“Money Will Make Me Go Anywhere”

And Other Student (Mis)Perceptions of International Careers

Katherine Punteney, Ed.D.
Monterey Institute of International Studies
Agenda

- Introduction
- Research Literature
- Study of Undergraduate Interest in Int’l Careers
  - Research Design
  - Research Findings
  - Recommendations from Students
- Lunch Activity
- Discussion/ Questions
Girl Scout International Events
Study Abroad

University of Puget Sound, Pac-Rim 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
Nishinomiya, Japan
M.A. in International Education

SIT Graduate Institute, Brattleboro, VT
Concentration: Educational Exchange Management
India: International Events

Sangam World Center

World Association of Girl Guides and Girl Scouts

Pune, India
International Service-Learning

Sangam World Center,

World Association of Girl Guides and Girl Scouts;

Pune, India
International Student Services
California State U., Chico

Recruitment, Admission, Orientation, Advising, Alumni
Campus Internationalization
California State U., Chico

Curriculum
Advancement
Communications
Faculty/Staff Development
Integrating Int’l Students
Service-Learning & Internships
GE curriculum revision
Ed.D. in Educational Leadership

Dissertation: Inspiring Students’ Pursuit of International Careers, CSU, Sacramento
Monterey Institute of International Studies (MIIS)

Private, Master’s Level Graduate School of Middlebury College
800 students

Degrees in:
- TESOL
- Int’l Business MBA
- Public Administration
- Environmental Policy
- Translation and Interpretation
- Nonproliferation and Terrorism Studies
- Int’l Education Management
Developed M.A. in International Education Management and launched program in 2012

Preparing students for careers in:

- Study Abroad
- Work, Intern, Volunteer Abroad
- International Student Services
- Citizen Diplomacy
- Government Agencies
- Language Programs
Introduction to International Careers
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.
What Makes an International Career Unique?
<table>
<thead>
<tr>
<th>Tasks unique to global careers...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work with colleagues from other countries</td>
</tr>
<tr>
<td>Interact with external clients from other countries</td>
</tr>
<tr>
<td>Interact with internal 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>
</tr>
<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>
</tr>
</tbody>
</table>

(Caligiuri, 2006)
Research on International Careers
ACE Survey of 1500+ college-bound high school students:

- 55% 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)
Institutions including a reference to international or global education in their mission statement:

- Doctoral level (54%)
- Masters level (41%)
- Baccalaureate level (42%)
- Associate level (22%)

Source: American Council on Education (2013)
Typical Internationalization Activities

- Internationalize the Curriculum
- International Students
- Study Abroad
- Foreign Languages
- International Service-Learning
- Internships and Work Abroad
- Faculty Travel Overseas
- Institutional Partnerships
- International Development
Global Competency

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

- Values diversity and is able to leverage differences in a meaningful way
- Understands and recognizes complex patterns in complex environments
- Instills values and inspires others
- Builds and maintains organizational networks at a global level
- Extends their personal space beyond their immediate geography in real terms as well as in relationships with others.
- Makes emotional connections
- Has a capacity for managing uncertainty
- Balances tensions of global integration and local responsiveness
- Mobilizes worldwide resources to capture market opportunities
- Uses technology, information systems, and telecommunications

(Kedia & Mukherji, 1999)
American Council on Education (Green & Shoenberg, 2006)

A globally competent student graduating from our institution…

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

“Destabilization of careers in the restructuring of the 1980s and 1990s 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, Inkson, & Thorn, 2005)
The nature of global work is shifting away from a model of hierarchy, efficiency, and centralized control to a model of teamwork, partnership, and decentralization. (Kedia & Mukherji, 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 suppliers, partners, employees, shareholders, or customers. (Caligiuri, 2006)

Organizations are increasingly using other methods of meeting workforce needs such as short-term assignments, localized transfer, international commuting, and extended business travel. (Cappellen and Janssens, 2005)
Boundaryless Careers

The boundaryless global career is described 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, & Thorn, 2005)
Surveys of 3700+ students from 500+ colleges who had studied abroad from 1950-1999:

- 17% participated in internship or field experience abroad, of those 63% agreed that it “assisted or influenced my career”
- 62% agreed that the study abroad experience “ignited interest in a career direction pursued”
- 65% agreed that study abroad experience “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”

(Norris & Gillespie, 2002)
Impact of Study Abroad

- Of all respondents, 48% reported working or volunteering in a globally oriented position at some point since college.
  - Types of positions: private industry (21%), education (14%), NGO employee (8%), NGO volunteer (8%), U.S. government employee (5%), Consultant (4%), other government employee (2%), other (6%)

- Comparing study abroad participants in the 50s and 60s, to those in the 90s, the ones in the 90s were:
  - Almost two times as likely to have been influenced to get a job overseas
  - Three times more likely to have worked for a MNC
  - Twice as likely to have worked in a private industry with an international component
  - Ten times more likely to have participated in an internship while studying abroad

(Norris & Gillespie, 2002)
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)
- participating in internship while abroad (20% more likely)
- more likely if they lived with host family

(Norris & Gillespie, 2002)
Interviews with 48 American expatriates working in 38 for-profit companies in Hong Kong, Taipei, Beijing, Tokyo, and Seoul.

Top ten strategies were:
1. Obtain work at MNC at company HQ
2. Study abroad in U.S. based program
3. Study foreign language
4. Move to foreign country of choice and actively seek employment
5. Engage in international travel
6. Obtain international internship
7. Find international business mentor
8. Study in an international business/relations major
9. Study abroad in foreign based program
10. Teach English abroad

Note: Those interviewed discouraged 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 tourism employment.

(Vance, 2005)
## Career Pathways

### Taxonomy of self-initiating career paths:

#### Phase 1: Foundation Building

<table>
<thead>
<tr>
<th>Exposure</th>
<th>Immersion</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Tourist Travel</td>
<td>• Study Abroad (Foreign-Based Program)</td>
</tr>
<tr>
<td>• Host Family for Foreign Students</td>
<td>• International Internships</td>
</tr>
<tr>
<td>• Foreign Language Study</td>
<td>• Government Foreign Service (working abroad)</td>
</tr>
<tr>
<td>• Participation in International Relations Activities (e.g., Clubs, Associations)</td>
<td>• Foreign Missionary / Humanitarian Service</td>
</tr>
<tr>
<td>• Study Abroad (US-Based Program)</td>
<td></td>
</tr>
<tr>
<td>• Foreign Military Service</td>
<td></td>
</tr>
<tr>
<td>• Study in International Business or Foreign Relations Program</td>
<td></td>
</tr>
<tr>
<td>• Work for Foreign Government or Agency in Home Country</td>
<td></td>
</tr>
<tr>
<td>• Work for Foreign MNC in Home Country</td>
<td></td>
</tr>
</tbody>
</table>

(Vance, 2005)
### Phase II: Specific Preparation

- Networking
- Find and Develop Mentor Relationships
- Foreign Language Study
- Develop Marketable Skills for Work Abroad

### Phase III: Securing Foreign Employment

<table>
<thead>
<tr>
<th>Immediate Expatriation Track</th>
<th>MNC Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Networking</td>
<td>• Obtain MNC Employment at Headquarters</td>
</tr>
<tr>
<td>• Actively Seek Employment</td>
<td>• Build Career Development Plan</td>
</tr>
<tr>
<td>• Service at Local Chamber of Commerce Organizations</td>
<td>• Internal Networking</td>
</tr>
<tr>
<td>• Teach English Abroad or Other Temporary Forms of Employment</td>
<td>• Establish Internal Mentor Relationships</td>
</tr>
<tr>
<td>• International Internship</td>
<td>• Seek International Division Employment</td>
</tr>
<tr>
<td></td>
<td>• Virtual Team Assignments</td>
</tr>
<tr>
<td></td>
<td>• Frequent International Work-Related Travel</td>
</tr>
<tr>
<td></td>
<td>• Temporary Assignments Abroad</td>
</tr>
</tbody>
</table>
Absence of purposeful effort to prepare students for international careers as part of internationalization plan

Mission statement goal to prepare students to be useful members of a global society? Were we really reaching the general student body?
International Careers: The Gap between Student Interest and Knowledge

California public university (bachelors/masters)

17,000 students

Residential campus

Small town, population ~70,000

‘Middle of the Road’ in Internationalization:
  • Mission to prepare students “to be useful members of a global society”
  • 3% study abroad, 3% international students
  • No foreign language requirement
Delivered an international career exploration module to undergraduate students
  • in general education courses

Conducted surveys at the beginning and end of the semester:
  • Interest in international careers
  • Knowledge of international career options
Research Questions

How does inclusion of an international career development module in a general education course affect students’:

• Interest in international careers
• Knowledge of international career options
Tested effects of international career exploration module on student interest in, and knowledge of, international careers

- Pretest-Posttest non-equivalent control group design
- 3 groups (classes of students)
- All three groups were upper division social science general education classes
- All groups were given pre and post tests at the beginning and end of the semester
- 2 of 3 groups received module mid-semester
Groups

- **Group 1: Economics (module only)**
  - Focused on U.S. labor market and inequities
  - Received module

- **Group 2: Asian Studies (module and curriculum)**
  - Focused on contemporary issues in Asia
  - Received module

- **Group 3: Asian Studies (curriculum only)**
  - Same curriculum as above
  - Did not receive module
## Demographics

<table>
<thead>
<tr>
<th></th>
<th>Economics (Module Only)</th>
<th>Asian Studies (Curric./ Module)</th>
<th>Asian Studies (Curriculum Only)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Participants (N)</strong></td>
<td>25</td>
<td>29</td>
<td>37</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td>4 (16%)</td>
<td>13 (45%)</td>
<td>8 (22%)</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td>21 (84%)</td>
<td>16 (55%)</td>
<td>29 (78%)</td>
</tr>
<tr>
<td><strong>Asian</strong></td>
<td>0 (00%)</td>
<td>4 (17%)</td>
<td>7 (23%)</td>
</tr>
<tr>
<td>Black/AfricanAm.</td>
<td>1 (04%)</td>
<td>0 (00%)</td>
<td>0 (00%)</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>2 (08%)</td>
<td>0 (00%)</td>
<td>4 (13%)</td>
</tr>
<tr>
<td>White</td>
<td>22 (88%)</td>
<td>12 (50%)</td>
<td>14 (47%)</td>
</tr>
<tr>
<td>Other/Not Say</td>
<td>0 (00%)</td>
<td>2 (08%)</td>
<td>1 (03%)</td>
</tr>
<tr>
<td>Multi-Ethnic</td>
<td>0 (00%)</td>
<td>6 (25%)</td>
<td>4 (13%)</td>
</tr>
<tr>
<td>Int’l Student</td>
<td>1 (04%)</td>
<td>6 (21%)</td>
<td>8 (22%)</td>
</tr>
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## Demographics

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<tr>
<td><strong>Participants (N)</strong></td>
<td>25</td>
<td>29</td>
<td>37</td>
</tr>
<tr>
<td>18 to 21 yrs old</td>
<td>10 (40%)</td>
<td>7 (24%)</td>
<td>10 (27%)</td>
</tr>
<tr>
<td>22 to 25 yrs old</td>
<td>14 (56%)</td>
<td>16 (55%)</td>
<td>20 (54%)</td>
</tr>
<tr>
<td>26 to 29 yrs old</td>
<td>1 (04%)</td>
<td>2 (07%)</td>
<td>6 (16%)</td>
</tr>
<tr>
<td>30 yrs or older</td>
<td>0 (00%)</td>
<td>4 (14%)</td>
<td>1 (03%)</td>
</tr>
<tr>
<td><strong>Freshman</strong></td>
<td>1 (04%)</td>
<td>0 (00%)</td>
<td>1 (03%)</td>
</tr>
<tr>
<td><strong>Sophomore</strong></td>
<td>3 (12%)</td>
<td>2 (07%)</td>
<td>1 (03%)</td>
</tr>
<tr>
<td><strong>Junior</strong></td>
<td>10 (40%)</td>
<td>8 (29%)</td>
<td>9 (24%)</td>
</tr>
<tr>
<td><strong>Senior</strong></td>
<td>11 (44%)</td>
<td>18 (64%)</td>
<td>26 (70%)</td>
</tr>
</tbody>
</table>
### Demographics

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Participants (N)</td>
<td>25</td>
<td>29</td>
<td>37</td>
</tr>
<tr>
<td>Behavioral/ Social Sciences</td>
<td>7 (28%)</td>
<td>4 (15%)</td>
<td>3 (08%)</td>
</tr>
<tr>
<td>Business</td>
<td>11 (44%)</td>
<td>5 (19%)</td>
<td>5 (14%)</td>
</tr>
<tr>
<td>Communication/ Education</td>
<td>0 (00%)</td>
<td>2 (07%)</td>
<td>6 (17%)</td>
</tr>
<tr>
<td>Engineering/ Computer Sci</td>
<td>1 (04%)</td>
<td>6 (22%)</td>
<td>16 (44%)</td>
</tr>
<tr>
<td>Humanities/ Arts</td>
<td>2 (08%)</td>
<td>7 (26%)</td>
<td>2 (06%)</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>2 (08%)</td>
<td>0 (00%)</td>
<td>3 (08%)</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>0 (00%)</td>
<td>3 (11%)</td>
<td>0 (00%)</td>
</tr>
<tr>
<td>Multiple Majors</td>
<td>2 (08%)</td>
<td>0 (00%)</td>
<td>1 (03%)</td>
</tr>
</tbody>
</table>
Limitations

- Sample from single institution
- Participants not randomly selected
- Some demographic groups not well represented
- Survey responses rely on accurate self-reporting
Pre-Test Results
Pre and Post tests delivered to all groups at beginning and end of semester

Survey developed by researcher:
- Demographics
- Past exposure to international career exploration
- Interest in international careers
- Knowledge of international career options
- Motivators and deterrents

Likert-style and open-ended questions
Pre-Test: How interested are you in having an international career?

- Similar responses across groups
- 80% of students report moderate to high interest
Finding 1: Student Interest High, Information Low

- **Pre-Test:** *How likely are you to have an international career?*
  
- **Similar responses across groups**
  
- **66% of students report moderate to high likelihood**
### Finding 1: Student Interest High, Information Low

<table>
<thead>
<tr>
<th>Past Experiences: Mean Responses by Group</th>
<th>Economics (Module Only)</th>
<th>Asian Studies (Curric./Module)</th>
<th>Asian Studies (Curriculum Only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Test:</td>
<td>1=Not at all</td>
<td>3=Sometime</td>
<td>5=Very Often</td>
</tr>
<tr>
<td>How often have faculty talked to you about international career options in class?</td>
<td>2.0</td>
<td>2.14</td>
<td>1.73</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>
</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>
</tr>
</tbody>
</table>
### Finding 1: Student Interest High, Information Low

<table>
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<th>Past Experiences: Mean Responses by Group</th>
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<tbody>
<tr>
<td>Pre-Test:</td>
<td>1=Not at all</td>
<td>3=Sometime</td>
<td>5=Very Often</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>
</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>
</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>
</tr>
</tbody>
</table>
# Finding 1:
## Student Interest High, Information Low

<table>
<thead>
<tr>
<th>Knowledge: Mean Responses by Group</th>
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<tr>
<td>Pre-Test:</td>
<td>1=Not at all</td>
<td>3=Some</td>
<td>5=Very</td>
</tr>
<tr>
<td><em>How aware are you of international career options related to your major?</em></td>
<td>2.72</td>
<td>2.83</td>
<td>2.30</td>
</tr>
<tr>
<td><em>How aware are you of international career options in fields beyond your major</em></td>
<td>2.52</td>
<td>2.59</td>
<td>2.19</td>
</tr>
</tbody>
</table>
## Finding 1: Student Interest High, Information Low

<table>
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<tr>
<th>Knowledge: Mean Responses by Group</th>
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</thead>
<tbody>
<tr>
<td>Pre-Test:</td>
<td>1=Not at all</td>
<td>3=Some</td>
<td>5=Very</td>
</tr>
<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>
</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>
</tr>
</tbody>
</table>
Finding 1: Student Interest High, Information Low

- Pre-Test: How confident do you feel in your ability to be successful if you were to have an international career?

- Similar responses across groups

- 79% of students report moderate to high confidence
Motivations and Concerns
Pre-Test Open-Ended Questions:

- What makes you likely to pursue an international career?
- What makes you unlikely to pursue an international career?
Motivations

What do you think the students said?
Students’ Motivations

Likely: Interest in other cultures

- *Broaden my horizons by delving into different cultures, expand perspectives of human interaction*
- *I am interested in other cultures and people.*

Likely: Connection to students’ majors

- *Later on in my career as a construction manager, there may be opportunities to work in another country.*
- *As a mechanical engineer and hobbiest boater, an international career with multinational naval engineer companies is likely to occur.*
Students’ Motivations

Likely: Love of travel

- The ability to actually get out and see the world! Travelling to various different countries is much more appealing than just sitting in an office all day.
- I love to travel, experience new/different cultures, and have new experiences in general.

Likely: Opportunity to earn a high salary

- Money will make me go anywhere.
- If I were offered an extremely lucrative position, then I probably would.
Other motivators:

- Already speak a foreign language
- Want to learn a foreign language
- Ties to specific countries
- Past experience living or studying abroad
- Desire to help others
- Family and partners encouraging interest in international careers
Concerns

What do you think the students said?
Students’ Concerns

Unlikely: Leaving family and friends

- *I would not like being away from family and friends for extended periods of time*
- *Working in another country does sound fun and exciting, but being away from friends and family would be a big deal.

Unlikely: Lacking foreign language skills

- *Barriers, such as language, are somewhat worrisome.*
- *Some fear of unfamiliar environments. Communication barriers.*
Students’ Concerns

Other concerns:

- Family commitments
- Military commitments
- Challenge of finding a position (esp. certain fields)
- Might be unsafe
- Length of time abroad
- Difficulties adapting to an unfamiliar culture
International Career Exploration Module
International Career Exploration Module delivered in partnership by career center and international education office staff
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
2 sessions of 1 hour and 15 minutes each, offered in consecutive class meetings, mid-semester

Participation in surveys voluntary (informed consent). Participation in module considered part of course curriculum.

Because module was delivered in class time, students attendance grade could have been affected if they skipped it

No other incentive offered to participate
Lesson Plan

Class Session 1: Meet in classroom

- Video of people in international jobs, talking about their work
- Instructor shared stories and photos of her own international work
- Small group discussion: What makes international jobs different from non-international jobs?
- Lecurette on online resources for finding int’l jobs
- Gave homework assignment: find an international job announcement/description of interest
Career Exploration Module

Class Session 2: Meet in career center

- Students shared the job announcements
- Small group discussion of what makes students likely and unlikely to pursue international careers
- Career counselor gave presentation on career center resources specific to international careers
- Career counselor introduced “Linked In”
- Career counselor introduced specific international internship opportunities available
Post-Test Results
Finding 2: Module Increases Student Interest

How does inclusion of an international career exploration module in a general education class affect students’ interest in international careers?

Change from Pre to Post:
- 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?
### Finding 2:
**Module Increases Student Interest**

<table>
<thead>
<tr>
<th>Change (Pre to Post) in Mean Responses by Group</th>
<th>Economics (Module)</th>
<th>Asian Studies (Curric/ Module)</th>
<th>Asian Studies (Curriculum)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Test:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<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>
Finding 2: Module Increases Student Interest

- One-way ANOVA
- $F(2,87) = 7.78, p=.001$
- Effect size small, $\eta^2$ of .152 (15% of difference attributable to module)
- Lavene’s Test of Equality of Error Variances not significant at .301, indicating equal population variance
- Tukey HSD post-hoc test was applied
Finding 3: Module Increases Student Knowledge

How does inclusion of an international career exploration module in a general education class affect students’ knowledge of international career options?

Change from Pre to Post:
- How confident are you that you know where to find job announcements for international positions?
- How knowledgeable are you about entry-level international career opportunities?
- 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?
## Finding 3: Module Increases Student Knowledge

<table>
<thead>
<tr>
<th>Change (Pre to Post) in Mean Responses by Group</th>
<th>Economics (Module)</th>
<th>Asian Studies (Curric/ Module)</th>
<th>Asian Studies (Curriculum)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Test:</td>
<td>1=Not at all</td>
<td>3=Some</td>
<td>5=Very Often</td>
</tr>
<tr>
<td><em>How confident are you that you know where to find job announcements for international positions?</em></td>
<td>1.28</td>
<td>.69</td>
<td>.41</td>
</tr>
<tr>
<td><em>How knowledgeable are you about entry-level int’l career opportunities?</em></td>
<td>.80</td>
<td>.82</td>
<td>.27</td>
</tr>
<tr>
<td><em>How aware are you of international career options related to major?</em></td>
<td>.64</td>
<td>.69</td>
<td>.22</td>
</tr>
<tr>
<td><em>How aware are you of international career options in fields beyond your major?</em></td>
<td>.92</td>
<td>.90</td>
<td>.19</td>
</tr>
</tbody>
</table>
Finding 3: Module Increases Student Knowledge

- One-way ANOVA
- $F(2,87) = 8.82, p<.001$
- Effect size small, $\eta^2$ of .169
  17% of difference attributable to module
- Lavene’s Test of Equality of Error Variances not significant at .519, indicating equal population variance
- Tukey HSD post-hoc test was applied
Finding 4:
No Change to Students’ Motivations or Concerns

- Module seems to have made no impact on what students listed as motivators and concerns
- Responses were almost identical in the pre and post tests
How did participation in the international career exploration module affect your career thoughts/goals?

Provided additional information and resources

- Gave insight on different types of international careers, gave resources to find an area of interest.
- 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.
- 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.
Increased interest in international careers

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

- *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 thinking about having an international career for a couple of years, but not for the rest of my life.*
Student Feedback on Module

- No effect
  - My goals have already been set, not much of an effect.
  - 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.
  - None, but provided interesting information.
  - I’d say my preferences haven’t changed, I’d still like to try out an international career.
Student Recommendations

- What, if anything, could the University or your faculty do to support your readiness for an international career?

- Incorporate international career information into curriculum, especially within major
  - Have people come into classrooms to talk to different majors about how and the perks of doing this.
  - Talk about it in major classes more. I’ve only heard about it in this class.
  - 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.
Offering guest speakers, events, and seminars

- 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 the issue, I think more people would be aware.

- Make presentations about it. Guest speakers with experience.

- When international career opportunities are available, make them known.
Other recommendations:

- Support and expand study abroad programs
- Offer international internship opportunities
- Assistance with finding jobs
  - List of overseas contacts in industry
- Friendship/Buddy programs with international students
- More foreign language requirements
Future Research

- Examine the paradox of students’ high confidence and low knowledge of international careers
- Replicate study at multiple institutions of varying types
- Replicate study with larger sample and greater demographic diversity
- Replicate study with different modules / curricular interventions, including major-specific alternatives
While the module could certainly be refined, it proved to be a low-cost, achievable, effective intervention.

Recommendations for Institutions:
- Reach out to the entire student population
- Partner between Int’l Office and Career Center and develop and deliver a module
- Introduce international careers early in students’ studies
- Incorporate international career information into students’ majors
At your table:

- Share anything you currently do to prepare students for int’l careers.
- Discuss how you would design an international career exploration module for UWM students.
- Discuss other things you could do to prepare UWM students for int’l careers.
Discussion/Questions
References


References


