INTERNATIONAL INTERNSHIPS AS A VEHICLE FOR EMPOWERING STUDENT SUCCESS: A SURVEY OF INTERNSHIP COMPLETERS TO ANALYZE MULTIPLE VARIABLES

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by
Ruth Inman Lee
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ABSTRACT

INTERNATIONAL INTERNSHIPS AS A VEHICLE FOR EMPOWERING STUDENT SUCCESS: A SURVEY OF INTERNSHIP COMPLETERS TO ANALYZE MULTIPLE VARIABLES

by

Ruth Inman Lee

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Graduating U.S. college students are faced with declining employment opportunities because of the economic difficulties our nation currently faces. The eroding job market is a concern for students, but due to globalization there are more opportunities for international employment. How can students capitalize on these opportunities abroad? What types of college experiences will prepare students to become competitive in a global job market? This study was designed to research the outcomes of students who participated in international internships to determine if their experience was beneficial in preparing them or influencing their decision to work in an international setting. This study is unique in that it measures qualitative data from a small sample of students who participated in an international internship with the International Cooperative Education
Program. This study provides specific details of their experiences from both questionnaires and interviews. The former interns reported the internships as life changing, thus recommending to students the benefits of working and living abroad. The implications of this study emphasize to both students and educators the importance of student involvement in international internships to expand their employment opportunities. International internships can facilitate student success by fostering global competency skills, and increasing a student’s marketability in a career in the U.S. or abroad.
CHAPTER I

INTRODUCTION

Historically, U.S. college students graduated with the assurance of securing a job. Today as students prepare for the work force they are faced with significant challenges in securing a job due to the country’s challenging economic problems, combined with many U.S. companies relocating to third world countries. Although our world has become smaller through globalization, which Brown (2008, p. 45) defines as a “growing inter-connection between peoples, nations, cultures, governments, environments, economies and indeterminate global networks”, many college students are not prepared for global careers once they graduate.

Regardless of how one defines the term globalization, its impact has brought many significant changes in how we live. Business leaders, politicians, and scholars disagree about the long-term effects of globalization, whether they are positive or negative. But, one can see the increasing affect on individuals in the U.S. with the exodus of jobs as a result of companies moving to foreign countries.

Providing students with enriching educational experiences can be a daunting task to educators. There is much controversy on how well colleges promote a student’s success. This is a question that is not easily answered. According to Kuh, Kinzie, Schuh, Whitt, and Associates (2010) participating in internships or study abroad programs enrich a student’s education by giving them an opportunity to apply knowledge, gain valuable
skills, and experience cultural diversity. Along with these benefits, according to the authors, students have expressed their experiences abroad as life altering.

There is a growing interest in international careers for college students due to the increase in international travel, open borders in most countries, professional jobs with multinational corporations, and the desire to live overseas. Do students desiring an overseas career enhance their prospects by obtaining an international internship? Will it offer students the opportunity to learn new job skills, gain valuable employment references, develop relationships with international employers and associates, and expose them to a culturally rich experience?

Student Learning in an International Setting

U.S. students have their lives changed through foreign education and employment in another country. Students develop an appreciation for cultures with diverse backgrounds and beliefs, which foster a greater understanding of cultural diversity.

Knight (1994) recommends students develop internationalization skills, which can increase their competitiveness in the expanding global job market. Several of Knight’s (1994, p. 6) recommendations for students include: participate in an international internship and a study abroad program, learn a foreign language, become involved in international programs on campus, and receive intercultural instruction. In addition, there has been research showing the importance of a student’s knowledge of cultural diversity and global competency. Because of the changing global job market, it will be mandatory for students to have a deeper understanding of cultural differences, as
well as, be open to the possibility of relocating to a foreign country, or to work directly with employers or employees who live overseas (Knight, 1994).

Gregersen, Morrison & Black (1998) reported information on the Colgate-Palmolive Company, which has marketed products globally for decades. Their ideal prospect for a marketing position, fresh out of college, is for an individual who has either studied, worked or lived overseas, knows another language besides English, or understands the process of working in a culturally diverse world and has the ability to understand global issues.

International Internships

Graduating students, according to Chalou and Glizzo (2011) will need to develop international skills and cultural competency to successfully compete in the global job market. In addition, international internships are an attractive option and an important educational component to move forward in an international career.

Despite the increase in students participating in international internships, it comprises only a small percentage of students. There is a strong need, according to Chalou and Glizzo (2011) for college personnel to promote and manage these beneficial programs to ensure that more students participate. This will require additional resources to recruit, select, and prepare students for these experiences.

The success of the internship correlates with ensuring that the experience is meaningful to the student. An international internship provides students with the opportunity to develop cultural awareness, in addition to helping them expand and strengthen specific job skills (Chalou & Glizzo, 2011). It also offers students with the opportunity to work abroad, gain interpersonal insights by working in a foreign country,
creates a unique resume, and provides them with greater employment opportunities in the U.S. and overseas.

According to Chalou and Gliozzo (2011) it is critical for universities to develop strong international internship programs. These assist students in gaining international skills to increase their ability to compete in a global job market. In addition, universities need to establish programs to create an overseas experience, which fulfill an academic goal that benefits a student’s time abroad. Financial and academic support is critical for this type of program to succeed. Many of the students who participate in an international program are paid a small amount of money for their services, although the employer may provide room and board. Most students need to purchase their own airplane tickets, but there are international internships with paid positions, which would enable more student access to participate.

Study Abroad Programs

There has been a great deal of research on study abroad programs. According to Vance (2005) one of the most valuable experiences for a college student is to participate in a study abroad program. Furthermore, his research provides evidence of the long-term effects that study abroad programs have on a student’s career choices, as well as, receiving global job opportunities. Dr. Kirwan, believes that student participation in study abroad programs are the best way for a student to compete in a global job market (Bremer, 2006).

With all of the research on the advantages of study abroad programs to internationalize students, this is an accepted reality with 270,604 U.S. students studying abroad in 2009-2010 as reported by the Institute of International Education, (IIE) in 2011.
Statement of Problem

With the impact of globalization, educators can no longer ignore the implications of a changing environment for graduating college students relative to employment perspectives. Students may find it necessary to expand their job search to a global level due to eroding career opportunities in the U.S. There is more of a focus today on the necessity to educate students on global issues, which will influence their ability to engage in a culturally diverse world.

According to Hira (2009), U.S. universities need to implement new and continue with existing international programs to foster student growth in acquiring global competency. Encouraging students to study and work abroad or to obtain an international internship to groom them to work in an international setting can do this.

The problem with international internships is that only a small percent of students participate in them. U.S. students need to be competitive in the global job market, so it is critical for college students to be involved in international affairs. Chalou and Giliozzo (2011) suggest that universities promote international internships as part of a student’s development to greater global understanding and career development to enhance their academic experience.

Purpose of Study

This study will concentrate on qualitative data received from students who have participated in an international internship. This research examines their experiences, as well as the impact in their professional careers following internships completions.
This study examines the experiences of eight former student interns who participated in international internships, and provides a closer look at the outcomes of their experiences abroad. With so many variables of each internship program (training, paid vs. non-paid, preparation for the internship and move, duration of program, language skills needed, and which country the student chooses), this study seeks to provide retrospective qualitative data from former international internship participants.

The primary objective of this research is to determine if the three benefits indicated in the literature as being the primary outcomes of international internships were, indeed, outcomes experienced by the eight individuals studied in this research. Did the international internship provide students with the desire to pursue future international employment? Second, what is the extent of the correlation between students who participated in international internships and the degree to which it influenced their ability to secure future international positions? Third, did students perceive an increase in their cultural competency skills based on their international internship experience?

The significance of this study is to provide educators with relevant insights to enable them to design programs that will be effective and worthwhile for students. It is imperative for college administrators, advisors, faculty, students, and parents to be informed about the value as well as, the advantages of participating in international internships.
Definition of Terms

Globalization
“A growing connection between peoples, nations, cultures, governments, environments, economies, and indeterminate global networks that are ultimately bound by the spherical shape of the earth” (Brown, 2008, p. 45).

Internationalization
“A process that prepares the community for successful participation in an increasingly interdependent world” (Francis, 1993, p. 5).

Global Competence
“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”, as written in Hunter’s Dissertation (Hunter, 2004, p.101).

Cross-Cultural Competence
“Cross-cultural competence in international business is an individual’s effectiveness in drawing upon a set of knowledge, skills, and personal attributes in order to work successfully with people from different national cultural backgrounds at home or abroad” (Johnson, Lenartowicz, & Apud, 2006, p. 530).

Multinational Corporations
“Having operations, subsidiaries, or investments in more than two countries” (American Heritage Dictionary of the English Language).
CHAPTER II

REVIEW OF THE LITERATURE

In assessing the value of international student internships there are several underlying dimensions that need to be addressed. These concerns focus on the changing labor market, how universities are adapting to these changes, and how successful these changes have been in terms of addressing these challenges.

Changing Global Job Market

In debates, lectures, and speeches, the word “globalization” holds many definitions for people. Cohen (2006) believes globalization started in the early 1500’s when countries, such as England and Spain, conquered and traded goods with newfound territories. One could say that globalization began 3,000 years ago in the era of the Greeks, or Romans or in earlier civilizations. No matter when a globalized society began, the job market changed every time a country was defeated and conquered. There are many views in our world about globalization in terms of its scope and how it affects the economy and job market.

Brown (2008) defined globalization as, “A growing interconnection between peoples, nations, cultures, governments, environments, economies, and indeterminate global networks that are ultimately bound by the spherical shape of the earth” (p. 45).
The impact of globalization on U.S. workers and college students is becoming a concern as many companies and employment opportunities are moving overseas (Brown, 2008).

This literature review will help provide information concerning the effects of globalization on workers, specifically, the influence on U.S. college students. In addition to questions concerning the effects of globalization, there are other important issues to look at concerning whether or not our current educational system is preparing our future graduates to be both competitive and competent in today’s international job market.

**Disagreements over Impact of Globalization**

The varied meaning of globalization depends on the context for its use and the topic being discussed. It is a term used with both negative and positive perspectives in respect to our world and its inhabitants. Some look at the connection of people from different spheres involving their business, culture, government, and values as a necessary component to growth and development. Today, new technologies combined with instant and easy access have made the world smaller and brought people closer. Additionally, products such as, electronics, agriculture, and pharmaceuticals, once confined to certain areas, are now available across the globe.

According to Lane,

Globalization is a contested set of phenomena because the countries participating in the process benefit differently. When groups believe that they stand more to gain than to lose, then they endorse globalization. However, when they fear the consequences of globalization, then they oppose it. (2006, p. 4)

Many economists view globalization with optimism because they believe it generates increased benefits to national economies in the form of cheaper products. However, others disagree with that theory, and point to the rising loss of U.S. jobs and
security. The actual number of jobs that have been lost in our country is debated among scholars and economists.

Gregory Mankiw, the former Chairperson of the U. S. Council of Economic Advisors, believed that the long-term effects of moving jobs overseas would not make a huge impact on our economy. In contrast, Alan Binder, the past Vice Chair of the Federal Reserve Board felt that there would be major changes in our economy because of the shift towards outsourcing our jobs to China and India (Coe, 2008).

It is not the intention of this research to determine the effects of globalization in the world or our country. However, there is no dispute that globalization has affected how U.S. companies do business.

**Outsourcing American Jobs**

At an astonishing rate, many U. S. businesses are currently hiring employees in third world countries to increase profits. In contrast to years past, work now can be outsourced to many areas of the world because of advanced technologies. Due to huge improvements in traffic infrastructure, employees are able to reach a destination in a relatively short time span. Hence, with the ease of international travel combined with competition in world markets, and the desire to increase profits, many U.S. businesses are currently hiring employees in third world countries. The heads of several U. S. corporations admitted without reservation, that the successes of their companies no longer depend on hiring Americans. When companies relocate their development, design, or production operations from the United States, they can increase their profit substantially by paying workers less (Hira, 2009).
In the U.S., according to Hafner and Owens (2008) there was a loss of 226,435 jobs in 2003 due to outsourcing. Binder, according to Coe (2008) estimated that up to 29% of technology and information positions were lost to foreign workers. People in India and China are earning much less than the U.S. worker, thus providing an enormous saving to the companies. In the year 2003, the average monthly wages for workers in India, employed by U. S. employers was $700 (Hafner & Owens, 2008). How does this monthly rate compare to what an U. S. citizen brings home from working for the same companies?

In keeping with this trend, Pfizer, one of the largest pharmaceutical companies in the world, moved its research and development operation to India. In fact, there are over forty-four new drugs that are in the process of going through clinical trials in India. As of 2009, Microsoft spent over one billion dollars investing in operations in China. Additionally, Intel has about 2,500 workers in India and has invested over 1.7 billion dollars in its operations (Hira, 2009).

At a United Nations Conference on Trade and Development, attended by the world’s leading research and development specialists, China was the country that most attendees agreed would be the top country for future expansion for the hiring of research and development workers. The Economist magazine sent out a questionnaire in 2007 to over three hundred executives, and according to their findings, the research and development department managers preferred India to other countries for expansion of their operations (Hira, 2009).
Impact on American Workers

Coe believes that despite all of the benefits of a globalized world, American workers worry about what impact globalization means on their living standards with the huge job loss in our country due to outsourcing. There is reason for concern because American jobs are being outsourced to Asian countries at an alarming high rate (Coe, 2008).

According to Hira (2009), Ralph Gomory, a former Senior Vice President for IBM, stated that the goals of his company are not focused on how many American workers they employ or if moving jobs to another country will hinder economic recovery in the United States. Sam Palmisano, IBM’s CEO, now refers to his company as a globally integrated enterprise.

The list continues to grow for American companies moving operations and capital to China and India; another example of this is General Electric Company. Although, the company makes much of its profit from the United States, (approximately 47%) General Electric moved most of their research and development to China and India. It is clear that GE’s move to Asia was based on profit, not on providing outstanding customer service (Hira, 2009).

There are many affects of globalization on U.S. workers, especially now with competition from India, where there are skilled workers willing to work for a smaller salary. As an example, x-ray technicians are receiving sets of slides to view and diagnose a patient from the U.S., or an accountant in India prepares tax returns for U. S accounting firms at a significant reduction in cost. Many software companies now use foreigners to design software for computer programs. According to Coe (2008), if you looked at these
three types of positions that are moving from the United States to third world countries, they were once considered to be higher paying jobs before moving overseas.

The U.S. unemployment rate is at one of its highest points since the Great Depression. The economy may improve over time, but there is also a growing loss of the lower middle class due to fewer factory and low-skill jobs now combined with higher technology positions moving overseas.

Globalization’s Affect on American Students

With our economies becoming globalized, there have been significant changes in how both international and national companies conduct business including their hiring process (Hafner & Owens, 2008). Thus, U. S. graduates will need to expand their job search to a global level due to an eroding U.S. job market.

Fortunately, there are several ways to prepare students to work in an international setting. American universities will need to encourage students to include the international job market in their search for employment by helping them develop the ability to work in a global setting. One of the ways that this can be achieved is by promoting study abroad programs along with encouraging students to learn skills that would make them more competitive in the global job market (Hira, 2009).

According to Kuh et al. (2010) participating in internships, learning a foreign language, or participating in immersion programs enhance educational experiences providing students with cross-cultural experiences that can provide them with adapting and connecting in international settings.

More interest in the educational world has emerged concerning global careers for students. This is seen by the amount of papers, lectures, and symposiums that
concentrate on international careers. One of the motivations for this sparked interest in information on global positions stems from the development of international careers that are no longer short-term assignments (Thomas, Lazarova, & Inkson, 2005).

Twenty years ago, many of the international jobs that were available for Americans were temporary, or for a specific assignment that needed to be completed. International positions are now seen as a more enriching opportunity to develop personal and career goals and lifestyles (Gregersen, Morrison, & Black, 1998).

According to McDonald and Arthur (2004), university students will need to include global job search into their plans for finding available employment opportunities. With the shifting of many corporate positions to other countries, the option of working in another country may become a necessity for some U. S. students.

Gordon (2009) believes that despite the high unemployment rate in the United States, it has been predicted that there will be a demand for highly skilled technicians. Because of the attention of job loss in the low-skill areas, there has been little information, in comparison, regarding the growing need for more workers in the science, engineering, mathematics-based jobs. Hence, our country has also lost high paying jobs to Europe, Asia, and other countries due to a shortage of competent workers with STEM based skills (science, math, and technology). China and India cannot produce enough graduating students qualified to be placed in positions because of their lack of sufficient educational programs and universities to fill the growing need of new positions created in their country. More U. S. businesses will leave the country, opening international positions that need highly skilled workers (Gordon, 2009).
The Electronic Data Systems corporate CEO announced that in the year 2002, they had no workers in third world countries, but six years after that, approximately 43% of their workforce had moved overseas (Hira, 2009).

With this enormous shift of moving jobs to foreign countries, Americans will continue to face the growing burden of job loss in our country. One of the groups most impacted by this change will be on our graduating students. With more U.S. companies moving to international sites, students will need to alter their thoughts about global jobs.

International Job Opportunities for University Graduates

International jobs for U.S. graduates have become a reality today, because of interconnected economies, trade negotiations, and more companies moving their operations to third-world countries. For the students who desire to work in an overseas position, there are many opportunities to help them to develop international credentials and skills. Work abroad programs, international internships, learning a new language, joining international clubs and organizations are a few of the ways that college students can acquire international skills to help them to secure overseas positions.

Meanwhile, Hachey (2008) emphasizes to students the need to explore and research U.S. companies in their specific field of interest, or career goal to discover which ones have international connections. Many of the international jobs based in the U.S. require little foreign travel. But for the students who are intent on living abroad, having foreign travel experience combined with international skills and cultural competency would make a difference in finding international jobs.
There are several ways that students can effectively search for international positions depending on the type of position they prefer. According to Peters-Behrens (1994) with the wave of new global job markets opening, there will be a wave of American students seeking international jobs. Before searching for employment overseas, students need to assess their reasons for seeking an international destination. There are several questions for students to consider first before exploring their options, such as, are they looking for a career building position or do they want to find any position that will allow them to live in another country?

Students often desire to return to live in a country where they have traveled, according to Peters-Behrens (1994). Another reason why students desire to work in a foreign country is to improve their foreign language skills.

The desire to volunteer with an overseas organization, such as the Peace Corps, or working at a humanitarian agency are options that are open to students wanting to live abroad too. In addition, there are also hundreds of international internships available for students by searching the Internet, or contacting various agencies, or college career centers (Peter-Behrens, 1994).

Hachey (2008) suggests that students build their international portfolios by getting involved in international clubs and organizations, participating in a college study abroad program or obtaining an international internship before graduating from college. He also believed that the most effective way a student can gain an advantage in a global position is by working in an international internship in the specific area of business most related to their career goal.
Non-professional International Jobs

There are challenges to students who are searching for non-professional international jobs too. Hachey (2008) stressed that in order for students to find low-skill, minimum wage jobs in a specific country, there are several requirements that must be met in order to live and work in a foreign country. Visa requirements, work permits, writing a resume geared to foreign employment, are several of the obstacles that students are challenged with in seeking international employment.

Students need to travel to the country of choice after researching the prerequisites for working abroad to meet with individual employers. The reason for this suggestion, according to Hachey (2008) is because many of the low-skilled jobs are not advertised on the Internet, and employers prefer meeting with a person before hiring them. Work experience in a foreign country will help the student gain valuable cultural competency skills, and to make contacts for future positions despite having a non-professional job.

Professional International Jobs

U.S. companies hire most graduating American college students pursuing international jobs. In fact, according to Hachey (2008), approximately 85% of U.S. workers who work overseas, actually work with a U.S. based company. It is not a common practice for a foreign-based company to hire a U.S. graduating student unless that student has unique skills and experience. One of the benefits of working for an U.S. company with global operations is that the person hired has the support of the company’s human resource office to apply for visas, work permits, and prepare all of the other documents required to work abroad.
Hachey (2008) emphasizes to students desiring international careers to research U.S. companies who work directly with international companies, or who have overseas offices or firms that obtain contracts to work with international companies.

**Language-based Professions**

Wood (1992) points out that many students find positions overseas teaching and translating or interpreting languages. Students who teach English as a second language need to develop sound techniques to effectively help foreign students learn new language skills. With the interpreting or translating jobs, the need to have knowledge about the foreign country’s economic, historical and cultural background is important to help with the ability to comprehend what is being said to correctly translate (Woods, 1992).

Although teaching English may pay less than a professional position, Wood (1992) believes one can make employer contacts with foreign companies and develop relationships with the locals to help provide new job leads. Vance (2005) listed teaching English in a foreign country as one of the ways to develop international career skills to obtain overseas jobs.

**Preparing Students for International Careers**

There is more of a focus today on preparing students for international careers based on the mass movement of jobs overseas, in addition to the impact of globalization in our world. There are multiple articles that both seek solutions and search for answers on how to educate students to enable them to develop the necessary skills, and mindset in
becoming an international employee. Experts suggest several ways to prepare students for an international career that will be presented in this section of literature review.

Role of Educators in Expanding Student Skills for International Careers

According to Knight (1994), there is a movement towards emphasizing the importance of student’s comprehension of international and intercultural knowledge. There are many motives that facilitate this necessary shift towards incorporating global and international issues and relationships. With the changing national job market moving into a larger global one, it is essential for today’s graduates to be open and receptive to a culturally diverse atmosphere. Not only will students need to have a more in-depth understanding of cultured differences, it will be necessary for them to have the ability to relocate to a foreign company or work directly with employees of an international company.

Dr. William Kirwan, Chancellor of the University System in Maryland, believes that the emphasis on “Global Workforce Development” in education is essential for the overall development of students in preparing them to interact within a global economy. He goes on to emphasize his beliefs that with U.S. students, there should be more of an emphasis on acquiring foreign language skills, in addition to learning about different cultures, traditions, and world history. Today, students no longer need to work in another country to work with people of diverse cultures and different ethnicity (Bremer, 2006).

Bremer (2006) suggests that one of the many steps of developing a global workforce is to incorporate educational plans of teaching intercultural competence to
graduates. David Rippey, Vice President of Research and Development for Healthy Companies International, commented:

Even as boundaries between countries and institutions in the global marketplace are crumbling, cultural barriers are going up, making it imperative to develop a global workforce that can function effectively in this environment and that can support the labor needs of businesses with worldwide operations. (Bremer, 2006, p. 42)

Carol Conway, Director of the Southern Global Strategies Council in North Carolina, emphasizes that learning a second language is important, but the most important factor for succeeding in a global market is the ability to be open-minded. Many U.S. universities continue to prepare students for national jobs in spite of the growing shift to a new era of global jobs. Richard Florida, U. S. public policy expert and best selling author, encourages students to learn more languages too. Several of the languages that he feels will be important in dealing with global governments and economies are Chinese, English, Japanese, Arabic, French, and Spanish. He also stresses the importance of students becoming more competent in the areas of math, technology, science, and computing (Bremer, 2006).

Many universities are developing programs and initiatives for student learning to facilitate their awareness of global issues to help them to compete in the global job market. This movement of international and global awareness has helped to encourage students to consider and prepare for international careers (Bremer, 2006). Faculty members team up with other educators around the world to share ideas, viewpoints and educational success. The boundaries of learning are no longer closed between countries, just as the boundaries to international jobs for students are not restricted as it once was (Bald & Van de Walter, 1998).
McDonald and Arthur (2004) emphasize the importance for students to get involved in international education to help them to integrate into the working world that will incorporate working together with people from other cultures.

Jane Knight, PhD, and former Associate Director of Ryerson International, of Ryerson Polytechnic University (1994, p.3) completed a study on the theory of internationalization including her definition, in which, she stated, “Internationalization of higher education is the process of integrating an international dimension into the teaching/learning, research and service functions of an institution of higher education.” Knight developed a list of activities that would further a students’ development of internationalization, which in turn, would increase their competition into an expanding global job market. Listed below, are Knight’s (1994) recommended foci:

- Student work/study abroad programs
- Curriculum innovation
- International students and scholars
- Faculty/staff exchange and mobility programs
- International development projects
- Joint research initiatives
- International institutional linkages
- Foreign languages
- Area/thematic studies
- Community partnerships
- Intercultural training
- Extracurricular activities and institutional services. (p.6)

According to Vance (2005) the 10 most recognized qualities that were discovered to provide U. S. students with more international job prospects were: working at a multinational corporation, engaging in a U.S. based study abroad program, learning a foreign language, physically moving to the foreign country to look for job opportunities, traveling internationally, participating in an international internships, developing
relationships with a foreign adviser, majoring in international business programs, participating in a foreign study abroad program, and teaching English in a foreign country.

Garfab Consultants suggest that, “International education is a vehicle to impact the skills acquired by students, including both the hard (job specific) and soft (personal, adaptability) skills desired by employers” (MacDonald & Arthur, 2004, p. 1).

Harold Lasswell, a scholar and political scientist at the University of Chicago, felt that in order to internationalize a university, the faculty would need to be internationalized. Lasswell challenged the academic departments in every university to promote internalization to educators and students. He often asked questions concerning the lack of support from faculty in helping students with study abroad issues and encouragement into seeking international opportunities (Stohl, 2007).

Stohl (2007) recounts that in the 1980’s through the 1990’s many universities attempted to bring internationalization to their campuses, such as offering international classes, encouraging international research, and mobilizing international trips for service and learning. But since that time, according to Engberg and Green (2002) schools have failed to accomplish doing so. Fewer students are taking foreign languages than ever before, many 4-year colleges no longer require a second language, and less than 3% of college students participate in study abroad programs.

One of the great supporters of students becoming internationalized was Senator J. William Fulbright. Fulbright desired to increase the awareness of international goodwill, by encouraging students in the fields of education, and science to study abroad. The establishment of the Fulbright program was designed to promote, encourage, and
extend scholarships for students in these fields to have the opportunities to study and research abroad (Stohl, 2007).

**Student Learning In An International Setting**

Traveling to foreign countries can be a life-changing event for students. The world has become smaller with more students seeking new experiences abroad. There are many programs to choose from that will provide students with valuable work experience along with the prospect of developing international skills to help them to compete in today’s global job market.

Wiers-Jenssen (2008) investigated successful techniques that would promote student employment abroad and discovered that one of the most important factors in obtaining employment is to graduate abroad. The studies conducted by Wiers-Jensen (2008) compared student outcomes of those who have studied and graduated abroad versus students who studied abroad and graduated in their home countries and domestic students who neither studied nor graduated abroad. Three to five years after graduation, which provided a reasonable time frame to measure the outcomes of the three groups, the research gave evidence that 1 out of every 5 students were working in an international job who graduated from an international university. This was compared with the analysis of the domestic students working in international jobs, which amounted to 1 out of 50 students. Furthermore, the Weirs-Jenssen study showed the percent of students who were offered international jobs in these three groups. The outcome of this research was: 80% of students who graduated abroad were offered international jobs in comparison to 62% of students who have traveled internationally but graduated from their home countries, and 48% of students who had not traveled abroad (Wiers-Jenssen, 2008). The results of
this study clearly demonstrate why international experiences are an important component for students desiring to work overseas.

With the increase of international careers for U.S. students, there have been numerous studies and articles concerning cultural intelligence and global competency. There are many ways to prepare students to obtain global careers but social factors concerning how a person responds, reacts, interfaces with cultural diversity in a career setting is equally important to the success of working in the global marketplace. The importance of cultural intelligence and global competency will be answered in the next section.

Fostering Global Competency in Students

Global competence is a vital key to learning to interact effectively with different cultures, and to develop relationships that foster open communication and stronger relationships. Hunter, White and Godbey (2006) discuss the disparity of meaning associated in defining what global competency means. Agreement, on the definition would facilitate better understanding in our world where there is a growing interdependence in business, and government.

Hunter (2004) conducted in-depth interviews with people working in international settings, including, human resource managers, United Nations and embassy officials, international educators, and intercultural specialists to develop a description of global competency that would be sufficient to encapsulate the definition. Hunter and the others agreed upon this description of global competency: “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” (Hunter, 2004, p. 101).

Experts agree on the need for developing global competency skills in the international job market to ensure a successful career. Companies are placing more emphasis on securing job applicants who can work amongst culturally diverse populations as they endeavor to excel in an integrated global economy (Vance, 2005). Experts agree on the need for developing global competency skills in the international job market to ensure a successful career. Companies are placing more emphasis on securing job applicants who can work amongst culturally diverse populations as they endeavor to excel in an integrated global economy (Vance, 2005).

Johnson, Lenartowicz, and Apud (2006) use the term, “cross-cultural competence” to describe the ability to work effectively in a cross-cultural environment. For one to become culturally competent, according to Johnson et al. (2006, p. 530) there needs to be a progression to developing this competency that includes three factors: “knowledge, skills, and personal attributes in order to work successfully with people from different national backgrounds at home or abroad.” Individuals must strive toward the development of becoming culturally competent; it is a process of continuous learning.

Based on research by Johnson et al. (2006) they believed that cultural competence can be taught, but certain individual who posses certain personality traits may attain different levels of competency. Byram (1997) emphasized that evaluating one’s experience is only a fraction what is important for one to become globally competent; he believed that a person needs to have the flexibility to leave their comfort zone into unfamiliar territory, and to be able to move into new directions.
Two of the ways that universities can provide international learning experiences are through international internships, and study abroad programs. These programs offered to students can help prepare and groom students with international experience that may help them to open the door into international careers (Bald & Van de Walter, 1998).

More U.S. students may find it necessary to search for international internships and study abroad programs to prepare them both culturally and in terms of skills for a global position. In addition to receiving all of the benefits of international travel, improving or learning a foreign language, and broadening their college experience, the necessity to learn how to work in a global world will become more important. More details on the rewards of international internships, and study abroad programs for U.S. students will be explored in this research.

**International Internships**

A student internship can be used as a successful way to increase knowledge and experience, gain skills, make important contacts, as well as enhance marketability in pursing a career. According to the National Association of Employers, in the 2009 annual Job Outlook survey, (as cited by Gault, Leach & Duey, 2010) 76% percent of employers expressed the desire to hire students with job experience. This is great news for students, according to Gault et al. (2010) because over 85% of employers reported in 2008, that they offer paid internships.

In comparing 500 students, it was discovered that those who participated in internships were offered jobs, on the average, ten weeks earlier than those who had not worked in an internship. In addition, a follow-up was conducted with these students after
several years and the results showed that the students with internship experience were earning 17% more than the others (Gault, et al., 2010). In addition, they discovered that there were also more positive reports of job advancement and overall satisfaction in their current jobs among the students who had completed internships.

An internship is more valuable than filling out several lines on a job application or resume. An internship helps students in discovering values, interests, and goals, thus providing them with experiences on a local or global level as noted by Gavigan (2010). In today’s world, internships are proven to be a successful tool in obtaining career oriented employment. Furthermore, students gain a valuable source of networks to propel them forward into their careers (Callanan & Benzing, 2004).

Because of the multitude of benefits that internships provide students, Chalou and Gliozzo (2011) believe that international internships need to be part of the process of preparing a student for a global career. Moreover, college graduates need to expand their job search on an international level with the increasing availability of jobs in other countries. As our world becomes more global, with borders between countries coming down, international college internships can be looked at as a bridge to success in a career.

As cited in their research on international internships, Chalou and Gliozzo (2011) developed a list of conditions that would help to ensure the success of a college’s international internship program.

- Developing a meaningful academic experience that provides a cross-cultural education and differentiates an international internship from a domestic one.
- Creating opportunities that challenge students on academic, professional, social, and cultural levels.
- Establish true partnerships that include adequate student commitment and university wide engagement.
• Ensure professional placements that match students’ interests and have on-site supervision that lends academic credibility and quality control to the experience. (Chalou & Gliozzo, 2011, p. 1)

Despite few students taking advantage of these internships abroad, there has been a growth of 133% when you look at the academic year of 2008-2009 in comparison to the five years earlier. Students can now find international internships in hospitals, accounting firms, clinics, business and marketing firms, engineering, clinics, schools and many other relevant fields relating to their academic major or interests (Chalou & Gliozzo, 2011).

Bald and Van de Walter (1998) conclude that the advantages for students to participate in international internships are immense. Not only can they provide students with learning experiences in their fields of interest, thus, providing them with valuable training and skills; an international internship will allow a student to live in a setting where global competency skills can be acquired. Students can improve their foreign language skills while they are immersed in a non-English speaking area. Learning about new cultures and traditions can help student’s absorb a more global context of the world. In addition to these benefits, students can make valuable job contacts while working at an internship, which may augment their employment opportunities in the states or in an international setting (Bald & Van de Walter, 1998).

In addition, Bald and Van de Walter (1998) stress the benefits for foreign employers for hiring U.S. students. Some overseas employers view hiring U.S. interns as a way to promote global relationships with the United States. The intern may help to provide English-speaking practice to employees, and family. Also, the sharing of ideas in certain industries can help to provide new insights on business operations or practices.
Despite the time it may take to train and guide an intern, most employers can profit from an internship that has been carefully planned.

**Study Abroad Programs**

According to the Institute for the International Education of Students (IES), recommending students to choose a study abroad program, as part of their curriculum will make the most significant impact on their future career opportunities (Dwyer & Peters, 2004). It has been proven, by IES surveys that students who study abroad have positively influenced their careers; and in turn, it expanded their career opportunities (Dwyer & Peters, 2004).

One of the most valuable experiences in college, according to Vance (2005) is the study abroad program. His research shows evidence that it provides students with international experience that will improve their career choices and prospects.

Bremer (2006) suggests that the value of study abroad programs far exceeds most student and faculty expectations. Dr. William E. Kirwan, chancellor of the University System of Maryland, Adelphi, believes that it is essential for universities to stress the importance of learning about global issues including foreign languages and cultural differences, by participating in study abroad programs. According to Dr. Kirwan, study abroad programs are the most effective way to broaden a student’s success in the current global job market (Bremer, 2006).

The goal of the Southern Global Strategies Council, in Durham, North Carolina, is to encourage U. S. students to become more globally open to opportunities and events. According to Bremer (2006), Carol Conway, director of the Council in North Carolina emphasized the following in relation to study abroad programs,
The experiential learning experience for either U.S. students going abroad or for foreign-born students coming to the U.S. provides them with a deeper understanding of how the world works and how other people think, as well as providing them with the basics for building the capacity to learn throughout life. (Bremer, 2006, p. 42)

Because of the reputation and the benefits of the study abroad programs, asserts Dwyer (2008) the amount of U.S. students enrolled in them tripled in the five years prior to 2001-2002. In the academic year of 2009-2010, 270,604 students participated in study abroad programs (Institute of International Education, 2011).

The International Education of Students (IES) conducted a survey on 14,800 former study abroad participants who had been a part of their program from 1950-1999 to discover the affects of these programs on students. There were more than 3,700 responses and 77% of the participants reported that studying abroad had an important impact on their life. Norris and Gillispie (2005) noted that the majority of the participant’s expressed their experience as making a difference in their career path.

According to the survey conducted by IES, there were common experiences shared by participants who currently work in international careers in comparison to those who do not. Although all respondents had studied abroad, the shared experiences of those that went on to international careers were: lived in a country where English was not the language that was spoken; classes were taught in the language of that country; were in the program for one year; lived with a host family or other foreign students; enrolled in an international internship while living overseas; developed relationships with people who became career contacts; and signed up for classes at the local universities (Norris & Gillispie, 2005).
More recent surveys taken by the IES show that study abroad participants are moving forward into global careers at a faster pace. Additionally, students who participated in the study abroad programs in the 1990’s have doubled the rate of working in a private industry that has international connections (Norris & Gillispie, 2005).

According to the IES Study Abroad Program survey, noted Norris and Gillispie, (2005) former students who have participated in their program and have pursued overseas careers, a majority of them have participated in a study abroad program in a country where they spoke the native language. Norris and Gillespie (2005) argue that the IES findings demonstrate one importance of students living abroad for one year opposed to shorter study abroad programs because of the positive influence in obtaining international jobs.
CHAPTER III

METHODOLOGY

This chapter provides a description of the methodology utilized for this study. The goal of this research was to collect qualitative data on students who have participated in international internships with three specific purposes in mind. First, explore the possibility that international internships provided students with the desire to pursue future international employment. Second, investigate the extent of the correlation between students who participated in international internships and the degree to which it influenced their ability to secure future international positions. Last, this study examines whether or not students perceived an increase in their cultural competency skills based on their international internship experience.

This study presents qualitative data collected from 8 former interns for analysis concerning the relationships between international internships and the promotion of U.S. graduates entering the global workforce. This research will provide insights on the perceived relevance of international internships through questionnaires and in-depth phone interviews with former international internship participants.

International Cooperative Education (ICE)

The International Cooperative Education program is designed for students to develop work experience by participating in an international internship besides assisting
them in developing cultural competency skills and improve their foreign language. The internships are located in Europe, Asia, South America, and Australia, totaling 28 countries. Over 16,000 students have participated in this program, which has been operating for more than 40 years by its founder, Dr. Gunter Seefeldt.

ICE Program staff arranges internships with a variety of international employers including: government offices, BMW, Mercedes, German and Swiss banks, elite camps, and local, foreign and, international schools. There are several types of internships available to students in an extensive range of employment areas, such as teaching, engineering, banking, sales, resorts and restaurants, and health science. Although, foreign language proficiency is not required, there are more internship choices provided to students with foreign language skills.

Dr. Guenter Seefeldt has conducted workshops in recent years at the CSU, Chico campus to introduce students to the concept of international travel, work, and internships. He has been a regular guest speaker at the Chico State Career Center to discuss the benefits of international internships and provide detailed information about his program to students. Ken Naas, a Career Counselor at the CSU, Chico Career Center provided this author with information about Dr. Seefeldt and the ICE Program.

Participants

Eight current or former college students who have completed their internship with ICE participated in this research. The Director of the International Cooperative Education (ICE), Dr. Gunter Seefeldt, provided the researcher with a list of thirteen possible former interns to participate in this study. These potential candidates were recommended for this research based on their internship performance, which was
observed by Gunter while visiting them during their internship, in addition to the requirement of writing a final report. Once the list of candidates was sent to the researcher, then the prior interns were contacted by email. Out of this list of thirteen former international interns, eight responded with the desire to participate in the study and hence completed the consent form along with the questionnaire. In addition, each student agreed to be interviewed on the phone with a thorough list of questions to provide detailed qualitative data from their experiences abroad.

Each of the students participated in an internship that was individualized based upon his or her personal, educational, and professional goals. Every placement was unique depending on the student’s needs, which has helped to make this program continue to be successful for four decades.

The researcher protected the identities of each participant by not using their names in this research paper. Instead of identifying individual students, the participants will be categorized as Student 1, Student 2 and so on.

The questionnaires, along with the tapes and transcripts of the phone interviews will be kept in a locked file in the residence of the researcher. The Office of Graduate Studies at California State University, Chico gave the researcher approval for this study before any data was collected. The application for human subjects in research clearance form was completed along with a copy of the survey instruments, an attachment of the informed consent form, and the signature of the thesis chair for this thesis project.
Research Design

The researcher emailed thirteen requests for participation in this research to candidates living throughout the U. S. If a positive response was received, then the consent form and a structured questionnaire were mailed to the participant along with a return envelope. The Human Subjects Review Committee at California State University, Chico, approved the questionnaire and phone interview questions. The researcher was given approval for this study prior to data collection.

The questionnaire was constructed to gather answers relative to experiences in the internship within the context of this research. The questionnaire’s design was based on goals of this research by asking appropriate questions created by the researcher. The questionnaire was reviewed with the researcher’s thesis committee for a process of refining the relevancy of the questions, including the format and design.

The researcher was accepted into an international internship in India, 2011 hence, providing the researcher with insight concerning pertinent objectives and goals for international internships, thus enabling these particular questions to be formulated.

The first section of the questionnaire was designed to collect information concerning demographics, gender and college major of each participant. The next section included questions pertaining to the student’s perception of educational support related to international opportunities he or she obtained from the university they attend or have graduated from. Next the students were asked to answer questions pertaining to the advance preparation that was necessary before the internship began. Internship setting was an important section in gathering information to describe the details of both the living and working conditions during their time spent in an international environment.
Questions on personal, as well as professional benefits subsequent to their experience were included to determine if students were satisfied with their time spent in a foreign country. Students were also asked to provide answers regarding the outcomes of their internship experiences. This section provided the researcher with valuable information that was noteworthy to the design of this research. There were open and closed-ended questions asked in the questionnaire.

After the initial questionnaires were received from the participants, in-depth phone interviews were scheduled, conducted and recorded. The phone questions were developed by the researcher to discover insightful information that would provide more detail about the experiences of their internships. Several of the questions that were asked for the phone interview were similar to the ones asked on the questionnaire but they were open-ended, hence allowing the answers to be more specific by providing detailed data. All of the phone interviews were recorded and transcripts were composed on each subject. The researcher listened to each recorded interview several times to provide this study with accurate information. Former ICE participants provided the researcher with detailed and relevant material, which was obtained from the open-ended phone interview. All of the participants discussed their internships with great clarity and provided more information on the details of their international experience than what the questions asked.

Methods of Analysis

Based upon Ambert, Adler, and Detzner (1995) the goal of qualitative research should focus on penetrating into a subject to gain greater understanding and intimacy of information collected from fewer sources. Instead of having a large sample
size of persons providing generalized information, according to Amber, et al., more meaning and understanding can be obtained from smaller groups of individuals studied in greater depth.

Patton (1990) emphasized, “qualitative methods permit the evaluator to study selected issues in depth and detail” (p.13). According to Ambert, et al., (1995) qualitative methods of research can be collected in several ways. Two of the ways to conduct qualitative research are to include in-depth interviews and to utilize questionnaires designed to gather information concerning a participant’s experiences, beliefs, and feelings about the events that are to be researched. These were the two methods of collecting qualitative information that were chosen for this study.

Both the questionnaire (Appendix B) and the recorded phone interview data (Appendix C) were collected from subjects who had shared a common experience of participating in an international internship through the International Cooperative Education Program.

According to Lofland and Lofland, 1995, “the ideas of units and aspects and their combination into topics should be thought of as providing you a mindset to bring to the task of making analytic sense of the data you are logging” (p. 122). Coding is a necessity when bringing data together and analyzing it in order to make the information useful. “The word (or short set of words) you apply to the item of data is a code.” (Lofland & Lofland, p. 186). This enables collected data to be sorted.

Gordon (n.d.) (as cited in Jones-Gore, 2009) defined coding as “the process of identifying important themes in what the participants said or how it was said” (p.46). Common themes emerge in the data from the open-ended conversations or questions.
The researcher discovered common themes based on the wording and patterns that emerged from the answers to the research tools. Particular answers to the questions were emphasized and noted as significant when similar responses were given along with detail and relevance from the participant.

The common themes that emerged from both the questionnaire and the interview were: Value to future employment, acceptance of new cultures, opportunities for future international positions, desire to seek future international positions, and networking with international employers.

Once the themes were developed from coding the responses of the research tools, then analysis of the codes was conducted. Lofland, and Lofland, (1995) call this process of analyzing the results of the codes as memoing. “Memos are the written-out counterpart or explanations and elaborations of the coding categories” (p. 193). According to Lofland and Lofland, (1995) the goal of memoing is to bring the set of codes into meaningful analysis of data. Under each of the developed themes, or codes, participant responses are listed to provide insight into why each of the themes was selected.

Limitations

This study assesses the experiences of eight students who have participated in an international internship, managed by the International Cooperative Education (ICE), program. ICE is a well-established program that has been helping students with international internships for forty years, and has placed over 16,000 students abroad. Despite the limitations of using only one source of internships in this research, each of the participants utilized the same well-established company, which has a highly regarded
reputation according to staff at the CSU, Chico Career Center. Several CSU, Chico students have participated in the International Cooperative Education program by working abroad in an international internship.

The preferred length of time to follow-up with the former interns would have been immediately after internship completion, and then more data collection after five years to provide more comprehensive information for this study. Due to the time constraints of the graduate program, this was not possible. All but one of the former interns had completed their internships within the past two years. One of the participants in this study deviates from the others by interning thirty years ago.

The candidates for the study were both current and former students who were selected by Guenter Seefeldt, the Director of the International Cooperative Education to participate in this research. His reason for selecting these particular students was based on his observations of their work performance, in addition to a required written report from participants at the end of the internship. This research is limiting in the overall design because of the bias used in the selection process by choosing the participants instead of using a random selection.

This research is limited in general because it is not intended to definitively examine the value of international internships. Instead, the intentions of the research are to provide preliminary insights for educators, researchers and students to assist them in accessing current educational practices, developing new programs, and creating interest in international internship programs.
CHAPTER IV

RESULTS

At the outset of this research, Gunter Seefeldt, Director of the International Cooperative Education (ICE) program was contacted to provide the researcher with names and email addresses of former international internship participants. Over the past 40 years the (ICE) program has placed over 16,000 students interns. This investigator received thirteen student names and contact information. The critical factor for choosing these students, according to Seefeldt, was determined by each student’s exceptional internship work ethic as observed by the director, as well as the quality of the required paperwork, which was assigned at the completion of the internship.

The researcher was able to contact eleven of the thirteen candidates, with eight of them agreeing to participate. The former international interns were mailed “consent to participate” forms (see Appendix A), along with a questionnaire listing twenty-nine questions (see Appendix B). After receiving the mailed documents from the research volunteers, a list of eleven phone questions (see Appendix C) was emailed and an appointment date and time was scheduled for the phone interviews. The phone interviews lasted from 40 minutes to 2 hours depending on each intern’s desire to expand their answers or discuss their experiences in more detail. The questions were designed by the researcher to obtain information relevant to objectives of this research.
A table summarizing background information on participant’s gender, educational and/or personal goals, country of internship, and internship position is listed (See Table 1). The personal data on participants offers insights as to what types of students were involved in this study and their reasons for choosing to participate in an internship. Additionally, it provides a better description of each individual to help facilitate the similarities and differences amongst the former interns.

Table 1

*Participants in Study*

<table>
<thead>
<tr>
<th>Gender</th>
<th>College Major</th>
<th>Country</th>
<th>Position</th>
<th>Reason for Internship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>Brain Behavior &amp; Cognitive Studies Major</td>
<td>Germany</td>
<td>Caring for the elderly</td>
<td>Improve language skills and understand the culture</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 2</td>
<td>MBA &amp; MA in German Business</td>
<td>Germany</td>
<td>Working with computer systems</td>
<td>Necessity to complete Master’s program</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 3</td>
<td>Business Management &amp; Asian Studies</td>
<td>Mongolia</td>
<td>English Teacher/Camp Counselor</td>
<td>Love of traveling</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 4</td>
<td>French Language</td>
<td>France</td>
<td>Prestigious French Camp</td>
<td>Improve language skills &amp; experience culture</td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 5</td>
<td>Business Marketing &amp; Management</td>
<td>Germany</td>
<td>Salesperson</td>
<td>Affordable &amp; not associated with school</td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 6</td>
<td>Global Studies</td>
<td>Germany</td>
<td>Teacher’s Asst.</td>
<td>Improve language skills</td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 7</td>
<td>Organizational Communications</td>
<td>Germany</td>
<td>Kitchen’s Asst.</td>
<td>Experience another culture &amp; live abroad</td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 8</td>
<td>Business Economics/International</td>
<td>Switzerland</td>
<td>Sales</td>
<td>Encouraged by professor to apply</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The results of this study will be determined by analyzing the qualitative data provided from the former interns. Two methods for collecting data were used to gather information relative to their experiences abroad. These tools for collecting data were reviewed and approved by the researcher’s thesis committee along with the Human Subjects Review Committee at California State University, Chico.

The investigator discovered common themes based on the results of the questionnaire and phone interviews, which will be discussed in this chapter. Coding and analyzing data into themes is a practice that places collected qualitative information into something meaningful, according to Lofland and Lofland, (1995). Once the codes or themes were discovered, then the data was analyzed through the process of memoing. “Memos are the written-out counterparts or explanations and elaborations of the coding categories” (Lofland & Lofland, 1995, p. 193).

Discovering the common themes, along with the responses from the students in analyzing the data will facilitate relationships to the three research questions being investigated in this study. The first question is whether or not international internships promote a student’s interest in obtaining future international positions. Second, this chapter will report the results of the internship relative to the student’s ability to secure future international positions. Third, the research will examine whether or not the student perceived an increase in their skills to work and live with people of a different culture, known as cultural competency.

The three research questions are listed along with the common themes that emerged from the questionnaires and interviews. Under each theme, the questions from
the research tools, which provided the researcher with information relative in developing the theme, will be listed.

**Common Themes Pertaining to Research Questions**

The researcher designed the questions in both the questionnaire and the interview to obtain information relevant to the focus of the three research questions. The answers to the questionnaires were coded according to the response of the participant. The interviews were transcribed and coded in the same manner as the questionnaires. Themes were developed from the intensity and number of responses each student provided based on the questionnaire and interview combined. When alumni from the internships wrote down comments or answered questions with similar answers about their experiences abroad, a table was designed to record the number of times this occurred. Five common themes emerged when the written questionnaires and the telephone interviews were analyzed (Table 2). These five themes were chosen from the highest frequency of responses relevant to the research questions by the researcher. For example, the theme of adding value to future employment was developed from ninety comments made concerning this particular theme addressed by former interns.

The research questions are listed with the correlating questions from both research tools and the themes. They are followed by comments made by the participants of this study, which are relevant to the research questions and themes.
Table 2

*Five Common Themes*

<table>
<thead>
<tr>
<th>Theme Responses from Interviews and Questionnaire</th>
<th># of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value to Future Employment</td>
<td>90</td>
</tr>
<tr>
<td>Acceptance of New Cultures</td>
<td>66</td>
</tr>
<tr>
<td>Opportunities for Future International Positions</td>
<td>39</td>
</tr>
<tr>
<td>Desire to Seek Future International Positions</td>
<td>33</td>
</tr>
<tr>
<td>Networking with International Employers</td>
<td>23</td>
</tr>
</tbody>
</table>

Research Question #1

*Did the international internship provide students with the desire to pursue future international employment?* (See Table 3).

Table 3

*Questions from Questionnaires and Interview relative to Research Question #1*

<table>
<thead>
<tr>
<th>Questionnaire Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>26. Did your internship provide you with an interest to pursue other international positions or experiences?</td>
</tr>
<tr>
<td>30. Did your international internship increase your desire to work in an international setting?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interview Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Are you currently working for an U. S. company that has international connections or offices?</td>
</tr>
<tr>
<td>8. Did your internship provide you with an interest to pursue other international positions or experiences? Why or why not?</td>
</tr>
<tr>
<td>9. Do you feel that your experience overseas expanded your knowledge of finding future international positions? Why or why not?</td>
</tr>
</tbody>
</table>
Theme 1: Desire to Seek Future International Positions

The importance of this theme resulted from the number of responses from students desiring to locate future international positions. There were thirty-three written and oral statements concerning their desire to seek additional international employment. Seven of the eight former international interns expressed this desire (questions 26 and 30 in the questionnaire).

Although Student 2 wrote in the questionnaire that she did not want to pursue an international position, during her interview her attitude changed. She made the comment during her interview, “I would welcome an international job. I am currently applying for jobs in both the U. S. and abroad” (Student 2, interview, July 5, 2011). The comments received from all of the former interns left little doubt of their willingness to seek employment abroad as an option in their future career goals.

Four out of the eight students are currently working for U.S. companies which have overseas offices or have international customers. This information came from the interview question #7, which asked if they were currently working for an U.S. company that has international connections or offices. Student #6 stated, “I work with people from all over the world. There are no boundaries in my new position. My work is not confined to one country” (Student #6, interview, August 17, 2011).

Question #8 of the interview provided affirmations from all eight students expressing their desire to pursue future international positions. “Yes, I have a desire to seek future international positions and right now I do not have a preference. I am open to
international positions in different countries because I enjoy it” (Student 3, interview, July 7, 2011).

Student 4 commented,

Yes, I have a desire to pursue other international positions. A lot of it has to do with confidence since I have worked in a setting that was out of my comfort zone by working in Europe. It is not that different to work in a foreign country, but it is something that can be done and I have been successful at it. (Student 4, interview, July 8, 2011)

Another student stated, “I would love to go abroad again. I would welcome the opportunity to live abroad if my present company opened offices abroad. I have lots of options because I understand the process of obtaining international positions” (Student 6, interview, August 17, 2011). “I have a great interest in international positions. I would love to find a position in England or Germany” (Student 1, interview June 30, 2011).

After living in Switzerland for 25 years because of her internship experience and working with prestigious companies, Student 8 remarked, “We moved back to the states for my husband’s job, but I would like to move back to Switzerland” (Student 8, interview, August 30, 2011). During her internship, she was able to network with international employers to assist her in locating more advanced positions abroad after her internship was completed.

Research Question #2

*What is the extent of the correlation between students who participated in international internships and the degree to which it influenced their ability to secure future international positions?* (See Table 4).
Table 4

*Questions from Questionnaires and Interview relative to Research Question #2*

<table>
<thead>
<tr>
<th>Questionnaire Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. Were you able to develop employment contacts while working abroad at your internship?</td>
</tr>
<tr>
<td>27. Do you feel that your experience overseas expanded your knowledge of finding future international positions?</td>
</tr>
<tr>
<td>29. Do you feel that international internships affect career options for students applying for international positions?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interview Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Do you feel that you will be a more valuable employee because of your international internship? Why or why not?</td>
</tr>
<tr>
<td>6. Do you feel you were provided with an experience that will help you to obtain future positions? Why or why not?</td>
</tr>
<tr>
<td>9. Do you feel that your experience overseas expanded your knowledge of finding future international positions? Why or why not?</td>
</tr>
<tr>
<td>11. Do you feel that international internships positively affect a students’ chance to obtain a future international position? Why or why not?</td>
</tr>
</tbody>
</table>

Three common themes were developed from research question # 2. Each of themes will be discussed along with the comments from the participants in answering the questions from the survey tools.

**Theme 2: Value to Future Employment**

There were ninety responses concerning skills that were gained or improved during the international internship for future employment. This theme received the most comments from former international interns.
Student 1 believes that she will be a more valuable employee because of her acceptance to new cultures. She mentioned, “I have become more accepting and open to understanding cultural differences based on my time spent abroad” (Student 1, interview, June 30, 2011).

Student 2 stated, “I am less quick to judge others, and have learned to ask questions to clarify needs and complaints instead of taking things personally. It is one thing to live in the United States and work with another culture, opposed to living and working in another country” (Student 2, interview, July 5, 2011).

She then went on to express the value of her internship for future employment,

I am more empathetic, not as judgmental, and have learned to ask questions to clarify needs and complaints instead of getting upset or angry. It made me realize that people need to ask questions in working with others instead of judging others because there can be cultural differences that can make a work situation difficult. (Student 2, interview, July 5, 2011)

Despite living in a remote village in Mongolia with no other English speaking people to communicate with, Student 3 discussed the benefits of learning to let things go, even if she didn’t agree with what other cultures do. It was painful for her to watch how animals were treated but she believes that this exposure to such a unique culture will help to make her stand out during a job interview (Student 3, interview, July 7, 2011).

A comment concerning this theme from Student 4, “Yes, I developed more intercultural skills in working with people from different cultures by hearing new ideas or beliefs”. He feels that he will also have more types of conversations with people because of his experience of living and working abroad, which could be an asset to employment (Student 4, interview, July 8, 2011).
One of the candidates has already experienced a perceived value added to employment due to their internship. Student 5 was offered employment with a company who sent him to Paris the following summer.

I believe that my German experience helped me to get the job and to travel abroad with my new company. I feel that it is a necessity for students to feel comfortable with working in an international setting or working with people from all over the world. I have had exposure to a new language and culture that other job candidates do not have. I feel that it was a beneficial experience for employment. (Student 5, interview, August 7, 2011)

Another participant, Student 6, is currently working for a company in Southern California negotiating contracts and business transactions with individuals and companies from all over the world. He said, “I feel that my international experiences have helped me in many ways” (Student 6, interview, August 17, 2011).

Through Student 8’s internship in Switzerland, she was able to work with people from all over the world, which helped to make her become a more valuable employee. “My foreign language skills improved because I was forced to communicate with people who spoke French, Italian, and German” (Student 8, interview, August 30, 2011). This, along with her English speaking skills made her a valuable asset to other European employers. Student 8 was able to move up the corporate ladder after her international internship by finding professional and advanced positions in Europe.

One of the comments from Student 6, “Yes, the internship provided me with an experience which will help me to obtain future positions. I believe that it helped me by living over there and expanding my skills in working with individuals from diverse backgrounds” (Student 6, interview, August 17, 2011).
Despite Student 7 being unhappy with his internship position, he felt that his time working abroad was valuable. Student 7 wrote, “My internship has made me stronger, more independent, a harder worker, and a more experienced employee. I am more culturally knowledgeable when dealing with international clients or guests” (Student 7, questionnaire, August 18, 2011). According to Student 7, he chose to intern in a Food Management setting but spent most of his time in preparing food, such as peeling vegetables. He felt that this might have occurred because of his limited foreign language skills.

**Theme 3: Opportunities for Future International Positions**

This theme developed from students responding to whether or not their overseas experience expanded their knowledge of finding future international positions, and if they believed that it increased their ability to acquire an international position. There were thirty-nine positive responses to questions concerning opportunities for finding future overseas employment.

From question #21 in the questionnaire concerning the ability to network or make contacts from their internship abroad, two students responded with a “no”, and one with an answer of “somewhat” due to their living in small or remote villages with few opportunities to make future employment contacts abroad during their internship (Student 3, questionnaire, June 28, 2011; Student 6, questionnaire, August 14, 2011; and Student 7, questionnaire, August 18, 2011). Other student interns responded positively by writing that their international internship provided them with the opportunity to make employer
contacts and network with prospective future employers, thus enabling their chances to obtain overseas employment.

With Question 27, on whether or not there was a perceived benefit in their ability to find future international positions due to their internship, positive responses were received from all of the research participants. Student 6 wrote, “It was difficult to solidify a position abroad due to VISA issues, but I was able to understand the lengthy process involved in securing a long-term position abroad” (Student 6, questionnaire, August 14, 2011). He added, “The experience that I have received and the skills that I have gained there (sic) is an added value for future employment.”

Student 4 responded to questions on future international positions by stating, “Yes, I feel that international internships positively affect a student’s chance to obtain future international employment, and a big part of it is through networking” (Student 4, interview, July 8, 2011). Another student commented, “It opened my eyes to a whole new world in looking for employment opportunities” (Student 5, interview, August 7, 2011).

Yes, international internships affect a student’s chance to obtain overseas employment, but you need to be smart about it, have a strategy, academic resources, adequate experiences and a plan. You need adequate preparation, such as having an internship abroad. (Student 6, interview, August 17, 2011)

Student 8 was able to work abroad for twenty-five years after her international internship because of her opportunities in developing professional contacts with employers and improving her language skills (Student 8, interview, August 30, 2011).

Theme 4: Networking with International Employers

Former international interns described their ability to network with international employers. With only eight former international interns, there were twenty-
three positive written and verbal responses regarding networking with international employers during their international internships. All of the interns believe that networking overseas is an important aspect of finding a global position. Student 4 commented,

It expanded my knowledge of finding future international positions through networking. I know people over there and in fact; my prior supervisor offered me a job to work in France again. I also know people over there now so that will help me in the future to obtain international positions. (Student 4, interview, July 8, 2011)

Several other students were offered positions if they decided to move overseas or were offered positions from other employers. Student 1 commented,

Yes, I was able to do some networking while living in Germany. The German sheriff I met while interning told me that he would find me a job in his department if I wanted to move back. Also, the hospital administrators offered me the same opportunity to move back and work for them if I desired to move back to Germany. The internship was helpful by providing me with the opportunity to develop overseas job contacts to expand my career choices. (Student 1, interview, June 30, 2011)

A comment concerning networking by Student 2: “In looking for overseas positions, networking is important.” She has kept in close contact with her former employers, co-workers, and administrators of the facility where she interned (Student 2, interview, July 5, 2011).

When Student 4 was asked if he felt that his experience overseas expanded his knowledge of finding future international positions, is a example of the opinions representing this theme, “Yes, just through networking. I know people over there and my prior boss offered me a job to work in France again but I was planning to travel abroad with several of my co-workers that I met over there last summer” (Student 4, interview, July 8, 2011).
Student 5 discussed international networking when he stated, “It opened my eyes to a whole new world in looking for employment opportunities. I still communicate with my prior employers and was offered work if I chose to move back to Germany” (Student 5, interview, August 7, 2011).

Networking was the key to overseas employment for Student 8. Her international internship was instrumental for her to make contacts with foreign employers. As a result of her internship, she was hired by several international firms and continued to advance in her career and live abroad for twenty-five years (Student 8, interview, August 30, 2011).

Other interns felt that due to their living in a smaller village or working in a position that did not fulfill their career goals that networking with employers for future international positions did not occur. “Unfortunately, because the town was very small, I was not able to develop strong employment contacts” (Student 6, interview, August 18, 2011).

Student 7 reported his inability to develop employment contacts or network for future international employment because of his long hours spent working in a kitchen with few people. In addition to this he wrote, “Unfortunately, because the town was small, I was not able to develop strong employment contacts” (Student 7, questionnaire, August 18, 2011). This student’s focus on the internship was to improve his language skills; therefore he was successful at doing so by living in a less populated area.
Research Question #3

Did students perceive an increase in their cultural competency skills based on their international internship experience? (See Table 5).

Table 5

Questions from Questionnaires and Interview Relevant to Research Question #3

<table>
<thead>
<tr>
<th>Questionnaire Questions</th>
<th>Interview Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. Do you feel you are more accepting of new cultures because of your internship?</td>
<td>2. Do you feel you are more accepting of new cultures because of your internship?</td>
</tr>
<tr>
<td>19. What types of skills did you acquire while working abroad?</td>
<td>5. Do you feel that you are or will be a more valuable employee because of your international internship? Why or why not?</td>
</tr>
</tbody>
</table>

Theme 5: Acceptance of New Cultures

In identifying with this theme, acceptance of new cultures, there were sixty-eight positive comments. Although most of the former interns responded to questions by expressing their acceptance to other cultures prior to their experience abroad, they also felt they had grown in this area due to their internship. For example, “I would like to think that I was accepting of others before my internship, but I felt that every experience with a new culture made me more accepting of differences” (Student 4, questionnaire, July 3, 2011). Another wrote, “My beliefs that living in another country and culture always makes me feel more accepting and more understanding with others despite the
differences. This awareness was my most rewarding outcome from my experience abroad” (Student 7, questionnaire, August 18, 2011).

Student 2 remarked about the benefits she received from her international experience by saying, “I wanted to learn more about the daily life there and how they work together living in the culture there. What I wanted to get out of it, I achieved. I have greater appreciation for them and their culture” (Student 2, interview, July 5, 2011).

A comment from Student 6 summarized the salience of this theme, “It was life changing, and helped to enlighten me with people from a culture not familiar to mine. My life will never be the same, never, ever, ever” (Student 6, interview, August 17, 2011).

One of the most remarkable comments concerning an international internship experience came from Student 8. “It was more than I could have imagined. It far exceeded my expectations. It opened my eyes to a whole new world and experience that was life changing” (Student 8, interview, August 30, 2011).

Findings

The International Internship Questionnaire along with the International Internship Phone Interview confirms participant’s experiences abroad made a positive impact on their international career prospects and cultural competency skills. There were common themes that developed from both the questionnaires and the interviews, which were analyzed according to a coding system that both Lofland & Lofland (1995) and Gordon (n.d.) (as cited by Jones-Gore, 2009) discuss as a way of summarizing qualitative data. According to Patton, (1990) “Qualitative findings are longer, more detailed, and
variable in content; analysis is difficult because responses are neither systematic nor standardized” (p. 24).

Five common themes were found from responses made from former interns when the questionnaires and interviews were combined. These themes were chosen because of the number of responses and comments from students as being relevant to their internship goals and desires, as well as, answering the research questions.

Research Question 1

- Did the international internship provide students with the desire to pursue future international employment?

A qualitative summary based on the thirty-three positive responses from the eight former international interns describes their interests in pursuing international employment after their work abroad. There were seven positive comments from interns in the questionnaires on desiring to pursue international employment. 100% of the participants expressed an interest and desire to pursue work abroad in the interview.

Research Question #2

- What is the extent of the correlation between students who participated in international internships and the degree to which it influenced their ability to secure future international positions?

Responses from the eight former international interns indicate there is a strong relationship between participating in an international internship and being prepared to work in a global job market. All of the participants acknowledged the skills they developed during their internship, which would enable them to become more employable overseas. These included: improved foreign language ability, networking with foreign
employers and friends, becoming more culturally competent by living in a new environment and working with people from a diverse background, and expanding their minds by learning international business methods and technology. Four of the eight were offered international employment after completing their internships. Ninety positive observations were made from former interns concerning their internships adding value to future career positions. All of the participants perceived value with their internships as beneficial to finding new positions or adding value or expertise to future positions.

Research Question #3

- *Did students perceive an increase in their cultural competency skills based on their international internship experience?*

With the combined responses from both the questionnaire and interview, there were sixty-six positive comments concerning this research question. All of the eight participants provided positive affirmations providing the answer to this question by reporting an increase in cultural competency. Although most of the former interns expressed their acceptance to different cultures prior to their internships, they all responded that they had perceived an increase in their skills by working and living with people from a different culture. Student 7 expressed this by saying, “Acceptance of new cultures was the biggest thing that I gained from the internship” (Student 7, interview, August 24, 2011).
CHAPTER V

THE CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The purpose of this study assesses international internship experiences and evaluates student experiences. To complete this research, questionnaires and interviews from former international internship participants were evaluated to determine if international internships provided students with the desire to pursue future international employment? Second, to discover the extent of the correlation between students who participated in international internships and the degree to which it influenced their ability to secure future international positions? Third, if students perceived an increase in their cultural competency skills based on their international internship experience?

The analysis of both the questionnaire and the interviews findings resulted in the following conclusions. These conclusions were formulated from the common themes that emerged from both methods of collecting data, the questionnaires, and interviews from former ICE international interns. The themes were developed by coding the information received from the participants according to the methods described in Chapter IV in analyzing qualitative information. The frequencies of the comments made by students were counted utilizing the coding methods to substantiate which themes were selected most often. The data were then analyzed after coding, according to what
Lofland, J. and Lofland, L., (1995) refer to as memoing. Memoing is the process of taking the coded information and analyzing it by looking at patterns or implications.

Below are the three questions that were the focus of this research, along with the analyzed data to provide results for future U. S. college graduates and international studies administrators, educators, and advisors.

1. *Did the international internship provide students with the desire to pursue future international employment?* Yes, with thirty-three positive written or verbal comments concerning this question from the former ICE international internship participants. Each intern surveyed expressed a desire to actively seek international positions abroad or to consider working at an international location. Students felt more comfortable with the prospect of working abroad because of their time living and working in an international setting. Despite the internship location or position, students perceived their experiences in helping them to transition into a global world. Their time working abroad opened new career opportunities due to their increased confidence, networking, improved language skills, and their increased cultural competency.

2. *What is the extent of the correlation between students who participated in international internships and the degree to which it influenced their ability to secure future international positions?* Responses indicate there is a strong relationship with thirty-nine affirmations made by participants concerning their internships abroad affecting their ability to secure future international jobs. There were several reasons why participants perceived their internship experience as an asset in obtaining future positions abroad. Over half of the former interns were offered positions by their prior internship
employers or from other companies or individuals due to networking while working overseas. Participants noted networking as an important factor in obtaining a position abroad. There were ninety comments written or recorded expressing the value of the internship to future employment. This was due to several factors including improved language skills, greater cultural understanding, working with people from a different country, living and working in an international setting, and learning new international techniques and business practices. Twenty-five written and oral comments were expressed concerning the significance of making employment contacts, or networking with foreign employers to obtain future international positions. Each of the former interns expressed their belief in the significance of making international connections as a necessary component of finding an overseas position. Four of the eight interns were offered jobs if they chose to move back to the country where they interned. One student stayed because of a job offer and eventually continued to live abroad for 25 years because of the contacts she made with other international employers during her internship.

3. Did students perceive an increase in their cultural competency skills based on their international internship experience? Yes, with the eight subjects of this study, there were sixty-eight positive responses indicating a perceived growth in understanding cultural differences by working and living in a foreign country. Several of the participants indicated competency in working with people from diverse cultures prior to their internship but all eight interns indicted growth in cultural competency from their experience by becoming immersed into a foreign county by working and living abroad.

These conclusions are based on the analysis of perceived benefits derived from the eight former international interns. Despite having a small sample size, the reflections
of their experiences are noteworthy in regards to the development of increasing their potential in obtaining national or international careers. The students who had participated in an international internship had, indeed, gained experiences, skills, and confidence to provide them with advantages by living and working abroad.

Recommendations

There are numerous articles in this study that encourage educators to promote international internships and study-abroad programs to facilitate the necessary shift in providing students with an education that incorporates globalization. With the changing job market for graduating U.S. students, it is necessary to emphasize the need for preparation to interact and work within a global economy. International internships help to provide a necessary component to a student’s becoming a competent candidate when applying for global or national positions.

With access to Internet sites advertising international internships, most students have the chance to explore internship opportunities. All of the students reported having a study abroad office or career planning office on campus but not necessarily an office assigned to promote international internships.

In the future, students should be encouraged and provided with information from educators, career counselors, and international advisors to participate in international internships. All first-year college students should be given information concerning international career options and training as part of their curriculum during their freshmen year. A mandatory one-class program on international programs would provide students with information concerning the necessity of becoming globally
competent and what resources are available to them to do so. While working in the CSU, Chico Career Center as a volunteer to assist students with resumes, applications, cover letters, it came to this author’s attention that many graduating students have little or no international experiences listed on their resumes.

As a graduate student, this author was given access to speak to students about international internships and study abroad programs and many of the students were not aware of the benefits derived of participating in them. In addition, students did not know how to find international internship opportunities and the differences between study abroad programs and international internships. All students, whether they are prospective students, new or graduating ones, need to include an international experience as part of their studies.

My recommendation for student advisors in assisting students with international internships opportunities and options is to assess what type of experience or goal the student prefers. Several of the students in the ICE Program with prior foreign language skills initially had a difficult time communicating in their workplace, so it is imperative that a test be given prior to moving abroad to determine if their language skills are sufficient for their desired foreign position. A student’s language skills will improve by living abroad, but each student should be accessed for language skills prior to their selecting an internship. Also, it is crucial for student to know what type of job they will be working at to determine if it would fulfill their career goals. Participating in international internships provides rewarding experiences for college students but they should be beneficial to each individual student. Researching all of the Internet sites,
talking with college advisors, and discovering information pertaining to the internship is well worth the time and effort to ensure a successful internship abroad.

Over half of the students who participated in the ICE internship could do so because of the affordability it offered them. One of the students in this research was able to pay for part of his college tuition based on the salary he received while working abroad after paying for all of his expenses (Student 5, interview, August 7, 2011). There are many international internship programs that offer students a stipend or pay, plus provide living arrangements, meals, time off, and insurance benefits. Students should be made aware that there are internships, which are affordable. This knowledge will enable more students to participate in an internship who do not have the necessary finances to travel abroad.

Future Studies

This research needs to be viewed as preliminary in nature. It offers insights to student advisors and educators with critical issues to consider for international internships. A larger population of randomly selected students for future studies is recommended to compare the perceived differences from students between international internships and study abroad programs or just focusing on international internships. A comparison study could include using domestic interns and students with no international experience to determine if there are differences in their employment interests or their perceived ability to secure international positions.

Another recommendation is to evaluate students who are planning to participate in an internship by completing a questionnaire along with an interview prior to
their internship and after completion to focus on the changes in their attitudes and beliefs about international internships. Research on students prior to their international internship and after completion, along with a follow-up both five and ten years later to determine if their international internship made significant differences in their career choices would provide beneficial information. This would assist in identifying the differences between a student’s perceived results of an international internship with more factual outcomes. Lastly, conduct study on students who have not expressed an interest in international study or internships and provide them with a presentation on international programs. After the presentation, have students fill out a questionnaire on whether or not the information on international programs made a difference in their attitudes about participating in one.
REFERENCES
REFERENCES


My name is Ruth Lee. I am a graduate student in the Social Science Department at California State University, Chico. I am conducting research on determining if international internships improve a student’s chance to obtain overseas positions or if it impacts a student’s desire to pursue an international careers.

I would welcome your consent to participate in this research project. If you agree to participate, please e-mail your name and address so that I will be able to mail you the consent to participate in research form along with a stamped envelope to return to me. Along with the form, I will attach a short survey for you to complete regarding your international internship. In addition, I would like to follow-up with a short phone call to obtain more in-depth information regarding your international internship. Both the survey, and the phone call should take no more than 10 minutes each.

Your participation in this study will be voluntary, with no benefits or risks anticipated if you choose to participate. There is no penalty if you decide to not participate in this study. Any information you provide will be kept confidential in a locked file cabinet to ensure your privacy. In this research paper, there will be nothing noted to indicate who the participants are. You may choose to stop at any time. I will be working exclusively with students who participated in the International Cooperative Education Program.

There are no right or wrong answers. If you would like more information about this study, please feel welcome to call Dr. Chuck Zartman at California State University, Chico at (530) 898-4069. Thank you in advance for your consideration to participate in this research.

Ruth Lee
ruthie2244@yahoo.com

Signature of Participant     Date

Name and address of Participant (please print)

Phone number and best time to reach you
MAILED INTERNATIONAL INTERNSHIP QUESTIONS

**Demographics**

1. What is your gender?

2. What is or was your college major upon graduation?

**Support from Educators for International Advancement**

3. Does the college that you attend(ed) provide or promote international internship programs?

4. Does the college that you attend(ed) provide study abroad programs?

5. Do the faculty or college administrators encourage students to pursue international careers, study abroad programs, or international internships?

6. What influenced your decision to participate in an international internship?

**Advance Preparation Before Internship**

7. Did you take foreign language(s) prior to your internship?

8. Have you traveled abroad prior to your international internship?

9. Have you ever lived in a culturally diverse community?

**Internship Setting**

10. What was your host country?

11. Was there a language barrier that made it difficult to work abroad?

12. Who was your employer at your internship?

13. What was your job title?

14. What type of work did you do?
Personal Benefits Derived From Experience

15. What obstacles challenged you the most while living abroad?

16. Did your internship provide you with the experience you had hoped for?
   If so, why?

17. Do you feel you are more accepting of new cultures because of your internship?

18. Are you more aware of global issues because of your time spent abroad?

Professional Benefits Derived From Experience

19. What types of skills did you acquire while working abroad?

20. Were you able to develop lasting friendships with people from the country where you served your internship?

21. Were you able to develop employment contacts while working abroad at your internship?

22. Do you feel that you are or will be a more valuable employee because of your international internship?

23. Do you feel you were provided with an experience that will help you obtain future positions?

Internship Outcomes

24. Are you currently working abroad?

25. Are you currently working for an U.S. company that has international connections or offices?

26. Did your internship provide you with an interest to pursue other international positions or experiences?

27. Do you feel that your experience overseas expanded your knowledge of finding future international positions?

28. If so, why? Why not?

29. Would you recommend to other students to participate in an international internship? If so, why? Why not?

29. Do you feel that international internships affect international career options for students applying for international positions?

30. Did your international internship increase your desire to work in an international setting?
INTERNATIONAL INTERNSHIP QUESTIONS
TO BE ASKED ON THE PHONE

Personal Benefits Derived From Experience

1. Did your internship provide you with the experience you had hoped for? If so, why, or why not?

2. Do you feel you are more accepting of new cultures because of your internship?

3. Are you more aware of global issues because of your time spent abroad?

Professional Benefits Derived From Experience

4. What types of training did you receive on your international internship?

5. Do you feel that you are or will be a more valuable employee because of your international internship? Why or why not?

6. Do you feel you were provided with an experience that will help you to obtain future positions? Why or why not?

Internship Outcomes

7. Are you currently working for an U.S. company that has international connections or offices?

8. Did your internship provide you with an interest to pursue other international positions or experiences? Why or why not?

9. Do you feel that your experience overseas expanded your knowledge of finding future international positions? Why or why not?

10. Would you recommend for other students to participate in an international internship? Why or why not?

11. Do you feel that international internships positively affect a students’ chance to obtain a future international position? Why or why not?