT), the Differential Aptitude Tests, the U.S. Department of Labor O*NET Ability Profiler, the Armed Services Vocational Aptitude Battery, etc. The majority of these instruments focus on vocational aptitudes rather than those developed in a college setting (Sharf, 2010).

Related to trait and factor approaches, Holland’s Theory of Types and Myers-Briggs Type Theory of are also widely used in career counseling. Holland (1985) characterizes work environments and people into six types: realistic, investigative, artistic, social, enterprising, and conventional based on the work environment they prefer. He recognizes that work environments are a combination of multiple environments and that individuals will have preferences for different combinations based on their personalities (Sharf, 2010; Brown, 2007).

Myers-Briggs Type Indicator was created by Katherine Briggs and Isabel Myers based on Carl Gustav Jung’s book *Psychological Types*, originally published in 1921 (reprinted in 1971). The survey instrument that Myers and Briggs developed (Myers, 1962) classified individuals into one of the 16 distinct personality types. With regards to career counseling, each of the 16 types has preferences for particular work environments and duties (Tieger & Barron-Tieger, 2007). Though widely used in career counseling, the trait and factor approach, Holland’s Types, and the Myers-Briggs Type Theory, are criticized for their reliance on inventories and the risk that individuals may take the results to be prescriptions for what they “should” do, rather than as input for reflection and consideration (Sharf, 2010).
In contrast to static models such as trait and factor, Holland’s, and Myers-Briggs, which presume an individual to be the same ‘type’ all of their lives, developmental theories emphasize changes over the life span. Based on the work of human development theorists such as Piaget (1977) and Erikson (1963), Super (1955, 1970, 1990) has developed one of the most comprehensive and often cited models of life-span theory as it relates to career development. Emphasizing concepts such as career maturity and role salience, Super describes the period between ages 18 and 25 as the exploration phase. He argues that during this phase, young adults typically begin to place more emphasis on their role as a worker and begin to make decisions that dramatically affect their career path. For example, young people begin to make choices regarding desired occupations and seek out information on the skills and education required for entry-level positions in those fields (Sharf, 2010; Brown, 2007).

Gottfredson (1981) offers an alternative approach to understanding an individual’s career choices referred to as the circumscription-compromise model. Gottfredson argues that individual’s vocational self-concept is a subsection of their overall self-concept that is created starting in childhood when individuals begin to identify themselves in relations to four concepts: power and size, gender role, social value, and unique self. Through the process of growing up, individual’s sense of self in these areas becomes increasingly narrow in a funneling process. What is left is a defined social-cultural sphere in which the individual feels he or she fits. From within this sphere, an occupation is chosen. Where adequate options are not available, due to personal circumstances or vocational realities, the individual compromises. The first compromise
is vocational interest, the second compromise is prestige. According to Gottfredson, the least likely compromise is violating one’s sense of appropriate gender role (Sharf, 2010; Brown, 2007). While there is some criticism that Gottfredson’s model is too rigid, Vandiver and Bowman (1996) argue that it provides a valuable addition to the more popular trait-and-factor theories and life-span models by including an emphasis on social context and an understanding of individual’s self-concepts.

Dik, Sargent, and Steger (2008) point out that planning for one’s career is a complex process of delayed gratification, planning, prioritizing and taking action. It takes a great deal of personal motivation to pursue a career goal. For some people, the motivation may come from a sense of calling or purpose; others are more directed by the desire for wealth, power, and status. Based on Bandura’s (1986) social cognitive theory, Brown and Lent (1996) have developed a social cognitive model of career choice to address questions of personal motivation and career choice. They examine the intersection of environment, personal characteristics (beliefs, preferences, etc.) and behaviors. Like Bandura, Brown and Lent suggest that self-efficacy, the belief in one’s capability to succeed in reaching a particular goal, is essential in career choice. In other words, in making career choices, individuals also factor in the degree to which they think they will be effective in a given career and the likelihood they perceive in attaining particular goals (Dik et al., 2008). Brown and Lent have concluded that interests, outcome expectations, self-efficacy beliefs, goals, career choice actions, and career choice outcomes are an interrelated circle with each element affecting the other. This corresponds with the emphasis in the career capital construct on knowing why,
emphasizing the importance of having the confidence and motivation to pursue a career goal. In this study, the international career exploration module was designed to influence students’ interests and increase their self-efficacy as it pertains to each student’s ability to undertake an international career.

In the process of facing career decisions, many students find themselves dealing with overwhelming feelings of indecision. While these may be rooted in a lack of information, or an overload of information, Vidal-Brown and Thompson (2001) discovered that anxiety is also highly correlated with career indecision. Therefore, this study attempts to de-mystify the process of embarking on an international career and give students the information networks that they need to explore their options.

In individuals’ career paths, single events can often be highly impactful, leading to new career directions (Bright, Pryor, Chan & Rijanto, 2009;). Mitchell, Levin, and Krumboltz (1999) argue that people who are best able to make positive use of these chance events demonstrate five personal traits: curiosity, persistence, flexibility, optimism, and risk taking. In the world of education, these impactful, and seemingly chance events, might be as simple as a faculty member’s compliment to a student or the in-class mention of an international internship opportunity. While students possessing Mitchell, Levin, and Krumboltz’s five traits might follow up on these opportunities of their own accord, other students require that institutions and faculty reach out to them more purposefully and with more intentionality, as is proposed in this study with the incorporation of an international career exploration module into the curricula of general education courses.
Hartung and Taber (2008) and Cochran (1997) suggest that helping people to find their career path, and ultimately their subjective well-being, is best facilitated by helping them to identify the “story” that is consistent through their lives. Savickas (2002) also emphasizes narrative storytelling, but from a social constructivist point of view. Savickas argues that by helping a client to tell his or her story, the career counselor can begin to understand how the client attaches meaning to his/her perception of the world. This study helps students to imagine a future story in which they as individuals might pursue international careers.

An understanding of career development theory highlights some of the challenges of preparing students for international careers. Life span theories emphasize that traditional college age students are at a critical point in their lives, where career paths are chosen, making it essential that international career paths are among those that students are exposed to for their consideration. Trait and factor and type theories emphasize that encouraging students to pursue international careers may be particularly difficult if they have not had contact with individuals who have encouraged them to explore international careers, or if students have little knowledge of international work options. If students perceive their personal traits to be incompatible with global work or have a sense of self that is highly circumscribed, it will be more difficult to inspire them. As described in Chapter Three, this study incorporates varied approaches to career counseling in the development of an international career exploration module. Though a modest educational intervention, the module has the potential not only to make a difference in individual students’ lives, but also, if proven effective and widely implemented, to improve U.S.
national capacity to engage in world trade, diplomacy, and public service with greater effectiveness.

Conclusion

Though there is extensive discussion in the literature of the need to focus on developing students’ global competencies and the educational alternatives for doing so, the few empirical studies, while compelling, are almost exclusively focused on the impacts of study abroad. Understanding the challenges inherent in organizational structures and budgets, this study examines the effectiveness of a low-cost approach: the inclusion of an international career exploration module in a general education course. In particular, the study focuses on inspiring students with motivation and confidence, the knowing why of career capital, and the sharing of resources for professional networking, the knowing whom. Ultimately, the results of this study are used to discuss the implications for instruction and educational leadership at institutions of higher education, and the federal policy alternatives for preparing U.S. students for international careers.
Chapter 3

METHODOLOGY

As the previous chapter demonstrated, there are compelling federal policy interests for ensuring that U.S. undergraduates are prepared for international careers. In addition, there are clear pedagogical reasons to focus on this topic, and a strong interest from students to explore international career opportunities. Unfortunately, despite the many attempts that institutions of higher education are making to internationalize their campuses, graduates consistently fall short of being prepared to work effectively in a highly interconnected global society.

This study utilizes the delivery of an international career exploration module to undergraduate students, with pre and post tests used to determine the module’s effectiveness. This approach has the potential to be added to the existing institutional efforts to develop students’ global competency. Keeping in mind the tight budget constraints most institutions face, this study offers a low-cost approach. This alternative is specifically intended to reach beyond the small percentage of students who study abroad and target a more representative sample of the campus population. Specifically, this research focuses on knowing whom and knowing why aspects of developing students’ career capital (Defillipi & Arthur, 1994).

This chapter will describe the setting, population, and sampling methods of this study. It will describe the methods of developing and delivering the surveys, as well as the career exploration module. The data analysis methods will be explained, and finally, the protection of participants will be discussed.
Research Design and Approach

This research answers the following research question: *How does inclusion of an international career exploration module in a general education course affect a) students’ interest in international careers, and b) students’ knowledge of international career options?*

This study utilizes a quasi-experimental research design in which pre-determined subject groups are compared. This method is common in educational research and is the same as an experimental design, except that subjects are not randomly selected (Cowan, 2007). This design was chosen because university regulations allow students to choose their own classes, discounting the possibility of random assignment to courses by the researcher. More specifically, a pretest-posttest non-equivalent control group design was used to compare groups of students. This is a common approach to evaluating the effects of educational interventions (Cowan, 2007).

Three groups of students were part of this study. All three groups are similar in that they were enrolled in upper division (junior-senior level) social science general education courses. For the two groups of students receiving the intervention, a 2.5 hour international career exploration module (described later in the chapter) was delivered by the researcher as part of the course curriculum. For all three groups, pre and post surveys were conducted near the beginning and end of the Fall 2010 semester to assess students’ levels of interest and knowledge of international career options. Through analysis of the data, the researcher examined the change in student interest and knowledge of international careers from pre-test to post-test for each of the three groups.
Setting

The research was conducted at a western U.S. public university, offering bachelors and masters degrees as well as certificate and credential programs. The campus, with more than 17,000 students enrolled, is one of 23 in a large state university system. Located 90 miles from the nearest major city, the campus is responsible for serving 12 predominately rural counties. Located in a small college town with a population of about 70,000, it is primarily a residential campus. The campus, like others in its system, places particular emphasis on training students for occupations in direct service to the state citizenry, including education, criminal justice, social work, and public administration.

The campus is fairly typical in its progress towards internationalizing the campus. It has a strategic plan for internationalization, and several committees that oversee progress in different areas. The campus has a robust study abroad program (compared to other campuses in the system) with approximately 3% of undergraduates studying abroad, and approximately 3% of the student body comprised of international students. Approximately 17% of the faculty have expressed an interest in internationalization. The majority of this group of faculty members incorporate international materials into their course content and many conduct research abroad. The campus requires that all undergraduates take one internationally related course as part of the general education curriculum. There is no foreign language requirement.

Selection of Groups

While all undergraduate students in the institution are required to enroll in three
general education courses at the upper-division level (one social science, one humanities, and one natural science), students may choose from a wide range of topics including health issues, international studies, ethics, environmental studies, gender studies, child development, war and peace, science and technology, etc. At this institution, approximately 25% of students choose to enroll in internationally related courses, marking it as one of the most popular topics.

The researcher intentionally selected participants for this study that choose internationally themed upper-division general education courses and participants that did not, in order to compare the groups. In fact, the responses of three groups of students were compared – the first class was not international in theme, but received the international career exploration module. The second class had an international curriculum and received the international career exploration module. The third class also had an international curriculum, but did not receive the module.

The first group of students were enrolled in an upper-division social science general education course, an Economics course focused on inquiry into the labor market and income distribution. The course content was not international in nature. This course was chosen to provide insight into the extent to which students who did not choose to enroll in the international themed courses have an interest in international careers. In this first group, the students’ curriculum included the international career exploration module. These students were also asked to complete the pre and post surveys near the beginning and end of the Fall 2010 semester. Inclusion of this course in the study design isolates the effect of the module when used without connection to internationally related courses.
The second group of students were enrolled in an Asian Studies upper-division (junior/senior level) social science general education course. This course was chosen because international studies courses are a natural place in which institutions may want to incorporate international career exploration. These students received the career exploration module and also completed the pre and post tests.

The third group of students were enrolled in another section of the same Asian Studies upper-division general education course that has the same curriculum as the course above. Students in this section did not receive the international career education module, but were asked to take the pre and post surveys near the beginning and end of the Fall 2010 semester. This allowed the effect of the Asian Studies class itself to be isolated from the effect of the module, based on the conjecture that studying international topics may by itself increase student interest in and knowledge of international careers.

In summary, all three groups took the pre and post surveys. Two of the groups, the Economics class and one Asian Studies class, received the international career exploration module. In the final analysis, the results of the three scenarios were compared: international career module only (Economics class), international curriculum plus international career module (first Asian Studies class), and international curriculum only (second Asian Studies class).

Participants

As described above, students enrolled in three upper-division (junior/senior level) general education courses in the Fall 2010 semester were asked to participate. The researcher was the instructor for the second group – the Asian Studies class that received
the international career module. The other two class groups had other instructors. All students were asked by the researcher to participate during the scheduled class time.

No inducements were offered for participation in the survey. The researcher was the instructor for some of the students, but assured the students in the informed consent and orally that there was no benefit or detriment to them based on their choice to participate or not. Participation in the international career exploration module was part of the course curricula for the two groups that received the module, so students’ participation in the module counted toward their attendance and participation grades.

Though a total of 138 students were enrolled in the three courses, data was only included in the study for students that completed both the pre and post surveys. Further, for the two groups of students who were given the module, data was only included for the students who attended at least one of the two module sessions. In both the Economics course, and the Asian Studies course, just over half of the participants attended both sessions and just under half attended only one session of the module.

In total then, the sample was comprised of 91 participants: 25 from the Economics class, 29 from the Asian Studies class that received the module, and 37 from the Asian Studies class that did not receive the module. All participants were at least 18 years old.

Comparability of Groups

Demographic information was requested from participants in regard to gender, ethnicity, international student status, age, year in school, and major. The demographic data is presented for each group in Table 1. As shown, the three groups are highly comparable in age, year in school, and to a lesser degree, the number of international
students. While the two Asian Studies classes are fairly similar, there are noticeable differences with the Economics class in gender, ethnicity, and major. The Economics class has more business majors and is more white and male in composition.

Table 1

**Comparability of Groups**

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Economics (Module Only)</th>
<th>Asian Studies (Module &amp; Curriculum)</th>
<th>Asian Studies (Curriculum Only)</th>
<th>Pearson Chi-Square (Asymp.Sig.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>4 (16.0%)</td>
<td>13 (44.8%)</td>
<td>8 (21.6%)</td>
<td>.036</td>
</tr>
<tr>
<td>Male</td>
<td>21 (84.0%)</td>
<td>16 (55.2%)</td>
<td>29 (78.4%)</td>
<td></td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>0 (00.0%)</td>
<td>4 (16.7%)</td>
<td>7 (23.3%)</td>
<td></td>
</tr>
<tr>
<td>Black/AfricanAm.</td>
<td>1 (04.0%)</td>
<td>0 (00.0%)</td>
<td>0 (00.0%)</td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>2 (08.0%)</td>
<td>0 (00.0%)</td>
<td>4 (13.3%)</td>
<td>.009</td>
</tr>
<tr>
<td>White</td>
<td>22 (88.0%)</td>
<td>12 (50.0%)</td>
<td>14 (46.7%)</td>
<td></td>
</tr>
<tr>
<td>Other/PreferNotSay</td>
<td>0 (00.0%)</td>
<td>2 (08.3%)</td>
<td>1 (03.3%)</td>
<td></td>
</tr>
<tr>
<td>Multi-Ethnic</td>
<td>0 (00.0%)</td>
<td>6 (25.0%)</td>
<td>4 (13.3%)</td>
<td></td>
</tr>
<tr>
<td>International Student</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Int'l Student</td>
<td>24 (96.0%)</td>
<td>23 (79.3%)</td>
<td>29 (78.4%)</td>
<td>.141</td>
</tr>
<tr>
<td>International Student</td>
<td>1 (04.0%)</td>
<td>6 (20.7%)</td>
<td>8 (21.6%)</td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18 to 21 years</td>
<td>10 (40.0%)</td>
<td>7 (24.1%)</td>
<td>10 (27.0%)</td>
<td></td>
</tr>
<tr>
<td>22 to 25 years</td>
<td>14 (56.0%)</td>
<td>16 (55.2%)</td>
<td>20 (54.1%)</td>
<td>.149</td>
</tr>
<tr>
<td>26 to 29 years</td>
<td>1 (04.0%)</td>
<td>2 (06.9%)</td>
<td>6 (16.2%)</td>
<td></td>
</tr>
<tr>
<td>30 years or older</td>
<td>0 (00.0%)</td>
<td>4 (13.8%)</td>
<td>1 (2.7%)</td>
<td></td>
</tr>
<tr>
<td>Year in School</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshman</td>
<td>1 (04.0%)</td>
<td>0 (00.0%)</td>
<td>1 (02.7%)</td>
<td></td>
</tr>
<tr>
<td>Sophomore</td>
<td>3 (12.0%)</td>
<td>2 (07.1%)</td>
<td>1 (02.7%)</td>
<td></td>
</tr>
<tr>
<td>Junior</td>
<td>10 (40.0%)</td>
<td>8 (28.6%)</td>
<td>9 (24.3%)</td>
<td>.427</td>
</tr>
<tr>
<td>Senior</td>
<td>11 (44.0%)</td>
<td>18 (64.3%)</td>
<td>26 (70.3%)</td>
<td></td>
</tr>
<tr>
<td>Major</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavioral/SocialSciences</td>
<td>7 (28.0%)</td>
<td>4 (14.8%)</td>
<td>3 (08.3%)</td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>11 (44.0%)</td>
<td>5 (18.5%)</td>
<td>5 (13.9%)</td>
<td></td>
</tr>
<tr>
<td>Communication/Education</td>
<td>0 (00.0%)</td>
<td>2 (07.4%)</td>
<td>6 (16.7%)</td>
<td></td>
</tr>
<tr>
<td>Engineer/ComputerScience</td>
<td>1 (04.0%)</td>
<td>6 (22.2%)</td>
<td>16 (44.4%)</td>
<td>.000</td>
</tr>
<tr>
<td>Humanities/FineArts</td>
<td>2 (08.0%)</td>
<td>7 (25.9%)</td>
<td>2 (05.6%)</td>
<td></td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>2 (08.0%)</td>
<td>0 (00.0%)</td>
<td>3 (08.3%)</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>0 (00.0%)</td>
<td>3 (11.1%)</td>
<td>0 (00.0%)</td>
<td></td>
</tr>
<tr>
<td>Multiple Majors</td>
<td>2 (08.0%)</td>
<td>0 (00.0%)</td>
<td>1 (02.8%)</td>
<td></td>
</tr>
</tbody>
</table>
While the differences between groups in terms of gender, ethnicity, and major raise questions as to the comparability of the groups, as chapter four will demonstrate, all three groups report similar levels of interest and knowledge of international careers in the pre-test, potentially indicating that gender, ethnicity, and major are not definitive in predicting students’ pursuit of international careers. This possibility will be explored further in Chapter Four.

Survey Instruments

As validated instruments addressing the research questions were not found, the survey instruments were created by the researcher. Both the pre and post surveys were paper-based surveys, delivered during normally scheduled class time by the researcher. The individual surveys (pre and post) each took approximately 10 minutes to complete and were completed during the normally scheduled class time and setting. The complete research project took one semester to complete.

The beginning of semester survey (pre-test) collected demographic information on students’ gender, ethnicity, age, year in school, and major. This survey also gathered baseline data on students’ levels of interest in and knowledge of international careers and their past experiences. These questions were in a five-point Likert-style format. Questions included: “How interested are you in having an international career?”; “How likely are you to have an international career?”; “How confident are you that you know where to find job announcements for international positions?” etc. A second set of questions, again in a five-point Likert style format establishes students’ past experiences with international career exploration. Questions included: “How often have faculty talked
to you in class about international career options?”; “How often have faculty talked to you individually about international career options?”; “How often have you seen or heard announcements of presentations on international careers on campus?” etc. The initial survey concludes with two open-ended questions: “What, if anything, makes you likely to pursue an international career?” and “What, if anything, makes you unlikely to pursue an international career?” The complete pre-test survey is available in Appendix A.

The end of semester survey (post-test) was in the same format at the pre-test. It asked the same questions as the pre-test, except that it does not include the questions on demographics or past experiences. A question was added to the post-test: “What, if anything, could the University or your faculty do to support your readiness for an international career?”

There were two variations of the post-test, one for the students who received the module, and one for those who did not. For those that received the module, three additional questions were added to the post-test: “How many of the class sessions on international careers did you attend?”; “Did you complete the assignment to find an international job announcement and share it with your classmates?”; and “How did participation in this international career exploration module affect your career thoughts/goals?” The complete post-test surveys are available in Appendices B and C.

International Career Exploration Module

As the literature review in Chapter Two demonstrated, career counseling is an underutilized approach in institutions’ attempts to prepare students for international careers. Accordingly, this study introduces an international career exploration module, as
a low-cost, easily implementable approach that institutions could incorporate into their existing curriculum.

The module was developed by the researcher to focus on developing the knowing why and knowing whom aspects of students’ career capital. In addition, the developmental stage of the typical college student was taken into account, resulting in an emphasis on exploration of entry-level career opportunities.

The module was delivered within one week, roughly mid-semester, over the course of two 1 hour and 15 minute class sessions. The objectives of the module were to:

1. Inspire students to pursue international careers (encourage, motivate, and build confidence)
2. Reduce any anxiety students might have about pursuing international careers
3. Increase students’ knowledge of online and print resources including job and internship listings
4. Increase students’ knowledge of resources available through the campus career center
5. Increase students’ knowledge of alumni networks that they can use for networking purposes
6. Inform students of specific entry-level international job and internship positions in a variety of fields

The first class session began with video clips of people in international jobs talking about their work experiences. These clips were chosen from a variety of professional fields including teaching, finance, humanitarian work, scientific research,
computer programming, and business management. The researcher also shared a few anecdotes from her own international work experiences. This brief activity was intended to pique students’ interest and to reassure the students that ordinary people who they can relate to have international careers. In addition, the activity was designed to appeal to students who are visual learners.

The researcher orally defined an international career as a series of jobs, in the U.S. or outside the U.S. or both, with a substantial international component. With that definition in mind, students were divided into small groups and asked to brainstorm what makes an international career different from a U.S. based career. Based on the principle of adult learning that adults learn better in interactive, social settings (Zepeda, 2008; Bransford, Brown & Cocking, 2000), groups shared out their ideas for the whole class, and the researcher shared the Caligiuri (2006) response introduced in Chapter One. Next, students were asked to discuss in the same small groups about what makes them likely and unlikely to pursue an international career. Representatives of the small groups were asked to share their thoughts with the whole class. The researcher summarized common themes and addressed the concerns and hopes of the students. This activity was designed to address the knowing why factors related to motivation, confidence, and anxiety.

Next, the researcher delivered a presentation based on the literature review of common pathways to international careers, and shared online resources and job listings that may be of interest to students. This began the emphasis on knowing whom in terms of providing resources for students and building their information networks and provided concrete information and examples essential to adult learning (Zepeda, 2008; Bransford,
Brown & Cocking, 2000). The first class session concluded with an explanation of the homework assignment for the next class, which was to search for and bring in an international job or internship announcement that they would be interested in applying for. It could be either an entry-level position, or more aspirational.

The second class session was held in the campus career center. One of the career counselors joined the researcher for this session. In the Asian Studies class, students were asked to share the job descriptions they found in small groups. Then, volunteers shared with the whole class. In this way, students control an aspect of the learning process by pursuing their own areas of interest, another key principle of adult learning (Zepeda, 2008; Bransford, Brown & Cocking, 2000). This discussion activity was designed to highlight the breadth of international positions available and to help students to connect the topic to their own lives and interests. This activity was designed to increase both the knowing why and the knowing whom of students’ career capital.

Unfortunately, few students in the Economics class came prepared with an announcement to share, causing this activity to be shortened and conducted as a full class, rather than in small groups. This difference in response is perhaps attributable to the fact that the curriculum for the Asian Studies class regularly called upon students to bring in information to share, whereas the students in the Economics class were not accustomed to this task.

Following the sharing of job announcements, the career counselor gave a presentation on the print and online resources available in the career center, and the services they provide that can help students seek international careers. The counselor
presented information on how to get in contact with campus alumni who are currently or who have previously worked internationally, or in internationally-related careers, using the online program *Linked In*. The researcher and counselor also highlighted selected international internship opportunities that may be of interest to the students, including those for which on-campus recruiting takes place. This activity emphasized the *knowing whom* of developing networks and seeking out additional information. Time was left at the end of the presentation for students to ask questions of the researcher or the career counselor. The effectiveness of the international career exploration module was measured by the pre and post tests delivered at the beginning and end of the semester as elaborated on in the next section.

**Data Analysis**

SPSS, a data analysis program designed for social science research was utilized to calculate one-way ANOVAs (analysis of variance computations) on the study data. This statistical calculation is used to compare means between groups (Green & Salkind, 2008). The analysis compared the average difference from pre-test to post-test for Likert-style questions for each course section group. The resulting data includes the mean scores for each group in response to each set of questions, a calculation of the effect size, and the significance of the results. In this way, it is evident the degree to which the inclusion of the international career exploration module affected students’ knowledge of and interest in international careers. Further, a post-hoc test was used to determine the location of the significance, as described in Chapter Four.
Protection of Participants

The subject of this research, career interests, is not a particularly sensitive subject, so no risk to participants was anticipated. Despite the lack of risk, the researcher protected the participants by maintaining the confidentiality of their responses to the surveys.

An identifier was used on the surveys so that pre and post tests could be paired. The identifier on the survey was based on students’ birthdates (month and day) and middle initial. While the researcher has access to the University database and could conceivably determine students’ identities, this action was not taken. Using the middle initial, rather than first or last, made it less likely that the researcher would recognize particular students’ surveys during the normal process of data analysis.

The surveys have been kept in a locked cabinet in the researcher’s home and no identifying information have been used in the written results. This research project has was approved by the California State University, Sacramento Committee for the Protection of Human Subjects.

Conclusion

This study uses a pretest-posttest non-equivalent control group design, a type of quasi-experimental research, to examine the effects of an international career exploration module on students’ interest in and knowledge of international careers. With three comparison groups, the study examines the effects of the module while controlling for changes in interest and knowledge that result from international content in the curriculum. Analysis of this data has the potential to provide educational leaders with
insight for reaching out to their student populations with a low-budget approach. The potential for educational institutions to be more successful in preparing graduates for the realities on an interconnected global workplace in turn has federal policy implications and potential benefits for U.S. economic, political, and cultural involvement worldwide.
Chapter 4

ANALYSIS OF THE DATA

This chapter will share findings from the pre and post-test surveys, including an assessment of students’ exposure to the topic of international careers prior to the research, reporting of students’ feelings and perceptions prior to the module, and analysis of the effects of the module on students’ interest in and knowledge of international career options. The chapter will conclude with students’ feedback on the module and students’ recommendations for the institution.

Pre-Test: Past Exposure to International Careers

On the pre-test survey, participants were asked to provide information on their previous experiences of career counseling on campus as related to international careers. As Table 2 demonstrates, students reported relatively little past exposure to international careers, across the groups.

In reviewing the mean responses of the three groups, it is notable that all three groups report similar experiences of receiving no information or little information from faculty or career center staff about international careers. Further, students report that they rarely initiate these conversations and that they are rarely aware of relevant events and guest speakers on campus.
Table 2

*Past Experiences: Mean Responses by Group*

<table>
<thead>
<tr>
<th>Survey Question</th>
<th>Economics (Module Only)</th>
<th>Asian Studies (Module &amp; Curriculum)</th>
<th>Asian Studies (Curriculum Only)</th>
<th>All Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often have faculty talked to you in class about international career options?</td>
<td>2.00</td>
<td>2.14</td>
<td>1.73</td>
<td>1.93</td>
</tr>
<tr>
<td>How often have faculty talked to you individually about international career options?</td>
<td>1.52</td>
<td>1.48</td>
<td>1.22</td>
<td>1.38</td>
</tr>
<tr>
<td>How often have you initiated conversations with faculty about international career options?</td>
<td>1.48</td>
<td>1.72</td>
<td>1.32</td>
<td>1.49</td>
</tr>
<tr>
<td>How often have you visited the Career Center?</td>
<td>1.92</td>
<td>1.52</td>
<td>1.89</td>
<td>1.78</td>
</tr>
<tr>
<td>How often have you talked with Career Center staff about international career options?</td>
<td>1.24</td>
<td>1.21</td>
<td>1.30</td>
<td>1.25</td>
</tr>
<tr>
<td>How often have you seen or heard announcements of presentations on international careers on campus?</td>
<td>1.76</td>
<td>2.14</td>
<td>1.81</td>
<td>1.90</td>
</tr>
</tbody>
</table>

Pre-Test: Student Interest in International Careers

Despite receiving little information on international careers, students across the three class groups report interest in pursuing an international career. Table 3 presents mean responses by group of student responses to three of the pre-test questions.
Table 3

Pre-Test: Mean Responses by Group

<table>
<thead>
<tr>
<th>Survey Question</th>
<th>Economics (Module Only)</th>
<th>Asian Studies (Module &amp; Curriculum)</th>
<th>Asian Studies (Curriculum Only)</th>
<th>All Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>How interested are you in having an international career?</td>
<td>3.52</td>
<td>3.45</td>
<td>3.38</td>
<td>3.44</td>
</tr>
<tr>
<td>How confident do you feel in your ability to be successful if you were to work internationally?</td>
<td>3.60</td>
<td>3.48</td>
<td>3.32</td>
<td>3.45</td>
</tr>
<tr>
<td>How likely are you to have an international career?</td>
<td>2.96</td>
<td>3.14</td>
<td>2.76</td>
<td>2.93</td>
</tr>
</tbody>
</table>

Like the responses to questions about past experiences, these pre-test questions once again show great similarity between groups. In all three groups, the mean levels of interest in an international career and levels of confidence in the ability to be successful hover around 3.5 indicating moderate or higher than moderate interest and confidence among participants. Notable in the students’ pre-test responses, as indicated in Table 3, is that while students are interested in pursuing an international career, they perceive a lower likelihood of actually undertaking an international career. Student responses to each of these three questions are explored in greater detail below.

Students were asked to respond to the question, “How interested are you in having an international career?” As Table 4 demonstrates, students in all three classes demonstrate interest in international careers, with 80.3% of all participants indicating moderate to high interest.
Table 4

Pre-Test: Interest in International Careers by Group

<table>
<thead>
<tr>
<th>Response</th>
<th>Economics (Module Only)</th>
<th>Asian Studies (Module &amp; Curriculum)</th>
<th>Asian Studies (Curriculum Only)</th>
<th>All Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 = Not at all</td>
<td>0 (00.0%)</td>
<td>1 (03.4%)</td>
<td>2 (05.4%)</td>
<td>3 (03.3%)</td>
</tr>
<tr>
<td>2</td>
<td>3 (12.0%)</td>
<td>4 (13.8%)</td>
<td>8 (21.6%)</td>
<td>15 (16.5%)</td>
</tr>
<tr>
<td>3 = Some</td>
<td>10 (40.0%)</td>
<td>10 (34.5%)</td>
<td>11 (29.7%)</td>
<td>31 (34.1%)</td>
</tr>
<tr>
<td>4</td>
<td>8 (32.0%)</td>
<td>9 (31.0%)</td>
<td>6 (16.2%)</td>
<td>23 (25.3%)</td>
</tr>
<tr>
<td>5 = Very</td>
<td>4 (16.0%)</td>
<td>5 (17.2%)</td>
<td>10 (27.0%)</td>
<td>19 (20.9%)</td>
</tr>
</tbody>
</table>

Figure 5 presents this data visually, emphasizing the similarity between groups in students’ levels of interest in international careers. While it might have been anticipated that the students in the Economics course, having chosen to take their upper-division general education courses in a theme that was not international in nature, would be less interested in international careers, this was not the case. In fact, for all three classes, a majority of students reported moderate to high interest in international careers in the pre-test.

As Table 4 and Figure 5 demonstrate, student interest across groups ranged from moderate to high, with relatively small percentages of participants reporting little or no interest in international careers. It was perhaps predictable that many students who had chosen international studies as the subject of their general education courses would have an interest in international careers. However, the strong interest of students in the Economics class, which is not particularly international in content, is congruent with the national data presented in the literature review that indicates widespread student interest in gaining international experience.
Pre-Test: Interest in International Careers by Group

![Pie charts showing interest in international careers by group.](chart)

Pre-Test: Student Confidence in their Ability to Succeed

Mirroring student interest in international careers is their sense of confidence in their ability to succeed. Students were asked “How confident do you feel in your ability to be successful if you were to work internationally?” As Table 5 and Figure 6 demonstrate, the majority of students in all three classes report moderate to high confidence in their ability to succeed if they were to pursue an international career.
Table 5

*Pre-Test: Confidence to Succeed in International Careers by Group*

<table>
<thead>
<tr>
<th>Response</th>
<th>Economics (Module Only)</th>
<th>Asian Studies (Module &amp; Curriculum)</th>
<th>Asian Studies (Curriculum Only)</th>
<th>All Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 = Not at all</td>
<td>1 (04.0%)</td>
<td>2 (06.9%)</td>
<td>3 (08.1%)</td>
<td>6 (06.6%)</td>
</tr>
<tr>
<td>2</td>
<td>4 (16.0%)</td>
<td>3 (10.3%)</td>
<td>6 (16.2%)</td>
<td>13 (14.3%)</td>
</tr>
<tr>
<td>3 = Some</td>
<td>4 (16.0%)</td>
<td>9 (31.0%)</td>
<td>11 (29.7%)</td>
<td>24 (26.4%)</td>
</tr>
<tr>
<td>4</td>
<td>11 (44.0%)</td>
<td>9 (31.0%)</td>
<td>10 (27.0%)</td>
<td>30 (33.0%)</td>
</tr>
<tr>
<td>5 = Very</td>
<td>5 (20.0%)</td>
<td>6 (20.7%)</td>
<td>7 (18.9%)</td>
<td>18 (19.8%)</td>
</tr>
</tbody>
</table>

Figure 6

*Pre-Test: Confidence to Succeed in International Careers by Group*
As Table 5 and Figure 6 demonstrate, student confidence in their ability to succeed in an international career is predominately moderate to high among all three groups, with relatively small percentages of participants reporting little or no confidence in their ability to succeed. These results are slightly surprising in that students are moderately confident in their abilities, despite having reported having received little information about international careers. Whether this is the confidence of young adulthood, or indicates that they feel they have the knowing how (knowledge and skills) that they need will be explored later in the discussion of student responses to the open-ended questions.

Pre-Test: Likelihood of Pursuing International Careers

In the pre-test survey, students were asked to respond to the question, “How likely are you to have an international career?” As Table 6 demonstrates, while students in all three classes demonstrate interest in international careers, with 80.3% of all participants indicating moderate to high interest, the students perceive a lower likelihood of actually having an international career, with only 66% of students reporting a moderate to high likelihood. Figure 7 presents this visually, emphasizing the similarity between groups. Later in this chapter, student responses will address some of the factors that may cause students to perceive themselves as less likely to pursue or achieve an international career in their futures.
Table 6

Pre-Test: Likelihood of International Careers by Group

<table>
<thead>
<tr>
<th>Response</th>
<th>Economics (Module Only)</th>
<th>Asian Studies (Module &amp; Curriculum)</th>
<th>Asian Studies (Curriculum Only)</th>
<th>All Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 = Not at all</td>
<td>0 (00.0%)</td>
<td>2 (06.9%)</td>
<td>6 (16.2%)</td>
<td>8 (08.8%)</td>
</tr>
<tr>
<td>2</td>
<td>8 (32.0%)</td>
<td>4 (13.8%)</td>
<td>11 (29.7%)</td>
<td>23 (25.3%)</td>
</tr>
<tr>
<td>3 = Some</td>
<td>11 (44.0%)</td>
<td>14 (48.3%)</td>
<td>11 (29.7%)</td>
<td>36 (39.6%)</td>
</tr>
<tr>
<td>4</td>
<td>5 (20.0%)</td>
<td>6 (20.7%)</td>
<td>4 (10.8%)</td>
<td>15 (16.5%)</td>
</tr>
<tr>
<td>5 = Very</td>
<td>1 (4.0%)</td>
<td>3 (10.3%)</td>
<td>5 (13.5%)</td>
<td>9 (09.9%)</td>
</tr>
</tbody>
</table>

Figure 7

Pre-Test: Likelihood of International Careers by Group
Pre-Test: Student Knowledge of International Career Options

In addition to questions about interest in international careers, students were asked about their knowledge of international career options. Table 7 provides students’ mean responses to each question by group.

Table 7

<table>
<thead>
<tr>
<th>Survey Question</th>
<th>Economics (Module Only)</th>
<th>Asian Studies (Module &amp; Curriculum)</th>
<th>Asian Studies (Curriculum Only)</th>
<th>All Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>How confident are you that you know where to find job announcements for international positions?</td>
<td>2.12</td>
<td>2.34</td>
<td>1.86</td>
<td>2.09</td>
</tr>
<tr>
<td>How aware are you of international career options related to your major?</td>
<td>2.72</td>
<td>2.83</td>
<td>2.3</td>
<td>2.58</td>
</tr>
<tr>
<td>How aware are you of international career options in fields beyond your major?</td>
<td>2.52</td>
<td>2.59</td>
<td>2.19</td>
<td>1.89</td>
</tr>
<tr>
<td>How knowledgeable are you about entry-level international career opportunities?</td>
<td>2.00</td>
<td>2.28</td>
<td>1.89</td>
<td>2.04</td>
</tr>
</tbody>
</table>

As shown, the mean responses to each of these questions was below the mid-point on the scale, reflecting students’ perception that they are not aware of networks or resources they can access in the pursuit of an international career. These results are in keeping with students’ reports of having received little institutional input regarding international careers from faculty, the career center, or through events and guest speakers on campus.
To obtain further understanding, it is advantageous to take a closer look at the broadest of these questions, “*How confident are you that you know where to find job announcements for international positions?*” Table 8 presents the responses to this question, divided by group.

Table 8

*Pre-Test: Confident to Find International Job Announcements by Group*

<table>
<thead>
<tr>
<th>Response</th>
<th>Economics (Module Only)</th>
<th>Asian Studies (Module &amp; Curriculum)</th>
<th>Asian Studies (Curriculum Only)</th>
<th>All Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 = Not at all</td>
<td>5 (20.0%)</td>
<td>9 (31.0%)</td>
<td>22 (59.5%)</td>
<td>36 (39.6%)</td>
</tr>
<tr>
<td>2</td>
<td>13 (52.0%)</td>
<td>9 (31.0%)</td>
<td>3 (08.1%)</td>
<td>25 (27.5%)</td>
</tr>
<tr>
<td>3 = Some</td>
<td>6 (24.0%)</td>
<td>6 (20.7%)</td>
<td>8 (21.6%)</td>
<td>20 (22.0%)</td>
</tr>
<tr>
<td>4</td>
<td>1 (04.0%)</td>
<td>2 (06.9%)</td>
<td>3 (08.1%)</td>
<td>6 (06.6%)</td>
</tr>
<tr>
<td>5 = Very</td>
<td>0 (00.0%)</td>
<td>3 (10.3%)</td>
<td>1 (02.7%)</td>
<td>4 (04.4%)</td>
</tr>
</tbody>
</table>

Below, Figure 8 presents this data visually. As can be seen in Table 8 and Figure 8, in each group 62% - 72% of students reported having no confidence at all, or only a little confidence, in their abilities to find international job announcements. Likewise, for the other three questions about students’ knowledge of international career options, all three groups reported low levels of knowledge. Though still low, students reported slightly higher knowledge of opportunities within their majors, than from fields beyond their majors.
Pre-Test: Demographic Differences

Table 9 presents the mean results of key pre-test questions, broken down based on demographic variables. In particular, Table 9 focuses on questions of interest, confidence, and probability of having an international career.
Table 9

Pre-Test Responses: Mean Results by Demographic

<table>
<thead>
<tr>
<th>Demographic</th>
<th>How interested are you in having an international career?</th>
<th>How confident do you feel in ability to be successful if you have an int'l career?</th>
<th>How likely are you to have an international career?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N  1=Not at all, 3=Sometimes, 5=Very Often</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>25 3.56</td>
<td>3.28</td>
<td>3.08</td>
</tr>
<tr>
<td>Male</td>
<td>66 3.39</td>
<td>3.52</td>
<td>2.88</td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>11 3.36</td>
<td>3.27</td>
<td>2.82</td>
</tr>
<tr>
<td>Black/African American.</td>
<td>1 *</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>6 4.17</td>
<td>4.00</td>
<td>3.50</td>
</tr>
<tr>
<td>White</td>
<td>48 3.33</td>
<td>3.42</td>
<td>2.83</td>
</tr>
<tr>
<td>Other/Prefer Not Say</td>
<td>3 3.67</td>
<td>3.33</td>
<td>3.67</td>
</tr>
<tr>
<td>Multi-Ethnic</td>
<td>10 3.20</td>
<td>3.00</td>
<td>2.70</td>
</tr>
<tr>
<td>International Student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Int'l Student</td>
<td>76 3.37</td>
<td>3.33</td>
<td>2.86</td>
</tr>
<tr>
<td>International Student</td>
<td>15 3.80</td>
<td>3.87</td>
<td>3.33</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18 to 21 years</td>
<td>27 3.33</td>
<td>3.52</td>
<td>2.89</td>
</tr>
<tr>
<td>22 to 25 years</td>
<td>50 3.50</td>
<td>3.44</td>
<td>2.94</td>
</tr>
<tr>
<td>26 to 29 years</td>
<td>9 3.33</td>
<td>2.89</td>
<td>2.67</td>
</tr>
<tr>
<td>30 years or older</td>
<td>5 3.60</td>
<td>4.20</td>
<td>3.60</td>
</tr>
<tr>
<td>Year in School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshman</td>
<td>2 3.00</td>
<td>3.50</td>
<td>3.00</td>
</tr>
<tr>
<td>Sophomore</td>
<td>6 3.33</td>
<td>4.00</td>
<td>3.17</td>
</tr>
<tr>
<td>Junior</td>
<td>27 3.37</td>
<td>3.48</td>
<td>3.11</td>
</tr>
<tr>
<td>Senior</td>
<td>55 3.51</td>
<td>3.35</td>
<td>2.82</td>
</tr>
<tr>
<td>Major</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavioral/SocialSci</td>
<td>14 3.64</td>
<td>3.57</td>
<td>3.21</td>
</tr>
<tr>
<td>Business</td>
<td>21 3.43</td>
<td>3.43</td>
<td>2.67</td>
</tr>
<tr>
<td>Communication/Education</td>
<td>8 4.13</td>
<td>3.25</td>
<td>3.25</td>
</tr>
<tr>
<td>Engineer/CompScience</td>
<td>23 3.09</td>
<td>3.48</td>
<td>2.74</td>
</tr>
<tr>
<td>Humanities/FineArts</td>
<td>11 3.36</td>
<td>3.18</td>
<td>2.73</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>5 3.60</td>
<td>3.40</td>
<td>3.40</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>3 3.67</td>
<td>4.33</td>
<td>3.67</td>
</tr>
<tr>
<td>Multiple Majors</td>
<td>3 4.00</td>
<td>4.00</td>
<td>3.67</td>
</tr>
</tbody>
</table>

*Data not reported to protect participant confidentiality*

Table 9 shows the similarity in responses between demographic groups, with all groups reporting mean scores of low 3’s to low 4’s in response to the question on interest, low 3’s to low 4’s for confidence, and mid 2’s to mid 3’s for likelihood. These results,
though based on disaggregated groups that are often small in size, seem to imply that the interest in international careers is common to the majority of undergraduates, regardless of demographic variables.

While participants primarily showed similarity in responses across demographic groups, minor differences are observable. Table 9 demonstrates that among this group of participants, women were more interested in international careers and perceived themselves as more likely to have an international career than the male respondents, yet reported less confidence in their abilities. This data set also show that Hispanic/Latino and international students are more interested in, and have a greater expectation of, having an international career, compared to the other demographic groups. It also appears that as students progress through the years of their undergraduate education, they develop increasing interest in pursuing an international career, though ultimately, less optimism that they will do so. The evidence does not show the increase in interest by age, as it does year in school, perhaps implying that it is the curricular experience rather than developmental maturity leading to the increased interest.

This data set is unfortunately limited by the small numbers of participants from some demographic groups. In particular, it is unfortunate that only one African-American student was among the participants. Though this data set is small for several demographic groups, and therefore inconclusive, the demographic breakdown highlights several possibilities that may be explored in future research.
Pre-Test: Student Motivations and Concerns

The pre-test asked two open-ended questions: “What, if anything, makes you likely to pursue an international career?” and “What, if anything, makes you unlikely to pursue an international career?” Student responses across the class groups were similar. In response to the question of what makes them likely to pursue an international career, the top four responses were the possibility of earning high salaries, a love of travelling, interest in learning about other cultures, and the chance of finding international positions relevant to their majors. Examples of student responses include:

• *It’s a great experience and great opportunity to learn more. Money is also a factor, international careers usually offer better financial options.*

• *If the job is exactly what I am looking for and pays enough.*

• *I am very interested in travel and becoming familiar with other cultures.*

• *An international career would be very interesting. Being able to interact with people in a different culture would be awesome. Being able to see different ways of doing business or perhaps seeing business opportunities abroad.*

• *I love to travel and I have in the past. Working in a different country would be an amazing experience that many other people don’t experience.*

• *I think it would be an interesting experience, seeing other places in the world, contrasting civilizations, something most people never get to do.*
• Just to travel the world, meet new people and establish a long relationship with some. I am also a great team player and I am easy to work with. Plus, I have not travelled much in my life.

• Much engineering has to be done at the international level in order to have successful products.

Other repeated, but less frequent, responses included an interest in a specific country, previous experience of living or studying abroad, the opportunity to use or develop foreign language abilities, and the chance to help others. Participant responses included:

• After studying abroad, I enjoy working with people from different backgrounds, values, and perspectives. I’ve also been told international assignments can help your career out a lot. Besides business, exploring new places is awesome! Learning a foreign language(s) would also be a benefit to me.

• I love immersing myself in another culture, having experiences outside my country, and seeing new lands. I have studied in India before and have done a fare (sic) bit of travelling around the world so I know that this would be right for me.

• My ethnic background. I’m Chinese, therefore, I’d rather work in China than U.S.

• Job opportunity and change of pace and society. Also the opportunity to help underdeveloped countries.

• Wanting the experience of living abroad, and learning a foreign language and experiencing another culture. Also, being able to help less fortunate populations.
When asked what makes them unlikely to pursue an international career, across groups, participants cited the difficulty of leaving family and friends, and their lack of foreign language capabilities. Examples of student responses to “What, if anything, makes you unlikely to pursue an international career?” include:

- Far from my family. Don’t have much experience in other languages. It would be difficult to work abroad because everything would be so different, and you would have to leave family and friends behind.

- Family is truly the only importance in the world and if I had to relocate far away from them permanently, I would have to decline the offer.

- Family, friends, career opportunity. Another thing would be language barrier and the feeling of being alone in a bustling city.

- It would be difficult to work abroad because everything would be so different, and you would have to leave family and friends behind.

- I’m not fluent in any other languages besides English.

Other repeated, but less frequent, responses included fears of being lonely or homesick, not knowing anyone, professional certifications that do not transfer easily, and the possibility of having a partner or children who do not want to, or are unable to, move abroad. Finally, a few respondents referenced a lack of information about international possibilities. Among the comments were:

- Staying within my comfort zone is likely to make me stay away from an international career.
● Having no connections, no safety net, if I were to live abroad.

● Being away from my comfort zone. Not knowing anyone.

● Wanting to be close to family. Disagreements with my girlfriend as to whether we want to live abroad. (She has stronger ties to her family than I do to mine.)

● Maybe one day also getting married and starting my own family.

● It may be difficult to work in the medical industry because my education (certification) was completed in the U.S.

● The transferability of my job (law enforcement) and not knowing the language.

● I don’t have too much information on what it would take to achieve an international career.

● Not aware of what steps I would need to take in order to find a job internationally.

● One thing that would not make me look for jobs internationally would be because I don’t know much about the opportunities outside this country and the complexity that may be.

These student responses give insight into students’ motivations and apprehensions regarding international careers. The discussion of the post-test results will help to illuminate whether these considerations changed for those students who participated in the international career exploration module.
Post-Test Results

As described in Chapter Three, the pre-test survey was delivered at the beginning of the semester. Mid-semester, the international career exploration module was delivered to two of the three groups of students, the Economics class and one of the Asian Studies classes. Near the end of the semester, the post-test survey was administered. The remainder of this chapter presents the results of the post-test survey, and presents the findings regarding the effects of the module on students’ interest and knowledge of international career options.

Post-Test: Student Interest in International Careers

Four questions from the pre-test were repeated in the post-test as gauges of student interest: “How interested are you in having an international career?” “How likely are you to have an international career?” “How often have you/will you initiate conversations with faculty about international career options?” and “How often have you/will you talk with Career Center staff about international career options?” Mean participant responses, by group, are detailed in Table 10.

Though all three groups reported similar levels of interest in international careers in the pre-test, Table 10 clearly shows higher levels of interest in international careers at the time of the post-test for the two groups that received the international career exploration module. These results can also be seen by looking at the change in mean score from pre-test to post-test for the three groups. The change in means is presented in Table 11.
Table 10

*Post-Test: Interest in International Careers, Mean Responses by Group*

<table>
<thead>
<tr>
<th>Survey Question</th>
<th>Economics (Module Only)</th>
<th>Asian Studies (Module &amp; Curriculum)</th>
<th>Asian Studies (Curriculum Only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>How interested are you in having an international career?</td>
<td>3.56</td>
<td>3.72</td>
<td>3.16</td>
</tr>
<tr>
<td>How likely are you to have an international career?</td>
<td>3.04</td>
<td>3.17</td>
<td>2.62</td>
</tr>
<tr>
<td>How often have you/will you initiate conversations with faculty about international career options?</td>
<td>2.28</td>
<td>2.62</td>
<td>1.83</td>
</tr>
<tr>
<td>How often have you/will you talk with Career Center staff about international career options?</td>
<td>2.28</td>
<td>2.59</td>
<td>1.59</td>
</tr>
</tbody>
</table>

Table 11

*Pre-Test to Post-Test: Interest in International Careers, Change in Mean Responses by Group*

<table>
<thead>
<tr>
<th>Survey Question</th>
<th>Economics (Module Only)</th>
<th>Asian Studies (Module &amp; Curriculum)</th>
<th>Asian Studies (Curriculum Only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>How interested are you in having an international career?</td>
<td>.04</td>
<td>.28</td>
<td>-.22</td>
</tr>
<tr>
<td>How likely are you to have an international career?</td>
<td>.08</td>
<td>.03</td>
<td>-.14</td>
</tr>
<tr>
<td>How often have you/will you initiate conversations with faculty about international career options?</td>
<td>.80</td>
<td>.90</td>
<td>.56</td>
</tr>
<tr>
<td>How often have you/will you talk with Career Center staff about international career options?</td>
<td>1.04</td>
<td>1.38</td>
<td>.30</td>
</tr>
</tbody>
</table>
As Table 11 shows, the two groups that participated in the international career exploration module reported increased levels of interest on average, whereas the group that did not receive the module showed a slight increase in response to two questions, and a decrease in response to two questions.

Post-Test: Student Knowledge of International Career Options

Four questions from the pre-test were repeated in the post-test as gauges of student knowledge: “How confident are you that you know where to find job announcements for international positions?” “How aware are you of international career options related to your major?” “How aware are you of international career options in fields beyond your major?” and “How knowledgeable are you about entry-level international career opportunities?”

Table 12

Post-Test: Knowledge of International Careers, Mean Responses by Group

<table>
<thead>
<tr>
<th>Survey Question</th>
<th>Economics (Module Only)</th>
<th>Asian Studies (Module &amp; Curriculum)</th>
<th>Asian Studies (Curriculum Only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>How confident are you that you know where to find job announcements for international positions?</td>
<td>3.40</td>
<td>3.83</td>
<td>2.27</td>
</tr>
<tr>
<td>How aware are you of international career options related to your major?</td>
<td>3.36</td>
<td>3.52</td>
<td>2.51</td>
</tr>
<tr>
<td>How aware are you of international career options in fields beyond your major?</td>
<td>3.44</td>
<td>3.48</td>
<td>2.38</td>
</tr>
<tr>
<td>How knowledgeable are you about entry-level international career opportunities?</td>
<td>2.80</td>
<td>3.11</td>
<td>2.16</td>
</tr>
</tbody>
</table>
Mean participant responses, by group, are detailed in Table 12. Though all three groups reported similar levels of knowledge of international careers in the pre-test, Table 12 clearly shows higher levels of knowledge of international careers at the time of the post-test for the two groups that received the international career exploration module. These results can also be seen by looking at the change in mean score from pre-test to post-test for the three groups. The change in means is presented in Table 13.

Table 13

_Pre-Test to Post-Test: Knowledge of International Careers, Change in Mean Responses by Group_

<table>
<thead>
<tr>
<th>Survey Question</th>
<th>Economics (Module Only)</th>
<th>Asian Studies (Module &amp; Curriculum)</th>
<th>Asian Studies (Curriculum Only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>How confident are you that you know where to find job announcements for international positions?</td>
<td>1.28</td>
<td>.69</td>
<td>.41</td>
</tr>
<tr>
<td>How aware are you of international career options related to your major?</td>
<td>.64</td>
<td>.69</td>
<td>.22</td>
</tr>
<tr>
<td>How aware are you of international career options in fields beyond your major?</td>
<td>.92</td>
<td>.90</td>
<td>.19</td>
</tr>
<tr>
<td>How knowledgeable are you about entry-level international career opportunities?</td>
<td>.80</td>
<td>.82</td>
<td>.27</td>
</tr>
</tbody>
</table>

As Table 13 shows, the two groups that participated in the international career exploration module reported increased levels of knowledge on average, whereas the group that did not receive the module showed a smaller increase in knowledge.
Effects of Module on Students’ Interest in International Careers

A one-way analysis of variance (ANOVA) was conducted to establish the relationship between the effects of the module and students’ interest in international careers. The module, the independent variable, was applied in two settings, an Economics class and an Asian Studies class. A third setting, an Asian Studies class that did not receive the module served as a comparison group. The dependent variable was the total change from pre-test to post-test on the following four questions:

- How interested are you in having an international career?
- How likely are you to have an international career?
- How often have you/will you initiate conversations with faculty about international careers?
- How often have you/will you talk with Career Center staff about international career options?

The ANOVA was significant, $F(2,87) = 7.78, p = .001$. The effect size was small with the module factor accounting for 15% of variance in survey results as demonstrated by $\eta^2$ of .152. Post-hoc tests were conducted to evaluate differences among means between pairs of conditions. Because Lavene’s Test of Equality of Error Variances was not significant at .301, it was assumed that there is equal population variance and the Tukey HSD post-hoc test was applied. The post-hoc test indicated that the Economics course ($M = 1.96, 95\% \text{ CI} [1.09, 2.83]$) showed a significant difference in comparison to the Asian Studies course without the module ($M = .50, 95\% \text{ CI} [-.23,1.23]$), $p = .033$. The post-hoc test also showed a significant difference between the Asian Studies course with
the module ($M = 2.59, \text{ 95\% CI [1.78, 3.40]}$) and the Asian Studies course without the module, $p = .001$. The two groups that received the module were not significantly different from each other at the $p < .05$ level.

Effects of Module on Students’ Knowledge of International Career Options

A one-way analysis of variance (ANOVA) was also conducted to establish the relationship between the effects of the module and students’ knowledge of international career options. The module, the independent variable, was applied in two settings, an Economics class and an Asian Studies class. A third setting, an Asian Studies class that did not receive the module served as a comparison group. The dependent variable was the total change from pre-test to post-test on the following four questions:

- How confident are you that you know where to find job announcements for international positions?
- How aware are you of international career options related to your major?
- How aware are you of international career options in fields beyond your major?
- How knowledgeable are you about entry-level international career opportunities?

The ANOVA was significant, $F(2,87) = 8.82, p < .001$. The effect size was small with the module factor accounting for 17% of variance in survey results as demonstrated by $\eta^2$ of .169. Post-hoc tests were conducted to evaluate differences among means between pairs of conditions. Because Lavene’s Test of Equality of Error Variances was not significant at .519, it was assumed that there is equal population variance and the Tukey HSD post-hoc test was applied. The post-hoc test indicated that the Economics course ($M = 3.64, \text{ 95\% CI [2.45, 4.83]}$) showed a significant difference in comparison to
the Asian Studies course without the module ($M = 1.08, 95\% \text{ CI } [.10, 2.06]), p = .004$.
The post-hoc test also showed a significant difference between the Asian Studies course with the module ($M = 3.89, 95\% \text{ CI } [2.77, 5.02]$) and the Asian Studies course without the module, $p = .001$. The two groups that received the module were not significantly different from each other at the $p < .05$ level.

**Post-Test: Student Motivations and Concerns**

On the post-test survey, students were asked the same two open-ended questions as the pre-test. In response to the question, “What, if anything, makes you likely to pursue an international career?” the top four answers across groups were once again love of travel, the opportunity to earn a high salary, an interest in learning about other cultures, and the connection to students’ majors. Sample responses included:

- *Just to try living in a new place that is completely different from America.*
- *The ability to actually get out and see the world! Traveling to various different countries is much more appealing than just sitting in one office all day.*
- *If anything, it would be to expand my horizons and to make myself a more rounded person. I also love traveling and meeting new, diverse people.*
- *Broaden horizons by delving into different cultures; expand perspectives of human interaction. Personal growth and development.*
- *I think it would be an amazing experience that I would probably cherish forever. It would be an exciting break from the monotony of everyday American life. The learning opportunities would be great and exposure to different ways of life would be very interesting.*
• *I love to travel, experience new/different cultures, and have new experiences in general.*

• *Later on in my career as a construction manager, there may be opportunities to work in another country.*

• *As a mechanical engineer and hobbie boater, an international career with multinational naval engineer companies is likely to occur.*

• *For a long time, I wanted to travel and see the world. If I could get a job in another country that was closely related to political science or economics, then I would take it.*

• *I am interested in other cultures and people. My major is pretty international (opportunity to learn languages, lectures in English and German, education in foreign cultures, etc.).*

• *Money will make me go anywhere.*

• *If I were offered an extremely lucrative position, then I probably would.*

• *Opportunity to maximize profit. Opportunity to create a better environment for those in need. Diversify my ideology and cultural base.*

In addition to these four reasons, other less frequent, but repeated comments included the ability to speak a foreign language, interest in learning foreign languages, ties to specific cultures, past experience living or studying abroad, the desire to help others, and the role of family and partners in encouraging interest in international careers. Comments included:
I studied abroad and that got me excited about an international career.

I have gone abroad in the past and done volunteer work, and I plan to go and study abroad next semester and I hope to find an internship while I am there. My experiences abroad would help me to determine whether I would enjoy an international career.

I have had a strong interest in the country of Brazil for a large portion of my life. I enjoy its culture, people, and other aspects. I have only recently considered working for a business in Brazil. My partner is a first generation American who hopes to live abroad, which has made me consider the possibility more seriously.

The experience and humanitarian support that I can give.

To travel to new place but mainly to use my knowledge to help out the less fortunate communities with even simple construction. Most people in countries I have learned about go without necessities even clean water. These simple things that improve quality of life should be shared by everyone.

Cool to learn cultures from different countries. I like travelling. Gain more life experience. Help local people if possible.

My fluency in Spanish and being from parents who immigrated here, would be interested.

I speak several languages.

Additionally, a few students offered more tempered responses, indicating possible ambivalence such as:
If the opportunity comes up, I will think about it, but I will not go out of my way to find one.

Other students indicated interest, but also wariness, perhaps of the unknown, such as the student who responded:

- A new experience is very interesting. I plan on studying abroad and see how that goes before making up my mind.

Overall, student responses to this post-test question were very similar, indicating that the motivators of students’ interest were not dramatically changed from the pre-test to the post-test, even though the overall level of interest was heightened for the two groups that received the module.

Students were also asked, “What, if anything, makes you unlikely to pursue an international career?” As in the pre-test, the most common responses across groups were reluctance to leave family and friends and concerns about lacking foreign language skills.

- My family is so close and important to me. I am settled here in the U.S.
- I would not like being away from family and friends for extended periods of time.
- I hate planes and I am terrible at foreign languages.
- Barriers, such as language, are somewhat worrisome.
- Working in another country does sounds fun and exciting, but being away from friends and family would be a big deal.
- Family and significant other, these things are very important to me and are the only thing holding me back.
• Some fear of unfamiliar environments. Communication barriers.

• If anything, I think my own insecurities about being abroad would turn me away from an international career. The fear of leaving my comfort zone and my family and friends.

• Family matters, girlfriend, excessive time away from home.

• Not wanting to be apart from family.

• I don’t know if I would like being away from my family for such extended periods of time as I know would be the case were I to pursue an international career.

• The language barrier remains daunting, although it also given an incentive because of the challenge and learning opportunity it presents.

• Cultural differences, language barrier, the fact that you have to leave your family, friends, start a new life.

• I don’t know if I have the drive at the moment to leave family/friends behind and take the plunge on my own.

In addition to these responses, other repeated, but less frequent responses included family and military commitments, the challenges of finding a position (especially for certain fields), concerns that international work might be unsafe, the length of time abroad, and the difficulties of adapting to an unfamiliar culture. Comments included:

• I don’t know if I would like to move to another country and live there several years.

• If it means moving my family to a place where they will not be happy.
• Having a family. I would really like to raise my children in home.

• I have children that I share time with their fathers. I wouldn’t want to create so much distance within my family.

• Fear of unknown. Not knowing where to get more information. (from student in class without module)

• The majority of engineering jobs in the machine/mechanical/automotive customization can take place in my hometown without international influences.

• My major, being H.R., would be different if I was doing it in another country

• I am a history major and when I searched for a history related job, I got no yields. Most of the jobs are jobs of which I have zero interest in, such as human resources, business, and others of similar ilk.

• Costly internships, too bureaucratic.

• For me, it is the expense along with the language barrier to entry. Also, if I did pursue an international career after a while I may get homesick.

• If I wasn’t able to afford living in another country or if the job didn’t suit my tastes.

• The country is chaotic, or in civil war, no life guarantee.

• I would miss the U.S. and some of the things that come with it such as football. It would also be a frightening experience with the culture and language barriers as well as not knowing my way around where I am at.

• Money – trouble, complications, effort to raise it. Culture shock. Feel less safe.
I am part of the national guard, which is a six year commitment, and I am unaware of how I could manage both.

The concerns presented by students in the post-test were very similar to those in the pre-test, indicating that while participating in the module may have increased students’ interest and knowledge, it did not change the nature of students’ concerns.

Post-Test: Student Feedback on Module

In addition to repeating the two open-ended questions from the pre-test, the post-test asked students that received the module, “How did participation in the international career exploration module affect your career thoughts/goals?” The most common response was that it provided students with additional information and resources. Sample responses included:

- Gave insight on different types of international careers; gave resources to find an area of personal interest.
- It helped me understand more about international careers and what it would be like.
- It definitely opened my eyes to the variety of jobs and careers available abroad. It also gave us a reference place where we can search international jobs online, making it easier to search in areas of interest to us and places we’re interested in going to.
- Beyond teaching English abroad, I had no idea of the different options available prior to the module. The module gave me more of a reason to go abroad. Pointed me in that direction more than anything else.
It opened my eyes to how easy it is to find postings and how broad the spectrum of jobs in the country I want to work is.

I didn’t know that there are many opportunities to work abroad until I researched for my assignment.

I liked learning about so many possibilities and those related to my major.

Gave me a wider view of what was out there. Told me what I could do to get started. Gave me info on where to go for even more information. Made me believe it’s easier than I had originally thought.

Brought me a better idea of where to look to find an international career.

It expanded my options, made me realize how much more was out there. Before, I think I suspected there was more, now I know more specifically.

It made me more aware of all the jobs that are available.

Other students responded that the module increased their interest in international careers.

Sample responses included:

- It got me thinking about the possibilities that are available once I graduate even if I don’t pursue an international career.

- It presented to me a series of options that positively affected my feelings towards international career opportunities.

- It gave me ideas that I originally did not have. Also, it reiterated the fact that an international career is possible.
- It definitely got me more interested and made me want to explore my options more. I realized how easy it really was to become involved in different international programs.

- I personally started to think about having an international career for a couple of years, but not for the rest of my life.

- Made me think more seriously about the possibility of working and living abroad.

- It showed me that there are tons of opportunities out there, and has affected my thinking on pursuing a career outside the U.S.

Other students reported that the module had little or no impact on their career plans, for a variety of reasons. In some cases, students who were uninterested remained uninterested. In other cases, students who were interested remained interested. Still other students felt that the information came too late in their college experience to be of use. Responses included:

- My goals have already been set, not much of an effect.

- It did not change them much, not from lack of information in the module though. Good information was presented, I just have not thought much on the subject.

- They have pretty much stayed the same, but I feel like I know more about international jobs and where I can get information on them.

- Gave me a better understanding of the opportunities even if it did not increase my interest in taking advantage of them.

- None, but provided interesting information.
• Interesting to learn about, but didn’t affect my desires for the future.

• Not much, I had international job possibilities in mind.

• I’d say my preferences haven’t changed. I’d still like to try out an international career.

• Not too much. Already have a desire to design and develop a better physical environment for poor countries.

• It makes me want to travel.

• Not huge effect. I am a senior and it would have been nice to have more exposure to international careers early on in my education.

Unfortunately, one student responded:

• It diminished my hopes when I saw the kinds of job available.

The student responses to this question reiterate that many students have interest in international careers, but feel that they need additional information, direction, and resources. In order to gain further information, all three groups of students were asked to provide recommendations on actions the institution and faculty could take.

Post-Test: Student Recommendations

All three groups of students were asked, “What, if anything, could the University or your faculty do to support your readiness for an international career?” Students offered a wide variety of suggestions, the most common being the need to incorporate international career information into the curriculum, and major classes in particular. Some of the comments included:
• Have people come into classrooms to talk to different majors about how and the perks of doing this.

• Have info sessions within each major about specific opportunities.

• Talk about it in major classes more. I’ve only heard about it in this class.

• Offer some classes about it, or seminars. Education about the careers.

• Come in classroom and discuss opportunities with us. I rarely read flyers posted in hallways.

• Have more than just one class in my major dedicated to opening people up to the global community.

• Despite being a business major, the amount of attention spent on international business and careers was minimal. Such info should be a part of the curriculum.

• (This university) is known for having hundreds of students study abroad, so the information and possibility is there. Maybe our majors should give more information on international career/internship.

• Introduce me to jobs that relate to my major.

• Provide a lot more information about opportunities available after graduation.

  Currently professors bring very little real-world knowledge of the working world into the curriculum.

Students also emphasized the importance of organizing and publicizing guest speakers, events, and seminars. Further, students wanted to have specific opportunities communicated to them through announcements, websites, etc. Sample responses included:
Having some class time set aside to learn about these things has helped my knowledge greatly. I know not all classes could do this, but if there was more info (flyers) about when meetings would take place to discuss this issue, I think more people would become aware.

There may already be opportunities at school, but would like to see more info throughout school and campus.

More presentations about it. Guest speakers with the experience.

Let me know about opportunities that are ‘foreigner-friendly’, where I wouldn’t need to be fluent in another language to get by.

When international career opportunities are available, make them known.

Hold a seminar (semesterly event?) with speakers who have worked abroad.

Keep students informed about international careers via speakers, information packets, and internship opportunities.

Less common, but still repeated, were comments that the university should support and expand study abroad and international internship opportunities. Responses included:

Pay for students to study abroad as part of our tuition to see if it is right for each individual.

I had no ideas before this semester, my last semester, so much about studying abroad. For instance, I didn’t know you could bring your significant other with
you (so cool!). Maybe have students come into classrooms and make announcements?

- **Offer more opportunities for aid.** Set up seamless transfers abroad that not only offer GE credits but also classes that pertain to my major.
- **Continue to support and promote study abroad.**
- **Offer internships in foreign countries.**
- **Give more international internship jobs specialized in the student’s career.**

Other students commented that they think what is being offered by the university is adequate. Notably, most of these responses came from students who reported low interest in international careers. Responses included:

- **Outside of having a “career class” I think they are doing a fine job.**
- **Basically, what they already offer is excellent. The career center is very helpful and the job fairs give lots of opportunities and ideas.**
- **It seems if you are interested in international careers, the University can help you get ready via the Career Center or online through the Career Center.**
- **I think if I pursue an international career, there would be more than enough info at the career center.**

Several international students who responded to the survey expressed a need for help in finding positions in the U.S. that would be willing to hire international students and sponsor them for employment visas. One such example is:

- **Get more internship options without have a rule of being a U.S. citizen to get in.**
Meanwhile, a few of the U.S. students responded that it would be helpful to be paired with an international student:

- *If we were interested in an international career, pair us up with an exchange student from the general area of interest and discuss their experience, etc.*

- *Perhaps have students work with international students to get a feel as to how they are adjusting to being away from home.*

Other suggestions included:

- *List of overseas contacts in industry to help one get grounded in the new country.*

- *Make more language requirements to get Bachelor’s.*

- *Unfortunately, the whole system has to change. I don’t have the free time to engage in activities and research that would facilitate such a path, considering I work 30+ hrs/wk and attend school full-time.*

These student recommendations will be discussed further in correlation with the researcher’s recommendations in Chapter Five.

### Conclusion

This study examined students’ interest in international careers as well as students’ knowledge of international career options. The pre-test included an exploration of student’s past exposure to these topics. Across groups, most students reported that they had not sought out information on international careers, and that the information was not being shared with them through the curriculum, faculty-initiated conversations, or through campus events and workshops.
Despite students’ lack of exposure to the topic, across groups and demographic categories slightly more than 80% of participants reported moderate to high interest in pursuing an international career on the pre-test. Many of these students cited a love of travel and cross-cultural engagement as motivating forces. In addition, students reported high degrees of confidence in their abilities to be successful in international careers.

Students indicated a moderate likelihood that they would actually have an international career. Open-ended comments elaborated on the reasons the students were likely and unlikely to pursue an international career, revealing that students were both cognizant of the increasingly international dimensions of most professional fields and aware of some of the challenges and barriers, such as language difficulties and being away from family and friends.

Statistical analysis of the change in participant responses from pre-test to post-test revealed that the international career exploration module utilized in the study had a significant impact on both students’ interest in international careers and knowledge of international career options. The ANOVA was significant at the p=.001 level in increasing students’ interest in international careers. The ANOVA was significant at the p<.001 level in increasing student knowledge of international career options. In both cases, the post-hoc test revealed that the two groups that received the module were significantly different from the group that did not, though there was no significant difference between the two groups that received the module. The effect size was small, showing that 15% and 17% of the variance was attributable to the module for interest in international careers and knowledge of international career options, respectively.
This study also gathered student feedback on the international career exploration module, and more broadly on student recommendations regarding ways in which their University could best prepare them for international careers. The predominant response from students was that receiving information on international careers is valuable and important, and they would like to have more exposure to the topic, earlier in their studies and particularly in their major.

Information on student interest in international careers, as well as the role of institutions in higher education in preparing students for international careers is largely absent in the existing literature. The implications of this data produced by this study, along with the students’ feedback and recommendations, will be discussed in Chapter Five, helping to resolve this deficit.
Chapter 5

SUMMARY AND CONCLUSIONS

Within a U.S. policy context that promotes international education for economic, political, and security purposes, U.S. colleges and universities are increasingly including a commitment to international education in their mission statements. Institutions have vowed to prepare students for professional and civic lives in a globalized world.

To honor this commitment, many campuses have embarked upon a process of internationalization, which typically entails internationalizing the curriculum, promoting study abroad, teaching foreign languages, and recruiting international students. Less frequent approaches may include international service-learning and international development work and funding faculty overseas research. Additionally, as Chapter Two demonstrated, based on the career capital construct of knowing how, knowing why, and knowing whom, one underutilized approach is the incorporation of career exploration and career counseling into internationalization efforts.

This study introduced an international career exploration module, delivering it to undergraduate students in general education classes at a mid-size public university. The study asked, “How does inclusion of an international career exploration module in a general education course affect a) students’ interest in international careers and b) students’ knowledge of international career options?” By conducting pre and post-test surveys at the beginning and end of the semester, and delivering an international career exploration module to two of three classes of students, these questions were explored.
Finding 1: Student Interest High, Information Low

In the pre-test, just over 80% of students participating in this study reported moderate to high interest in international careers, in keeping with national data that suggests high interest among students nation-wide. Similar numbers of students also report moderate to high confidence in their ability to succeed in an international career. Both of these findings are striking given that in the pre-test students across the groups reported little exposure to international careers through the curriculum, conversations with faculty, interactions with career center staff, or through campus events. Likewise, students reported having little knowledge of international career options within or outside their majors, and little knowledge of where to find international job announcements.

Within the career capital construct, this gap between student interest and student knowledge can be described as students lacking in knowing whom, the contacts, resources, and information networks that students need to have in order to effectively leverage their career capital into international careers. The gap identifies for institutions an area in which they need to focus in order to be able to meet their stated missions of preparing students for engagement in increasingly international professional fields.

Finding 2: Student Interest High Across Demographic Groups

Prior to the study, the researcher had conjectured that students in the Economics course would be less interested in international careers than students in the two Asian Studies courses. This speculation was based on the rationale that students in the Asian Studies courses had chosen international studies as their thematic area for upper-division general education courses, while those students in the Economics course had chosen a
thematic area that is not international in nature. However, this was not the case. In fact, students across all three groups showed similar interest in international careers.

Even though the three groups varied substantially in the demographics of gender, ethnicity, and major, students in all three groups offered similar pre-test responses, indicating that the demographics of gender, ethnicity, and major are not significant in understanding student interest in international careers. Likewise, the demographics of international student status, age, and year in school do not appear to have a major effect on students’ interest in international careers.

While overall student responses across demographics were very similar, a few minor differences in responses between demographic groups were pointed out in Chapter Four. Among these differences: women were more interested and perceived themselves to be more likely than men to pursue international careers, yet women were less confident; Hispanic/Latino and international students showed a greater expectation of having international careers compared to other demographic groups; and interest in international careers increased by year in school, but not by age. Due to the small numbers of participants constituting some of the demographic groups in this study, no conclusions can be drawn from these minor differences in responses. However, they may indicate areas for future research.

Finding 3: Module Increases Student Interest

A one-way ANOVA was conducted to compare means between groups in degree of change between pre-test and post-test for measures of student interest. The results demonstrated a significant difference between the two groups who had received the
module and the one that had not. In response to the first research question, *How does inclusion of an international career exploration module in a general education course affect students’ interest in international careers?*, these results demonstrate that the international career exploration module presented in this study, when administered in undergraduate general education courses, increased students’ levels of interest in pursuing an international career.

Student comments on the module indicated that many students who were already interested in international careers remained interested, while those who were uninterested remained largely uninterested. Overall, the change in students’ interest levels was small, though decidedly positive.

Finding 4: Module Increases Student Knowledge of Options

A one-way ANOVA was also conducted to examine the change in student knowledge of international career options. This analysis addressed the second research question: *How does inclusion of an international career exploration module in a general education course affect students’ knowledge of international career options?* The results demonstrated a significant difference between the two groups that received the module and the one that did not. The two groups that received the module reported much greater knowledge of international career options within and outside their majors, as well as greater knowledge of where to find international job announcements.

Student feedback on the module reported strongly that the module helped by providing resources and direction that the students were lacking. While many students
already had the interest in international careers, they reported little knowledge in the pre-test. The module helped to close the gap between student interest and knowledge.

Finding 5: No Fundamental Change to Students’ Motivations or Concerns

In both the pre-test and the post-test, students identified the factors that made them likely to pursue an international career and the factors that made them unlikely to pursue an international career. Students indicated that the key factors motivating their interest in international careers were a love of travel, the chance to earn a high salary, interest in other cultures, and ties between job opportunities and students’ majors. Concerns that limited students’ interest were reluctance to leave family and friends and lack of foreign language proficiency. These factors were the same in the pre-test and post-test, indicating that the module did not strongly affect either students’ motivations or concerns.

Recommendations

This study highlights a critical failure in leadership across the nation. While 53% of four-year institutions have a commitment to international education in their mission statement, only 40% of the institutions have assessed their internationalization efforts, only 32% of the same institutions have developed an internationalization plan, fewer than 30% of the institutions have a foreign language graduation requirement for their undergraduate students, only 18% of four-year institutions have developed specific international or global student learning outcomes for all students, and less than 10% require their undergraduates to take three or more courses focusing on areas outside the United States (Green, Luu, & Burris, 2008).
The high level of student interest in international careers across demographics and majors is clearly substantiated by this study. However, the results also highlight students’ lack of knowledge about international career opportunities and the relatively low levels of exposure being offered to students, despite the public commitment of the institution in this study, and those across the nation, to prepare students for professional lives in a globalized environment.

It is crucial that institutional leaders take deliberate action to ensure that the commitment to prepare students for effective professional and civic engagement in a globalized world is achieved. As argued in Chapter Two, the campus president plays an essential role in setting the international agenda; appointing key players; ensuring financing; gaining cooperation from faculty, administrators, and the Board; and other essential roles (Fielden, 2010). Campus leaders should no longer be complacent about fulfilling their stated mission if they are among the many campuses shown lacking in the statistics above.

The campus president must take a leadership role in insisting that his/her institution reach out to the entire undergraduate student population, beyond the select few students that study abroad. It is vital that the mission is realized for all students, rather than a privileged few. To achieve the mission of effectively developing globally competent graduates, campus leaders must work with faculty and staff to create a purposeful, deliberate plan to introduce students to international career options. The
imperative to prepare students for international careers is too great for educational leaders to ignore.

*Institutions of Higher Education: Pedagogy*

Once committed to the goal of preparing students for international careers, this study provides insight into an effective pedagogical approach that institutions of higher education can employ. Within the career capital construct developed by Defillipi and Arthur (1994), three types of career capital were identified: *knowing how* (skills and knowledge); *knowing whom* (professional networks); and *knowing why* (motivation, confidence, belief in ability to pursue desired career path).

Through the process of campus internationalization, and internationalizing the curriculum in particular, institutions of higher education address the need to help students’ develop the skills and knowledge, or in other words, the *knowing how*, for success in an international setting. Based on the national data, as well as the student responses to this study, students appear to bring their own sense of motivation and confidence, the *knowing why* of career capital. The weakest element is the *knowing whom*, the professional networks that would allow students to find and pursue international opportunities. In this study, the module featured the breadth and multitude of international career opportunities, highlighted online resources through which students could find job postings, and emphasized ways of connecting with alumni networks, enhancing students’ career capital. As this study highlights, institutions would be well-served by adding a more deliberate curricular approach, such as inclusion of international
career exploration modules, aimed at building students’ knowing whom capacities in addition to the existing efforts to support students’ knowing how.

Institutions must also look for ways to introduce students to international career opportunities earlier in their studies, as reflected in the reoccurring student comment that they wished they had exposure to international career options when they were not so close to graduation. For example, inclusion of the module in first-year university success courses might prompt students to consider study abroad, learn a foreign language, or participate in international internships as part of their educational experience, better preparing the students for future international work. Residential campuses might also be able to reach first-year student effectively through residence hall programming. Perhaps a similar module could be offered to residence hall students, or alumni with international careers could be brought in as panelists at a residence hall event. Four-year institutions should also consider collaborations with community colleges so that transfer students are not excluded from this essential early exposure.

Approaches targeted at first-year students should be followed by major-specific modules. Student comments in response to the module emphatically emphasize that students want exposure to international career modules geared towards their specific majors. Beginning with those academic fields which are intrinsically international in nature: international business, foreign languages, area studies, international relations, etc., institutions should begin to develop resources for students including information on potential international career paths relevant to the major, internship opportunities, international organizations working in the field, and alumni working internationally in
related areas. Once these resources have been developed, institutions must develop materials for all disciplines, regardless of focus, as the evidence strongly indicates that student interest is high across majors.

Development and incorporation of international career exploration modules into the curriculum is a low-cost outreach approach. The module in this study was created by the researcher using existing on-campus technology resources, reference books available through the library to develop resource materials, and the expertise of career center and international education staff. In challenging budget times, it is a particularly suitable component of an institutional approach toward preparing students for international careers.

The module, once created, required only two class sessions to make a significant difference for students. Incorporation of such an international career exploration module can easily be implemented within current institutional structures of time, budget, and human resources, making it an ideal complement to existing campus internationalization efforts. The potential impact for students who are repeatedly exposed to this content over the course of their education is enormous, as it may alter their future career choices and ultimately their life paths in ways that are richly rewarding.

Faculty, Career Center Staff, and International Education Professionals

Recognizing that not all faculty members will be comfortable delivering a module on international career exploration, the researcher is working with the career center staff at the institution where the study was conducted to develop an international career workshop that will be delivered by the career counselors at a faculty member’s request. A
similar model could be employed at other institutions, taking advantage of the expertise of professional staff and those faculty with knowledge of international career paths and fields.

Career center staff are encouraged to inform themselves about international opportunities in order to be better able to guide students interested in pursuing internships or employment beyond U.S. borders. The career center staff might also work with their contacts among corporate and non-profit recruiters to identify the competencies that students need to be successful in international contexts. This important information is essential to the campus dialogue on internationalization and global learning outcomes.

International education office or career center staff might consider developing an international career speaker series or conducting workshops for interested students. Finally, though it takes an investment in financial and human resources, assignment of a staff member to the development of international internship opportunities for students has immeasurable potential to pave the students’ journeys from university to professional life.

Unfortunately, many faculty and staff will find themselves in an institutional environment where upper management is not committed to the goal of developing students’ global competencies. The approach proposed in this study, inclusion of an international career exploration module in existing courses, is one that dedicated faculty and staff can institute in their own courses and venues, and through collegial conversations, can spread to others on campus. As student awareness increases and student demand for increased international career exploration services and overseas opportunities rises, pressure can be applied to upper management to put greater priority in
resource allocation and strategic attention in this crucial component of students’ educational experience.

Federal Policy

On a federal policy level, this study highlights a missing link in the U.S. government’s approach to promoting U.S. interests. It is essential that students develop global competencies that will allow them to become effective professionals in a globalized world. Failure to prepare U.S. graduates, as future national leaders, could have dire consequences for the U.S.’s global economic and political standing, as well as lead to the gradual deterioration of peaceful relations between people and nations.

Federal policy, like institutional policy, tends to focus on developing students’ knowledge and skills through promotion of foreign language study and study abroad programs. This emphasis on the knowing how neglects the knowing whom once again. The federal government could help to address this lack through policy initiatives and legislation such as grant offerings. New programs should reward institutions or organizations that help students to develop their international networks and explore resources that will help them pursue their interests.

The federal government could also utilize its resources to develop curricular materials for institutions to use in working with students who are interested in international careers. Rather than institutions each needing to develop their own sets of both general and major-specific resources for students, a thorough and well-maintained online collection of resources created by the Department of Education, Department of Labor, or other agencies with relevant expertise would be an asset for both students and
institutions and would help to further the U.S. policy agenda of promoting peace, securing U.S. borders, and to maintaining global leadership in trade.

**Further Study**

It is troubling that students reported feeling confident about succeeding in international careers, but also reported knowing little about them. The researcher’s assumption is that while students were largely unaware of international career opportunities, they have been exposed to international and cross-cultural content in the curriculum. Given the complexity of cross-cultural interactions and the challenges inherent in international careers, are these responses a sign that the curriculum has failed to convey that very complexity? Should the students not be able to predict the challenges implicit in international work? While the researcher whole-heartedly supports student interest in international careers, these student responses, perhaps simply the hubris of youth, may more ominously be a sign of the failure of institutional efforts to truly internationalize the curriculum. Intersecting both education and psychology, this is a question worthy of further exploration and essential to understanding the dynamic of students’ career choices.

As indicated in the literature review, career counseling is not one of the typical institutional approaches to campus internationalization. Those conducting large-scale surveys, such as the American Council on Education, might consider including questions in their surveys on the extent to which institutions assist students in pursuing international careers. At this time, no such nation-wide data is available, yet it is essential
for understanding the effectiveness of internationalization efforts and the degree to which institutions are successful at preparing students to work internationally.

To corroborate the findings of this study and examine their applicability to other settings, a study of students across institutions is also needed to consider the effects of institution size, geographic region, and other population variables on student interest in international careers. It is essential that scholars and practitioners understand both the similarities across institutional settings, and the differences, so that effective curricula can be developed to meet students’ needs. Studies might also examine the role of international career exploration as it is offered in other countries, and the lessons that could be learned by U.S. educational leaders.

This study indicated several demographic differences that could be better investigated with a study larger in scale. As educators become more sophisticated in their approaches to preparing students for professional and civic engagement in a globalized world, it will be necessary to understand whether particular groups, based on gender, ethnicity, age, major, etc. relate to international careers differently and whether preparatory curriculum needs to be modified for each group.

Finally, in connecting theory to practice, the results of this study suggest several avenues for further exploration. The study should be replicated with variations on the module to identify the most effective interventions. Introductory modules targeted at first-year students could be developed. Major-specific modules could also be tested. This is an important role that practitioners could take on, sharing their results in collegial conversations and presentations at professional conferences, in addition to publication of
the results. Ultimately, a better understanding of international career exploration interventions, when shared, will help improve instruction and support students in their professional pursuits.

Conclusion

Across the nation, colleges and universities have committed to preparing students for professional and civic engagement in a globalized world. This commitment is shared by the federal government and explicitly referred to in federal legislation as a compelling U.S. policy interest. Further, this commitment is matched across the nation by high levels of student interest in gaining international experience and exploring international careers. Yet, despite the conceptual agreement, there is little evidence that graduates of U.S. colleges and universities have developed the career capital necessary to pursue an international career.

This study suggests that existing efforts could be improved by offering an international career exploration module, not just to the select few students who study abroad, but to all undergraduates across the institution. Such a module is cost-effective and easily implementable, and can complement existing curricular efforts by focusing on providing students with the resources and networks that are an essential part of career capital.

Nationally, the U.S. government in its promotion of programs to create globally competent graduates needs to ensure that the knowing whom of career capital is part of its approach. Therefore, in legislation and funding, specific provisions should be made to address this priority. Further, the federal government is well positioned to develop and
distribute curricular materials that provide students with the knowledge, resources, and information that they need to take the first steps in pursuing international careers.

As the nature of careers continue to evolve and become international in nature, not just among the largest multinational corporations, but even among small and mid-size organizations, it is imperative that the U.S. education system prepare students for professional and civic engagement in an international context. Having undertaken the commitment to prepare students to engage in the increasingly interconnected international arena, it would be a failure of leadership in both the institutional and federal context to graduate even a single student who dreams of working internationally but does not know how to initiate the process or where to turn.
APPENDICES

Appendix A
Pre-Test

Student Interest and Knowledge of International Careers

Identification Code:
This information will be used by the researcher to match your beginning-of-the-semester survey with your end-of-the-semester survey (if you choose to take it). At no time will the researcher attempt to “figure out” who you are.

Please write your four-digit birthday (month-month-day-day) followed by your middle initial. For example, if your birthday is March 14, and your middle name is Sam, you would write 0314S. (If you have no middle name, please use your first initial.)

___   ___   ___   ___   ___

Demographic Information:
Your answers to these questions will be provided in the published results only in aggregate form – that is the researcher will identify how many men vs. women participated in the study, etc. No information that could identify an individual will be made public.

Gender:
_____ Female    _____ Male    _____ Other gender identity/Prefer not to say

Ethnicity (check all that apply):
_____ American Indian    _____ Native Hawaiian/Pacific Islander
_____ Asian    _____ White
_____ Black/African American    _____ Other/Prefer not to say
_____ Hispanic/Latino    _____ International Student (temporarily in United States)

Optional:
Specify your specific ethnicity (Hmong, Filipino, Mexican, etc.): ______________________

Age:
_____ 18 – 21 years old    _____ 22 – 25 years old
_____ 26 – 29 years old    _____ 30 years old or older
Year in School:
Based on units completed (including transfer units)

_____ Freshman (0-29 units)               _____ Junior (60 to 89 units)
_____ Sophomore (30-59 units)             _____ Senior (90 or more units)

Major:
Which of these areas best describes your major? If you have more than one major, you may indicate more than one category. If your major is undeclared, leave blank.

_____ Agriculture
_____ Behavioral and Social Sciences
_____ Business
_____ Communication and Education
_____ Engineering, Computer Science, Construction Management
_____ Humanities and Fine Arts
_____ Natural Sciences (including Nursing)
_____ Interdisciplinary Studies
Survey Questions

*These questions ask about your interest and knowledge of international careers.*

Definition of an International Career:
For the purposes of this survey, an international career is defined as a series of related jobs that take place in one or more countries outside the United States, or within the United States but with a substantial international focus.

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<th>Question</th>
<th>Not at all</th>
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<tr>
<td>How interested are you in having an international career?</td>
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<td>How likely are you to have an international career?</td>
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<td>How knowledgeable do you feel about knowing where to find job announcements for international positions?</td>
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<tr>
<td>How knowledgeable are you about international career options related to your major?</td>
<td>1</td>
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<tr>
<td>How knowledgeable are you about international career options in fields beyond your major?</td>
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<td>How confident do you feel in your ability to be successful if you were to work internationally?</td>
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<tr>
<td>How often have faculty talked to you in class about international career options?</td>
<td>1</td>
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<tr>
<td>How often have faculty talked to you individually about international career options?</td>
<td>1</td>
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<td>How often have you initiated conversations with faculty about international career options?</td>
<td>1</td>
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<td>How often have you visited the Career Center?</td>
<td>1</td>
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<tr>
<td>How often have you talked with Career Center staff about international career options?</td>
<td>1</td>
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<tr>
<td>How often have you seen or heard announcements of presentations on international careers on campus?</td>
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</table>
Open-Ended Questions:

What, if anything, makes you likely to pursue an international career?

What, if anything, makes you unlikely to pursue an international career?

Thank you for taking the time to complete this survey!
Appendix B
Post-Test Variation 1

Student Interest and Knowledge of International Careers

Identification Code:
This information will be used by the researcher to match your beginning-of-the-semester survey (if you took it) with your end-of-the-semester survey. At no time will the researcher attempt to “figure out” who you are.

Please write your four-digit birthday (month-month-day-day) followed by your middle initial. For example, if your birthday is March 14, and your middle name is Sam, you would write 0314S. (If you have no middle name, please use your first initial.)

_____   _____   _____   _____   _____

Participation in International Career Exploration Module:

How many of the class sessions on international careers did you attend?

_____ 0               _____1                _____2

Did you complete the assignment to find an international job announcement and share it with your classmates?

_____ Yes               _____No
Survey Questions: *These questions ask about your interest and knowledge of international careers.*

Definition of an International Career:
For the purposes of this survey, an international career is defined as a series of related jobs that take place in one or more countries outside the United States, or within the United States but with a substantial international focus.

Please circle your answer:

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<td>How knowledgeable are you about international career options in fields beyond your major?</td>
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<tr>
<td>How knowledgeable are you about entry-level international career opportunities?</td>
<td>1</td>
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<tr>
<td>How confident do you feel in your ability to be successful if you were to work internationally?</td>
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<tr>
<td>How often have you/will you initiate conversations with faculty about international career options?</td>
<td>1</td>
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<tr>
<td>How often have you/will you talk with Career Center staff about international career options?</td>
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Open-Ended Questions:

What, if anything, makes you *likely* to pursue an international career?

What, if anything, makes you *unlikely* to pursue an international career?
What, if anything, could the University or your faculty do to support your readiness for an international career?

How did participation in this international career exploration module affect your career thoughts/goals?

Thank you for taking the time to complete this survey!
Appendix C
Post-Test Variation 2

Student Interest and Knowledge of International Careers

Identification Code:
This information will be used by the researcher to match your beginning-of-the-semester survey (if you took it) with your end-of-the-semester survey. At no time will the researcher attempt to “figure out” who you are.

Please write your four-digit birthday (month-month-day-day) followed by your middle initial. For example, if your birthday is March 14, and your middle name is Sam, you would write 0314S. (If you have no middle name, please use your first initial.)

Survey Questions: These questions ask about your interest and knowledge of international careers.

Definition of an International Career:
For the purposes of this survey, an international career is defined as a series of related jobs that take place in one or more countries outside the United States, or within the United States but with a substantial international focus.

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<th>Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often have you/will you initiate conversations with faculty about international career options?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>How often have you/will you talk with Career Center staff about international career options?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
Open-Ended Questions:
What, if anything, makes you likely to pursue an international career?

What, if anything, makes you unlikely to pursue an international career?
What, if anything, could the University or your faculty do to support your readiness for an international career?

Thank you for taking the time to complete this survey!
Appendix D
Consent to Participate in Research

Consent to Participate in Research

Dear Student,

You are being asked to participate in research that will be conducted by Katherine Punteney, a student in the Doctorate in Educational Leadership program at California State University, Sacramento. Katherine is also an adjunct faculty member and a full-time staff member at California State University, Chico. The purpose of the study is to investigate students’ interest and knowledge of international careers.

You are being asked to take two surveys, one near the beginning of the Fall 2010 semester and one near the end of the Fall 2010 semester. Each survey will take approximately 10 minutes to complete. Both surveys will ask you questions about your interest and knowledge of international careers. Participation in this research is entirely voluntary and there are no benefits or risks anticipated if you choose to participate. Please note that you may skip any question(s) on the survey if you are not comfortable answering. Also, you may stop your participation at any time.

Your survey responses are confidential and will be kept in a locked cabinet to ensure the privacy of your information. The published results of this research will not include any information that could identify you.

If you have any questions about this research, you may contact Katherine Punteney at (530) 898-5408 or by e-mail at kpunteney@csuchico.edu.

You may decline to be a participant in this study without any consequences. Your signature below indicates that you have read this page and agree to participate in the research.

__________________________________________  ______________________
Signature of Participant                     Date

__________________________________________
Name of Participant (please print)
Appendix E
International Career Exploration Module: Lesson Plans

International Career Exploration Module: Lesson Plans

Objectives
The objectives of the module are to:

- Inspire students to pursue international careers (encourage, motivate, and build confidence)
- Reduce any anxiety students might have about pursuing international careers
- Increase students’ knowledge of online and print resources including job and internship listings
- Increase students’ knowledge of resources available through the campus career center
- Increase students’ knowledge of alumni networks that they can use for networking purposes
- Inform students of specific entry-level international job and internship positions in a variety of fields

Lesson One (in classroom)

1) Introduction (3 min): Introduce objectives of module

2) Video (15 min): Show video montage of people talking about international careers. Ask students if there is someone they can relate to or a clip that intrigues them. The researcher may also share a few anecdotes from her international work experiences.

3) Discussion (10 min): The researcher will define an international career as a series of jobs, in the U.S. or outside the U.S. or both, with a substantial international component. With that definition in mind, students will be divided into small groups and asked to brainstorm what makes an international career different from a U.S. based career. Groups will share out their ideas for the whole class, and the researcher will share the Caligiuri (2006) framework.

4) Discussion (15 min): In the same small groups, students will discuss what makes them likely and unlikely to pursue an international career. Representatives of the small groups will be asked to share their thoughts with the whole class. The researcher will summarize common themes and address the concerns and hopes of the students.
5) **Lecturette (15 min):** Next the researcher will deliver a presentation based on the literature review of common pathways to international careers, and share online resources and job listings that may be of interest to students.

6) **Homework (5 min):** Researcher explains the homework assignment for the next class, which is to search for and bring in an international job or internship announcement that the student would be interested in applying for. It could be either an entry-level position, or more aspirational.

Lesson Two (in Career Center)

1) **Arrival & Introductions (5 min):** The researcher introduces the career center counselor who will assist in running the session.

2) **Small Group Discussion (10 min):** Students share the job descriptions they found in small groups.

3) **Full Class Discussion (10 min):** Volunteers are requested to share what they found with the whole class. Discussion facilitated by the researcher.

4) **Lecturette (5 min):** The career counselor gives a presentation on the print and online resources available in the career center, and the services they provide that can help students seek international careers.

5) **Lecturette (20 min):** The counselor presents information on how to get in contact with campus alumni who are currently or who have previously worked internationally, or in internationally-related careers using *Linked In*.

6) **Opportunities (15 min):** The researcher and career counselor highlight selected international internship opportunities that may be of interest to the students. These are opportunities for which recruiters visit the campus during the year.

   a. Peace Corps Master’s International  
   b. ICE  
   c. Department of State  
   d. Camp Adventure  
   e. JET

7) **Questions (10 min):** Time will be left at the end of the presentation for students to ask questions of the researcher or the career counselor.
Appendix F
International Career Exploration Module: Lecturette

Exploring International Careers

Katherine Punterney
October 2010

What is an International Career?

A series of related jobs that take place in one or more countries outside the United States, or within the United States but with a substantial international focus.

Video

http://moje.csuchico.edu/Faculty/WDanto na/aast300/InternationalCareers.mov

Katherine's Career Path: College Study Abroad

University of Puget Sound, Faculty Program

Working with Japanese Students in U.S.

Mukogawa Fort Wright Institute
Spokane, Washington

Teaching English in Japan

Mukogawa Women's University
Junior High & High School
Nakajima, Japan
Research on International Careers

Institutional Commitment

The American Council on Education gathered data in 2008 from 1,082 U.S. institutions:

- "Does your institution's mission statement specifically refer to international or global education?"

  Yes:
  - Doctorate-granting (89%)
  - Master's (83%)
  - Baccalaureate (43%)
  - Associate's (27%)
  - Total (39%)  

(American Council on Education, 2008)

Student Interest

- ACE Survey of 1,500+ college-bound high school students:
  - 65% were certain or fairly certain they will participate in study abroad
  - 35% planned to participate in an international internship.
  - 37% were very interested in acquiring career-related work experience in another country.

(American Council on Education, 2008)

Global Competency

Knowledge, skills, and attitudes of a professional with a global mindset...

- Values diversity and finds the unique differences in a meaningful way
- Understands and integrates concepts in complex environments
- Identifies values and prescriptions
- Expressed institutional mission in a global level
- Contexts that present issues beyond their immediate geographical realm and in other contexts
- Makes contextual connections
- Be a partner for managing complexity
- Analyzes issues of global integration and local organizations
- Monitors worldwide resources to capitalize on opportunities
- Understands information systems and intercommunications

(Kendis & Khidhr, 1998)

Global Competency

- "The prevailing wisdom of the late 20th century was that organizations could build loyal workforces socialized in organizational careers. Under this model, global careers were limited largely to expatriate assignments, conceptualized as international segments of organizational careers."

- "Deinstitutionalization of careers in the restructuring of the 1970s and 1980s caused a major revision of the organizational careers view. Careers appeared increasingly to be under the control of the individual rather than the organization, and became boundaryless, meaning that they crossed traditional organizational boundaries."

(Carr, Isackson, & Thorn, 2005)
Boundaryless Careers

- The nature of global work is shifting away from a model of hierarchy, efficiency, and controlled movement to a model of teamwork, partnership, and decentralization. (Seda & Mabert, 1999)
- It is no longer just the largest multinational corporations that are global in scope; instead, even small and medium organizations are likely to have some combination of foreign affiliates, partners, employees, shareholders, or customers. (Chapman, 2004)
- Organizations are increasingly using other methods of meeting workforce needs such as short-term assignments, localized transfer, international consulting, and extended business travel. (Cappellesi & Motz, 2003)

Impact of Study Abroad

- Survey of 3,100+ students from 500+ colleges who had studied abroad from 1990-1996:
  - 73% participated in an internship or field experience abroad, of those 85% agreed that it "enhanced or influenced my career."
  - 65% agreed that the study abroad experience "enhanced my understanding of a career direction/choice"
  - 63% agreed that study abroad enhanced ability to speak foreign language used in the workplace"
  - 49% agreed "provided me with an internship experience that shaped my career path."
  - 17% agreed "influenced me to get a job overseas."
- (Rust & Gilmore, 2003)

Impact of Study Abroad

- The characteristics of study-abroad programs that seem to lead to global work are:
  - Language of instruction other than English (85% more likely)
  - Lower program (full year programs 45% more likely)
  - Taking host university courses (45% more likely)
  - Participating in internships while abroad (30% more likely)
  - More likely if they lived with host family
- (Mesh & Gilmore, 2003)

Career Pathways

Interviews with 40 American expatriates working in 25 for-profit companies in Hong Kong, Taipei, Beijing, Tokyo, and Seoul.

Top 3 strategies were:
1. Obtain work in MNC's by company recommendation
2. Study abroad at U.S. based program
3. Study foreign language
4. Move to foreign country of choice and actively seek employment
5. Change in international team
6. Change in domestic team
7. Find international business mentors
8. Study in an international business relations major
9. Study abroad in foreign based program
10. Teach English abroad

Note: These interviewees disavowed international non-profit work as a way to get into international business

Three predicted outcomes were not found:
- Working in U.S. in international trade, regular international correspondence, U.S. based travel and temporary employment.

(Visco, 2003)
Career Pathways

**Taxonomy of self-initiating career paths:**

<table>
<thead>
<tr>
<th>Sample Experience</th>
<th>Sample Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study abroad in a foreign country</td>
<td>Foreign Serviceinternship</td>
</tr>
<tr>
<td>Foreign language study</td>
<td>Foreign language study</td>
</tr>
<tr>
<td>Internship in a multinational company</td>
<td>Internship in a multinational company</td>
</tr>
<tr>
<td>Military service</td>
<td>Military service</td>
</tr>
<tr>
<td>Volunteer abroad</td>
<td>Volunteer abroad</td>
</tr>
<tr>
<td>Teach English abroad</td>
<td>Teach English abroad</td>
</tr>
<tr>
<td>Network with alumni</td>
<td>Network with alumni</td>
</tr>
<tr>
<td>Go abroad and get whatever work you can find (teaching, restaurant, etc.)</td>
<td>Go abroad and get whatever work you can find (teaching, restaurant, etc.)</td>
</tr>
</tbody>
</table>

**Ways to Find Work Abroad**
- Get a job with a U.S. company or organization that does overseas work
- Get a job with a foreign company or organization that works in the U.S.
- Get an internship abroad
- Volunteer abroad
- Do freelance work
- Teach English abroad
- Network with alumni
- Go abroad and get whatever work you can find (teaching, restaurant, etc.)

**Where to Find International Careers**
- US Agency for International Development
  - Agricultural/rural development
  - Contract/commodity managers
  - Democracy officers
  - Education officers
  - Human resource officers
  - Environment/natural resources
  - Financial managers
  - Health/population/nutrition officers
  - Housing/urban development
  - Private enterprise officers
Federal Government (Cont.)

- Foreign Service/Department of State
  - Talks: Political, Economic, Administrative, Consular, Public diplomacy
- Public Diplomacy & Public Affairs/DOS (formerly US Information Agency)
- International Broadcasting Bureau (includes former Voice of America)
- Export-Import Bank of US

Federal Government (Cont.)

- US Dept of Commerce
  - Office of Market Access and Compliance
  - Office of Trade Development
  - Office of Import Administration
  - Bureau of Export Administration
  - Foreign Commercial Service
  - Office of the Deputy Assistant for Tourism
  - Economics and Statistics Administration
  - National Telecommunications and Information Administration/Office of International Affairs
  - National Oceanic and Atmospheric Administration (NOAA)

Federal Government (Cont.)

- US Dept of Agriculture
  - Foreign Agriculture Service
- US Dept of Energy
  - Office of Policy and International Affairs
- US Dept of Health and Human Services
  - Office of Refugee Resettlement
- US Dept of Justice
  - Office of International Affairs
- National Science Foundation
  - Division of International Programs

Federal Government (Cont.)

- US Dept of Labor
  - Bureau of International Labor Affairs
- US Dept of Transportation
  - Maritime Administration
  - Federal Aviation Administration
- Environmental Protection Agency (EPA)
- US Dept of Justice
  - Office of International Affairs
  - Drug Enforcement Administration (DEA)

Federal Government (Cont.)

- Office of the US Trade Representative
- US Trade Commission
- Federal Reserve System
- Overseas Private Investment Corporation
- Inter-American Foundation
- Peace Corps
- National Aeronautics and Space Administration
- Library of Congress

U.S. Intelligence

- Central Intelligence Agency (CIA)
- Defense Intelligence Agency
- National Security Agency (NSA)
- Department of Defense (DOD)
  - International Security Affairs Division
- US Citizenship and Immigration Service
  - Immigration and Customs Enforcement
  - Customs and Border Protection
- Federal Bureau of Investigation (FBI)
### United Nations

- United Nations Secretariat Departments (NYC & Geneva)
  - Peacemaking Operations
  - Economic and Social Affairs
  - Disarmament Affairs
  - Political Affairs
  - Public Information
  - Coordination of Humanitarian Assistance
  - Positions related to political analysis, economics, social and humanitarian work, management and finance, public relations, information technology

### United Nations Agencies

- UN Children's Fund (UNICEF)
- UN Conference on Trade and Development
- UN Development Program (UNDP)
- UN Development Fund for Women
- UN Volunteers
- UN Environment Programme
- UN High Commission for Refugees
- UN Institute for Training and Research
- UN Educational, Scientific, and Cultural Organization (UNESCO)

### United Nations Agencies

- UN Fund for Population Activities
- World Food Programme
- IFAD Fund for Agricultural Development
- International Labour Organization
- UN Industrial Development Organization
- World Health Organization
- International Atomic Energy Agency
- World Bank
- International Monetary Fund
- World Trade Organization
- Asian Development Bank

### International Business

**Major US Multinational Corporations:**
- Berkshire Hathaway
- Boeing
- ChevronTexaco
- ExxonMobil
- General Electric
- IBM
- Johnson & Johnson

**Major Non-US Multinational Corporations:**
- British Petroleum
- Daimler Chrysler
- Royal Dutch/Shell Group
- Toyota Motor
- Mitsubishi
- Mitsui & Co.
- Total Fina Elf
- Nippon Telephone & Telegraph

**International Business**

- Merck
- Microsoft
- Pfizer
- Philip Morris Companies
- Procter & Gamble
- SBC Communications
- Wal-Mart Stores
International Business

Major Non-US Multinational Corporations:
- Itochu
- Allianz Worldwide
- ING Group
- Volkswagen Group
- Siemens Group
- Sumitomo
- Marubeni

International Business

Major Consulting Firms:
- A.T. Kearney Inc
- Bain & Company
- Booz Allen Hamilton
- Boston Consulting Group
- McKinsey and Company
- The Monitor Group
- Accenture
- PricewaterhouseCoopers
- Deloitte & Touche Consulting
- Cap Gemini Eternis & Young
- Bearing Point

Non-Profit Organizations/ NGOs

Research and Think Tanks:
- The Brookings Institution
- Carnegie Council on Ethics and International Affairs
- Carnegie Endowment for International Peace
- Center for Strategic and International Studies
- Council on Foreign Relations
- East-West Institute
- Institute for International Economics
- International Center for Research on Women
- International Development Research Center
- Social Science Research Council
- Worldwatch Institute

Non-Profit Organizations/ NGOs

Region Specific Organizations:
- American Council on Germany
- American Jewish Committee
- Asia Foundation
- China Institute in America
- Council of the Americas
- Middle East Institute
- Near East Foundation
- Operations Crossroads America

Non-Profit Organizations/ NGOs

International Development Organizations:
- American Friends Service Committee
- Catholic Relief Services
- Center for Development and Population Activities
- Institute for Sustainable Communities
- Christian Aid
- Food First
- InterAction
- Oxfam-America
- Save the Children
- Trickle Up Program

Non-Profit Organizations/ NGOs

Environment, Energy, and Population:
- Conservation International
- Environmental Defense
- Family Care International
- Greenpeace
- International Institute for Sustainable Development
- International Planned Parenthood Federation
- Nature Conservancy
- Population Council
- Rainforest Alliance
- Sierra Club
- World Wildlife Fund
Non-Profit Organizations/ NGOs

Relief, Refugee Assistance, Human Rights:
- Amnesty International
- Bread for the World
- Center for Independent Living
- Freedom from Hunger Foundation
- Human Rights Watch
- International Federation of Red Cross and Red Crescent Societies
- International Rescue Committee
- Refugees International
- World Concern

Media & Communications

Wire Services:
- Agence France-Presse, Associated Press, Bloomberg, Reuters, United Press International

Newspapers:

Magazines/Journals:

Media & Communications

Broadcasting:
- ABC, BBC World Service, CNN, CBS, Corporation for Public Broadcasting, Fox News, NBC, CNBC, NPR

Online Media:
- Slate, News.com, Ananova

Advertising:
- J. Walter Thompson Company, BBDO Worldwide, Bonwell Worldwide, Ogilvy & Mather, Saatchi & Saatchi

Public Relations:
- Burson-Marsteller, Edelman, Hill and Knowlton, Ruder Finn

Education Careers

Teaching Abroad:
- Overseas American Schools
- European Council of International Schools
- International School Services
- Peace Corps
- WorldTeach
- Volunteers in America
- Japan Exchange and Teaching Program (JET)
- Others: see Devan's ESL Café, NOVA group, ADON Corporation, TEFL Placement Service

Education Careers

Educational Development/Cultural Exchange:
- American Council on Education
- American-Midwest Educational and Training Services (AMIDEAST)
- American Field Service
- Council on International Educational Exchange
- Experiment in International Living
- Institute of International Education
- Sister Cities International
- World Learning
- World Education

Health Care

Global Health Organizations:
- Bexford Blake Thomas
- CANADEM
- Helen Ziegler and Associates
- International Health Exchange
- International Hospital Recruitments
- Doctors without Borders
- Project Concern International
- Trillium Human Services
- International Red Cross
Websites for More Information

http://www.csuchico.edu/international/student/careers.shtml
http://www.csuchico.edu/international/student/internships.shtml
http://www.csuchico.edu/careers/students-alumni/get-a-job/online-postings.shtml#international

Future Outlook

"It will become normal to live in other countries for periods of time, and to travel between them in careers that are cumulative and cosmopolitan. Talent will flow regularly between countries."

"Individuals may be able to retain a sense of national identity, but more and more will become dual- or multiple citizens, or even conceptualize themselves as citizens of the world, with careers that are not just international, but truly global."

(Carr, Dobson, & Theria, 2003)

Questions?

Next Class

• Next Class: Meet in Career Center, SSC 270
• Continue discussion of types of international jobs, discuss how to find Chico alumni, learn about recruiters that will be coming to CSU, Chico
• Homework: Bring an international job or internship announcement

References


References

REFERENCES


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