Returnee Workshop Fall 2013
Education Abroad Center, Third and A Streets
October 15, 12:00-2:00pm

Instructor:
Paige Farrell, Advisor & Program Coordinator, pdfarrell@ucdavis.edu

Workshop Description:
Most students who study abroad consider this experience one of the most rewarding and enjoyable aspects of their education. Study abroad often is a life changing experience. At the same time, many students say that returning to the United States and UC Davis can be quite unsettling. This return is often referred to as “re-entry or culture shock.” In this class we will discuss re-entry after a study abroad experience as well as help you learn about campus resources that will help you transition back into campus life or start planning the next steps in the near future or after graduation. The condensed 2-hour workshop provides the opportunity to continue personal reflections on the foreign experience and on where to go from here personally and in career preparation. It provides the opportunity to continue the cross-cultural learning process, to make better sense of experiences abroad, and to further refine skills in cultural observation, adaption, and communication.

Objectives:
- Gain perspective on the personal, academic, and professional impact of time spent abroad.
- Make a successful return into life in the United States and at UC Davis.
- Stay in touch with the nation where you lived and with world events in general.
- Share new perspectives with the UC Davis community and to get the most out of new knowledge.
- Learn about further international opportunities.

*It is not required or necessary to read the assigned readings and do the exercises in the reader before the workshop; however, if you can do them in advance, you will get more out of the 2-hour workshop! The reader is online in the Returnee section of the EAC web page “Get Involved”.*

Schedule:
1:10-1:15  Check-in/introductions and overview of the schedule and reader
1:15-1:30  Discussion: Sound-biting Exercise (first page of reader): please prepare your answers before the workshop so that we can have a lively exchange (an ice breaker to get to know one another!)
1:30-1:40  Quick peek at http://GlobalScholar.us (source of most of the readings and exercises)
1:40-2:00  Discussion of “Re-Entry Adjustment” and readings and exercises (pages 3-16 in reader)
2:00-2:20  Discussion of current goals and “Continuing Your Learning” (pages 17-35 in reader)
2:20-2:50  Discussion of future goals: career, grad school and/or studying, working or volunteering abroad (pages 36-50 in reader)
2:50-3:00  Evaluation of workshop
**Soundbiting Exercise**

**Choose ONE experience**

<table>
<thead>
<tr>
<th>Note your top memory in each area. Then choose one to focus on.</th>
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<tr>
<td>□ Biggest cultural mistake:</td>
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<td>□ Funniest moment:</td>
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<td>□ Scariest experience:</td>
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<td>□ Most thrilling memory:</td>
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<td>□ Most moving experience:</td>
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<td>□ An important relationship:</td>
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<td>□ A trip I took:</td>
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<td>□ Other:</td>
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**Give the Highlights**

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<th>Focusing on one memory, write down the top 3-4 highlights or points you want to make.</th>
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**Summarize & Generalize**

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<th>Summarize and generalize about the experience. Explain what you took-away from the experience and what you learned about yourself, human nature, and/or interacting across cultures. Aim for 1 summary sentence.</th>
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© Kate Berardo, 2008
What is Re-Entry Adjustment?

(Taken from University of Minnesota’s Learning Abroad Center: Re-Entry Adjustment; and adapted from (p. 145) in Maximizing Study Abroad: A Students’ Guide to Strategies for Language and Culture Learning and Use.)

The unsettled feeling that can accompany your return from abroad is what some refer to as “re-entry adjustment.” It’s a very common reaction for students coming home from studying abroad. Your reactions to readjusting to life in the U.S. may vary among the ways other study abroad students react. These reactions can include one or more of the following:

- Restlessness
- Rootlessness
- Boredom
- Depression
- Uncertainty, Confusion about the future
- Isolation, Wanting to be alone
- Reverse homesickness: missing the people, places, attitudes or lifestyles of your host country
- Changes in life goals and priorities
- Negativity or intolerance towards the U.S., including U.S. American behavior, attitudes, customs and common social practices.

Eighty-five percent of people returning home have some kind of difficulty with re-entry, and of those, 15% have more serious difficulties adjusting. How you experience re-entry adjustments can depend on:

- The length of time you were abroad
- Where you studied abroad (Western cultures vs. non-Western cultures)
- Your personality
- If you had studied or lived abroad before

If you’re having difficulty with your return, think back to the adjustments you made to succeed while you were abroad. These same skills can help you in coming home. Remember the “W” curve of cultural adjustment - the initial euphoria, followed by criticism, followed by general acceptance and understanding of the new culture? The same pattern applies to re-entry. The coping skills and strategies that were successful in helping you adjust to your overseas culture will be just as helpful in making the return home:

- Get involved with activities that you enjoy.
- Identify/Join/Look for a support group with other study abroad students.
- Suspend judgment of others.
- Keep a journal of your observations and don’t forget to keep a sense of humor.
- If you are experiencing major difficulty of re-entry, seek out professional help on your home campus.
- Give yourself time (and permission) to reflect on how this experience has changed you.
Remember that after experiencing a different environment, it's natural to have a different view of the U.S. This is the primary goal of the study abroad program. It's important to understand that each culture and country has its own systems of functioning. You may appreciate certain aspects of your host culture but dislike others. The same is likely true of your perspective of the U.S. now that you've returned.

Re-entry is different for everyone. However, there are some common re-adjustment issues that study abroad students report:

- **Personal Growth and Change** - You may have experienced a challenge to your beliefs, convictions, values, and world view while you were immersed in a different culture. You may also have experienced more academic freedom and personal independence. You may feel that you have matured and become more self confident. One of the greatest challenges of re-entry is having to adjust your new self to old home.

- **New Knowledge and Skills** - You have probably developed new skills that helped you survive in your everyday life overseas, such as learning to find your way around a new city, to act in a culturally appropriate manner, and to converse about your new subjects, and of course, your foreign language skills.

- **Relationships with Family and Friends** - It can be difficult to deal with family and friends once you return home. It's important to realize that other people did not stay the same while you were gone. Perhaps the most difficult and common issue is telling others about your experience abroad, beyond the polite inquiries and questions. Friends and family may not seem all that interested in hearing about your experience.
First read the following scenario of a student in going through reverse culture shock. Identify which stage of adjustment the student is in. Knowing the stages of adjustment can be very helpful in understanding how your own experience will change over time.

Second Explain which stage of reverse culture shock Jose is experiencing
What specific activities may help him overcome his shock?

Scenario
Jose studied abroad for nine months at a British university in a smaller city in the U.K. He grew accustomed to meeting faculty and friends in the university pub, eating chips out of newspaper, the sarcastic greetings of his friends and to watching soccer games with his British buddies. He had learned a lot about the history and traditions of the U.K. He experienced a more community-oriented way of looking at things, his British friends’ disparate views of the U.S. He was proud of what he learned. After being back in the U.S. for about a month, he was restless and bored. He missed his friends back in the U.K. and thought that many of his U.S. friends were narrow-minded and provincial. He was also upset that no one really took the time to listen to his stories. He felt as though all he wanted was to go back to the U.K. again as soon as possible.
Reverse Culture Shock

The goal of this activity is to give you the chance to think about adjustment and how you would react or help someone going through the process.

Read about what reverse culture shock means, the four stages and how you can overcome its effects in the following article:

Reverse culture shock is usually described in four stages:

1. **Disengagement**
2. **Initial Euphoria**
3. **Irritability and Hostility**
4. **Readjustment and Adaptation**

**Disengagement** begins before you leave the host country. You begin thinking about re-entry and making your preparations for your return home. You also begin to realize that it’s time to say good-bye to the people and to the place you’ve come to call home. The bustle of finals, good-bye parties, and packing can intensify your feelings of sadness and frustration. You already miss the friends you’ve made, or, you may make your last few days fly by so fast that you don’t have time to reflect on your emotions and experiences.

**Initial Euphoria** usually begins shortly before departure, and it is characterized by feelings of excitement and anticipation about returning home. This is similar to the feelings of fascination and excitement you had when you first entered the country where you studied. You may be very happy to see your family and friends again, and they are also happy to see you. The length of this stage varies, and often ends with the realization that most people are not as interested in your experiences abroad as you had hoped. They will politely listen to your stories for a while, but you may find that soon they are ready to move on to the next topic of conversation.

**Irritability and Hostility** often parallels the Culture Shock you may have experienced when you first entered the country where you studied. In fact, your transition into this stage might occur sooner than it did when you first went overseas. You may experience feelings of frustration, anger, alienation, loneliness, disorientation, and helplessness and not understand exactly why. You might quickly become irritated or critical of others and of American culture. Depression, feeling like a stranger at home, and the longing to go back overseas are also not uncommon reactions. You may also feel less independent than you were abroad.

Most people are then able to move onto **readjustment and adaptation** and they gradually readjust to life at home. Things will start to seem a little more normal again, and you will probably fall back into some old routines, but things won’t be exactly the same as how you left them. You have most likely developed new attitudes, beliefs, habits, as well as personal and professional goals. The important thing is to try to incorporate the positive aspects of your international experience with the positive aspects of your life at home.
ASSIGNMENT

First read the following scenario of a student in going through reverse culture shock. Identify which stage of adjustment the student is in. Knowing the stages of adjustment can be very helpful in understanding how your own experience will change over time.

Second write a short paragraph on which stage of reverse culture shock Jose is experiencing and how he can overcome it. Write your paragraph in your journal. Come to class prepared to compare answers with that of other students. Do you all agree?

Scenario
Jose studied abroad for nine months at a British university in a smaller city in the U.K. He grew accustomed to meeting faculty and friends in the university pub, eating chips out of newspaper, the sarcastic greetings of his friends and to watching soccer games with his British buddies. He had learned a lot about the history and traditions of the U.K. He experienced a more community-oriented way of looking at things, his British friends’ disparate views of the U.S. He was proud of what he learned.

After being back in the U.S. for about a month, he was restless and bored. He missed his friends back in the U.K. and thought that many of his U.S. friends were narrow-minded and provincial. He was also upset that no one really took the time to listen to his stories. He felt as though all he wanted was to go back to the U.K. again as soon as possible.

(Taken from Center for Global Education Study Abroad Student Handbook: Reverse Culture Shock.)

ASSIGNMENT

Returning home isn’t easy for a number of reasons, including how much you have changed, how much you understand these changes, and how much your friends and family accept these changes. It’s important to take time to consider what the particular frustrations are for you.

After careful reflection, complete the Re-Entry Reflection Statements below in your journal. Come to class prepared to compare answers with that of other students.

Re-Entry Reflection Statements
1. I know that I have changed as a result of my experience because...
2. My friends seem to understand __________ about me, but they don’t understand...
3. My re-entry experience would be better if...
4. Now that I’m home, I worry most about....
5. The one thing I know I have learned about myself is...
6. I wish I could explain to my family and friends that...
Some more thoughts on reacting to the changes... Things at home may have remained fairly unchanged in your absence. It's also possible that there have been some significant changes - a move, a divorce, or a change to a new university. If you have changed and home has changed, it's almost like you need to learn how to dance together again. Will you vary the music to adapt to the new rhythms of your lives or play the same tune?

(Taken from “Reacting to Changes” (p. 145) in Maximizing Study Abroad: A Students' Guide to Strategies for Language and Culture Learning and Use.)
Top Ten Challenges to Re-entry

First read the following article about the top challenges students face when returning home from their experiences abroad.

(Taken from Module 2.3.4-“Ten Top Challenges” What’s Up With Culture?, School of International Studies, University of the Pacific, Bruce La Brack, ed. (2003), funding by FIPSE, U.S. Department of Education.)

Second choose three of the Top Ten Challenges to Re-entry that you are feeling right now. (If there are other challenges that describe your feelings but are not listed, please use those as well.) Then write one to two paragraphs in your journal on how you think you can overcome them.

Third through discussion, find out what challenges other students have faced. Choose one that is different from yours, add it to your journal and comment on how you would advise that person to overcome that challenge.

Top Challenges

There are many reasons to look forward to going home, but there are also a number of psychological, social and cultural aspects that can prove difficult - often because they are unanticipated. The following list was generated by interviewing students like you who have made it through this experience.

1. Boredom

After all the newness and stimulation of your time abroad, a return to family, friends, and old routines (however nice and comforting) can seem very dull. It’s natural to miss the excitement and challenges that come with study in a foreign country, but it’s up to you to find ways to overcome negative reactions.

2. No One Wants to Hear

Believe it or not, some people won’t be as interested in hearing about your adventures as you will be in sharing those experiences. Be realistic in your expectations when describing your experience and be brief.

3. You Can’t Explain

When given a chance to explain your experiences you had abroad, you can tell people about your trip, but you may fail to make them understand exactly how or why you felt a particular way. It’s okay.

4. Reverse “Homesickness”
Just as you probably missed home for a time after arriving overseas, it’s natural to experience reverse homesickness for the people, places, and things that you grew accustomed to overseas. Feelings of loss are an integral part of international sojourns and must be anticipated and accepted as a natural result of study abroad.

5. Relationships Have Changed

It’s inevitable that when you return, some relationships with friends and family will have changed. These changes may be positive or negative, but expecting no change to occur is unrealistic. The best preparation is flexibility, openness and minimal expectations.

6. People See “Wrong” Changes

Sometimes people may concentrate on small alterations in your behavior. They may seem threatened or upset by your new ideas. Be aware of the reactions of those around you; this phase normally passes quickly if you do nothing to confirm their stereotypes.

7. People Misunderstand

People may misinterpret your words or actions. For example, what you may have come to think of as humor (particularly sarcasm, banter, etc.) and ways to show affection or establish conversation may not be seen as wit, but aggression or “showing off.” Conversely, a silence that was seen as simply polite overseas might be interpreted at home, incorrectly, as signaling agreement or opposition. New clothing styles or mannerisms may be viewed as provocative, inappropriate, or as an affectation. Continually using references to foreign places or sprinkling foreign language expressions or words into an English conversation is often considered boasting. Be aware of how you may look to others and how your behavior is likely to be interpreted.

8. Feelings of Alienation

Sometimes the reality of being back at “home” is not as natural or enjoyable as before you went abroad. Just as you remember the good parts of your host culture, try emphasizing the good in your home culture after your return. It may take some time now that you have different interests that you didn’t have before.

9. Inability to Apply New Knowledge and Skills

Many returnees are frustrated by the lack of opportunity to apply newly gained social, technical, linguistic, and practical coping skills that appear to be unnecessary or irrelevant at home. Be patient, and use the cross-cultural adjustment skills you acquired abroad to assist your own reentry.

10. Loss/Compartmentalization of Experience (Shoeboxing)
Being home, coupled with the pressures of job, family, and friends, often makes returnees worried that somehow they will “lose” the experience. You don't have to let that happen. Maintain your contacts abroad; seek out and talk to people who have had experiences similar to yours; practice your cross-cultural skills; continue language learning. Honor your hard work and the fun you had while abroad.

(Taken from Module 2.3.4-“Ten Top Challenges” What's Up With Culture?, School of International Studies, University of the Pacific, Bruce La Brack, ed. (2003), funding by FIPSE, U.S. Department of Education.)
Read about others’ experiences with Re-Entry

Scotland

"As I stepped off the plane after an 18 hour journey back to the homeland, I reluctantly smiled for the second half of my mother’s before and after pictures. I certainly wasn’t happy to have left my new-found independence in my host country Scotland, and return to my life here in the States. I moved back to my college town - back to the same apartment, the same job, and the same classes I had eagerly left behind only four months earlier. With so many things the same as when I left, sometimes it was as if I had never been gone. My peers did nothing to dissuade this perception. When I met up with people I hadn’t seen since before I’d left, they asked me how Scotland was. I zealously replied, 'Brilliant!', but they quickly moved onto other topics not realizing how anxious I was to share my experiences with them. They also didn’t realize how much I had changed while studying abroad and didn’t seem too interested in finding out. The person they saw before them was the same person who had left just a few months earlier, when in actuality nothing could have been further from the truth. Many people I used to see everyday were suddenly memories, as we had lost contact while I was gone, and I had no idea how to get a hold of them now. Loneliness predominated my feelings upon returning home. Perhaps going back to classes here was the hardest task. Classes in Scotland didn’t meet as often as they do here. It was expected that students would all take the necessary time out of class to learn what was required. This is what I had envisioned college would be like in the States, but it took a trip to Scotland to find it. Back at home, I find myself sitting through meaningless lectures, taking quizzes, and doing assignments that seem unrelated to class. To me, it was like going back to high school, and it’s something that I’m still having a hard time dealing with. I wouldn’t trade my study abroad experience for anything, but along with all the joyous, learning, and eye-opening experiences comes a lot of confusion and mixed feelings on returning home. Resuming a normal life at home may take some time, but in my opinion, this is as much a part of the learning process as studying abroad itself.” - Scotland Participant

London, United Kingdom

"Culture shock, culture shock, culture shock. It seems that International Programs Office warned us over and over again about the possibility of experiencing culture shock upon arrival in our host countries. I think that my culture shock in London lasted about a week ... and half of that was due to jet lag. Everything in London was so exciting and new. I didn't have time to feel culture shock while abroad...it’s when I returned to the U.S. that I figured out what culture shock truly was. The first week at home was great! I saw friends and family that I missed, and I was happy to be surrounded by the comforts of home. But after that, I felt homesick...for London. I wanted to go back to my exciting city life. I missed the British accents, having afternoon tea, jogging through Hyde Park, and being a world traveler. I combated my reverse culture shock by talking about my trip with friends and family, looking at photos, and hanging out with the people on my program. Eventually, my culture shock subsided. I still miss London and the experiences that I had, but I know that I will return to London again. Who knows? Maybe I’ll even live there someday.” - London, United Kingdom Participant

Quito, Ecuador

"When you come home from your study abroad experience, you'll notice that you may have been bitten by lots of bugs. Some of these might actually be insects from the Amazon rain forest or parasites from the not-so-safe-for-you-but-you-ate-it-anyway foods you got on the streets of a
really quaint town. You also get bit by the travel bug and won’t be happy unless your bags are packed for a quiet weekend at the beach or for a hike in the Andes mountains. I also got bit by another bug: the culture-shock bug. At times I had a hard time coping with the Ecuadorian culture. Also, when I returned home, I began to notice, and disapprove, of certain attitudes and values held by the Unitedstatesians around me. Regardless, I’d rather have been bitten by these bugs than to have not had my unforgettable experience abroad.” - Quito, Ecuador Participant

**France**

"I returned to the United States in July 2003 after spending almost 6 months living and studying in Montpellier, France. When we landed in Minneapolis and I was once again on American soil, I felt like not being. The money here was large and all one color; there was no bakery around the corner from my house; I couldn’t hop on a train and be in a different country in a matter of hours. I felt like doing nothing, but instead I was brought to a friend’s house where a party was going on.

Everyone was happy to see me but I got the feeling that no one really cared about what I’d done. They asked the usual questions like “how was it?” and “did you have fun?” How can one answer those questions after having an experience like studying abroad? They expected answers like “it was great” and “yes, it was a lot of fun,” so that’s what I said, but I couldn’t begin to communicate how I felt about it all, or moreover how I felt about being back.

You want advice? Don’t do what I did. Don’t stop talking about it because you think your friends don’t want to hear about your study abroad experience. They probably do care, they just don’t understand. Show them your pictures and tell them the names of your international friends. Tell the story behind the tribal mask you bought in Timbuktu or whatever. It’s interesting stuff, and your friends who actually care about you also care about what you’ve been through.

Also, talk to other people who have studied abroad. Talk to people who have been to some of the same places you’ve been. Compare stories; reminisce about that awesome square in Rome or staying up all night in Barcelona. There are other people who understand at least part of what you experienced, so talk to them. You can almost always find some immediate connection with someone who’s studied abroad. And that way, you don’t have to go through that “back in America” feeling alone.” - France Participant

(Taken from the University of Iowa; the University of Wisconsin-Madison International Academic Programs: Re-Entry Stories; and the University of Minnesota Learning Abroad Center.)
Strategies for Effective Re-Entry Adjustment

Interview at least three faculty or staff members who have experienced intercultural transitions and write one to two paragraphs on the coping strategies they used in your journal.

Strategies for Effective Re-Entry Adjustment

1. Talk with others who have come back from abroad and share your experiences, frustration, and joys. You will likely find that these are the people who can help you through it.
2. Accept that you have changed and that things are not going to be the same as when you left and that's a good thing.
3. Exercise. Endorphins kill re-entry sadness.
4. Read a lot. It will get your brain working.
5. Don't isolate yourself.
6. Don't brood. Self-pity is unattractive.
7. Try new things. Take up a new hobby, residence, sport, mode of transport.
8. Don't dwell on the past.
9. Keep your memories alive – don’t store them away in a shoebox. It wasn’t a dream and it was important.
10. Go to a World Market and get German chocolate if you miss Germany, Japanese tea if you miss Japan. Everything is available on the Internet!
11. Write down what you missed about the U.S. while you were abroad.
12. Use your cross-cultural study-abroad skills to observe your own culture.
14. Don’t let failures in your home culture be any less a learning experience than they would have been while you were abroad.
15. Continue to reflect on what you learned abroad.
16. Focus on how you are now better off from the experiences you have had.
17. Look for the good in the present situation.
18. Don’t be upset if people seem indifferent to your experience abroad.
19. Recognize that things at home have changed while you were away and respect those changes. No one's life went on hold just because you were gone, and his or her experiences are just as important to him or her.
20. Don’t talk about what happened abroad unless your listener wants to hear it, but find a confidant if you can.
21. Rekindle the spirit of adventure you had abroad. Explore home!
22. Go out of your way to make new friends, just as you did abroad.
23. Try to apply what you learned abroad to your life here. What can be saved? What is useful?
24. You will need to rebuild relationships, not merely resume them.
25. Remember: Like culture shock, re-entry shock passes in time.
The Importance of Self-Reflection

By going through some self-reflective exercises at various stages of your journey, you can gain additional insights into the kinds of personal changes a study abroad program can bring about. This is particularly true in terms of one’s perceptions about one's self and others both before and after a period of intense cross-cultural exposure.

Complete the Self-Evaluation answering the questions in as much detail as you can. Be honest. Your responses should reflect how you feel right now. When you are finished, post your answers to your Info Log.

Take this exercise seriously. It will eventually assist you in better gauging how the process of overseas adaptation has played out for you personally. We promise it will be worth your effort.

Self-Evaluation

A) The five things that have bothered me most about being home are:

1.
2.
3.
4.
5.

B) The five things I have enjoyed most about being home have been:

1.
2.
3.
4.
5.

C) The five international things (people, places, situations, etc.) I miss the least since I have returned home are:

1.
2.
3.
4.
5.

D) The five things (people, places, activities, etc.) I miss most from abroad since I have returned home are:
(Taken from Module 2.2-“If You are Preparing to Return Home Soon,” What’s Up With Culture? School of International Studies, University of the Pacific, Bruce La Brack, ed. (2003), funding by FIPSE, U.S. Department of Education.)
**Top Ten Goals for Life after Returning Home**

**First** read the sample Top Ten Goals in Life after Returning Home and think about how each goal relates to you.

**Second** copy the 10 goals and modify them so that they fit you. Delete the goal(s) that you feel has/have the least relevance, replacing it/Them with one(s) of your own.

**Third** write a sentence for each goal describing how you feel about it or how study abroad affected you in this way. Put the goals in order of priority for you, the and submit them to your *Info Log*.

1. *To seek out academic courses related to my experience abroad.*
   
   Take courses on your campus that fit into your major/minor that relate to your experience abroad to continue your learning.

2. *To publish a story about my experiences or submit photos to a photo contest.*
   
   Share your experiences with others; either in a written format or using your photos.

3. *To continue to gain perspective on my own country and culture.*
   
   Commit yourself to continue learning more about your own country and culture and to appreciate the good points!

4. *To continue with my language learning.*
   
   Seek out ways to keep practicing the language, read books and take courses.

5. *To meet/keep up with study abroad returnees.*
   
   Keep up with your study abroad friends and seek others who have studied or lived abroad.

6. *To meet people from my host country and other countries.*
   
   Seek out international students and others who are from your host country and other countries. Meet people from other places.

7. *To pursue graduate school abroad or consider studying/interning abroad during my graduate studies.*
   
   Consider doing part or all of your graduate degree abroad!
8. To incorporate “international” activities and perspectives into my future career.

Seek out job opportunities that include an international component.

9. To keep up with my friends that I have made overseas.

Email! Make an effort to contact them on a regular basis with eventual plans if possible.

10. To live abroad again.

Go abroad again for work or to volunteer and to learn more about the rest of the world!

OPTIONAL ADDITIONAL EXERCISE:

Create small steps toward my larger goal

Goal #1: To seek out academic courses related to my experience abroad.

Step 1: Identify two to three courses that fit with my major or GE requirements that are internationally focused.

Step 2: I will attend a least two seminars or talks on an international subject on campus this fall.

Goal #2: To meet people from my host country and other countries

Step 1: I will find out whether there is a group of students from my host country on campus and if so, I'll go to one of their meetings.

Step 2: I will attend 1-2 events on campus that involve people from other countries (like international student gatherings)…
Continuing your Learning

Being back on campus doesn’t mean that you have to end the learning that you started overseas. Making the most of your remaining time in school is important. So is finding ways to use the knowledge you brought back. The following checklists should give you a start on how to accomplish this crucial step.

Read the information below, choose at least three suggestions from the lists, and create a plan for how you will accomplish them. If you think of another idea that is not on the list, describe it in detail. Write your ‘Strategies for Continuing the Learning’ plan in your journal.

(Taken from Module 2.5.2-“Remaining Time in School” What’s Up With Culture?, School of International Studies, University of the Pacific, Bruce La Brack, ed. (2003), funding by FIPSE).

Continuing your Learning

- Take a language class to maintain your language proficiency or ask faculty with foreign language skills if you can write your papers in a foreign language.
- Go to your campus or community library and read newspapers in the language of your host country. (Many papers are available online as well.)
- Host an international dinner party and invite someone from a country you have not been to or study abroad returnees who have returned from countries you have not been to.
- Check community listings for international groups around your community (i.e. Japan Society, Guatemala Society)
- Get involved in your community - there are many multicultural groups to offer your services to who will welcome your expertise.
- Check out foreign films from your campus or community library and see the ones showing on your campus.
- Visit What’s Up with Culture and take some of the reflection and skills assessment inventories.
- Correspond with friends and family from your host country.
- Seek opportunities to act as a cultural bridge for community-based organizations involved in international exchange such as Sister Cities Associations, Kiwanis, and Rotary Club. You might volunteer to translate for, or host, short-term international visitors.
- Volunteer at local secondary education institutions to talk to history, international studies, and government classes about your overseas experience. Schools are always looking for interesting outside speakers.
- A good outlet for your slides, videos, and other media could be a local organization that is interested in “Traveler’s Tales” where you could combine your pictures with a narrative of your experiences. Sometimes these are associated with photography or travel bookstores but they are also found at local library branches, senior citizen organizations, and adventure sports stores.
• Organizations such as Youth for Understanding and American Field Service (AFS) are devoted to international and intercultural exchanges for high school students and are constantly looking for local trainers, mentors, and resource persons. They provide an excellent opportunity for you to play a very direct role in helping young people make the most of their overseas sojourns and the return home.
• A wide range of local non-profit organizations from women’s centers to migrant or immigrant assistance programs are always looking for individuals with intercultural skills and experience, especially if they have some capacity in the language(s) of their clients. Internships, paid and unpaid, can often be arranged.
• Consider seeing more of the United States. American students returning from overseas often realize how little familiarity they have with the tremendous geographic and cultural diversity in their own country.

Daily Life Practices

• Seek to apply cross-cultural skills in your everyday interactions in both international and domestic (multicultural) contexts.
• Cultivate intercultural sensitivity, especially across racial, religious, and socio-economic lines. Be aware of differences and how you evaluate and react to them.
• Try new experiences at home in the same spirit you once did abroad. You could try new ethnic restaurants. Find a good restaurant which serves food you came to appreciate overseas. Or you might attend a holiday celebration or public event of a group you know little about (e.g., Hmong New Year, Vietnamese Tet, Sikh Baisaki, Hindu Holi). Respectful and curious visitors are usually welcome.
• Push your comfort zone. Keep trying to find new ways to view the world, new ways to experience human culture, and new ways to interact with those who are culturally different from you. If you look for it there is often as much cultural diversity in your town as there was abroad. It may be a bit harder to see at home because most people, once home, operate within a relatively restricted and narrow set of social situations compared to their adventures overseas.

Academic Courses

• Courses, of course! Select courses that will build upon the overseas experience. Doing so can provide the opportunity to apply your newly gained understanding and skills in relevant areas in such diverse disciplines as history, political science, sociology, anthropology, international development, art, area studies, economics, etc.
• If involved in English or journalism courses, write an account of some important aspect of your study abroad as part of a class assignment. Consider offering the article to the school newspaper or submitting it to a local newspaper or national magazine. They are often looking for local human-interest stories. Even if you are not currently required to write about your experience you can try your hand at being a free-lance author. Guest editorials, personal opinion sections, travel sections, and first-hand experience types of newspaper formats are potential places to begin.
• Your school may have a "Speakers Bureau" where you can register what topics and areas you have an interest in and about which you would be willing to make public presentations. To help you in preparing for your presentation, please visit AllAbroad.us to get a list of helpful tips for presenters and free, customizable power point presentations you can download and use.

• Study abroad offices on campus may sponsor an occasional forum where a group of students can discuss their time overseas and answer audience questions. If your school has orientation or cross-cultural training courses for students before they go overseas, you could volunteer to give a short talk to them about things you think they should know before they go abroad. International offices are always looking for volunteer help. It’s an excellent way to apply your new skills and knowledge and be a benefit to outbound students.

• Many schools have experiential learning components in their curriculum or offices that will arrange internships for academic credit. Since many communities have both businesses and non-profit organizations that could use such experienced student assistance, this is a natural avenue to explore as part of your post-return adaptation. Businesses that deal in international marketing, import-export, commodity exchanges, cargo carriers and shippers, etc. are possible candidates, especially those in joint-ventures or who are part of multi-national corporations. Non-profits include refugee and resettlement agencies, cross-cultural health care agencies, local charity or immigrant centers, micro-banking and development organizations, legal aid, literacy and work-preparation programs, and much more. All of these can be good additions to a resume and can give you immense personal satisfaction.

**On-Campus Opportunities**

• Offer to organize a film series of modern classics in foreign languages you are familiar with.

• Attend lectures on international affairs.

• Contact your campus international student office and offer your services as a contact person for incoming foreign students before they get to campus and for a few weeks thereafter. This can be done very effectively through the Internet.

• Consider becoming an academic mentor or student advisor for an international student if your institution has such programs.

• If your campus has an International Students Association, attend a meeting and meet some members. You may find that you will have much in common with them as a result of your own study abroad experience.

• Volunteer to lead conversation groups through your campus Intensive English program for members of the campus and community who speak English as a second language.

• Submit your photos for your Study Abroad Office Photo Contest on your campus or nationally.

• Join a student group with an international focus on your campus.
• Help the Study Abroad Office recruit and prepare new study abroad students by helping with the Learning Abroad Fair, pre-departure orientation, or be a mentor to students about to depart.
• Stop by and talk with your study abroad advisors about your experience. They love to hear about your experiences and see your photos!

More on “Continuing the Learning”

It’s important to remember that you are just beginning your international/intercultural journey. The challenge is to continue!! The more cultures you learn about, the more countries you visit and the more interactions, the more you will progress along the Intercultural Sensitivity Continuum* (see more about continuum at the end of the document). So keep on learning!

While Still at your Home University:

Stay up with the language you worked so hard on mastering. Classes are good and so are conversation partners, listening to tapes, reading books in that language, and joining a cultural club.

Think about a variety of options when selecting course work:

• Independent study, research or readings.
• Arrange with your professor to give a lecture on (an aspect of) your experience in relevant classes.
• Relevant courses, such as Cross-Cultural Communications, World Religions, Japanese Culture and Society, etc.

After Graduating:

Whether through formal or informal instruction, there are many opportunities to continue studying the language and culture of interest. Universities, community college and extension schools offer many choices for foreign language instruction, and many offer some of the less commonly taught languages as well. Private language schools also provide opportunities to practice and brush up on language skills through informal classes. Many universities and schools offer language exchange or “tandem” programs that match a native speaker, usually an international student or scholar, with someone interested in that student’s home language and culture. In exchange, the partner can tutor them in English.

Last but not least we urge you to TRAVEL AGAIN!!! The best way to ease the being home blues is to plan for a next trip. Each time you venture out you learn more about the country, about the world, and about yourself. If difficulty readjusting makes you wary of traveling again, we can reassure you that coming back gets easier as you travel more often. As with everything else, the first time is most often the hardest. Right now you are developing the skills to cope with re-entry adjustment for the rest of your life. The experience you just had was not an isolated incident that you’ll vaguely remember. It’s the steppingstone to more
adventures in your future, to bigger and greater things to come. It is the experience that changed your life forever. *What a gift!*

*(Taken from University of Iowa International Programs: Returnee Handbook.)*

**OPTIONAL ASSIGNMENT**

**Discuss** with an advisor or faculty member how you can incorporate your international experiences in your degree plan, your career upon graduation, and in your future in general.

With their suggestions in mind, **write** in your journal one to two paragraphs on how you can make the most of your remaining time on campus to assist you with keeping your international experience alive.
Language Skills Maintenance Ideas

It won’t be easy retaining your new language comprehension after you return. Most likely you will get busy back at school, with old friends and making new friends, and preparing for your future career.

Read the ideas below for maintaining your language skills.

Write a Language Skills Maintenance Action Plan for yourself in your journal by choosing five suggestions from the list and specifying how you will accomplish them.

Language Skills Maintenance Ideas

1. Use the internet to maintain contact with friends overseas, utilize foreign language chat lines or to cultivate cyber-pen pals. Challenge yourself to include two or three new words in each letter.
2. Seek out foreign language broadcasts available on cable channels or through a satellite program such as SCOLA and watch 30 minutes to an hour a day in the language to maintain aural competency.
3. Explore what extracurricular language opportunities there are available on campus. These may include language clubs, language tables in dining rooms, partnering with an international student who speaks your target language, living in an international dorm with international students, seeking an international student as a roommate, acting as a participant (or judge) in a foreign language speech contest, etc.
4. Take a language class to maintain your language proficiency or ask other faculty with foreign language skills if you can conduct your research and write your papers in a foreign language.
5. Go to your campus or community library and read newspapers in the language of your host country. (Many papers are available online as well.)
6. When reading, keep a notebook to write down words you don’t know and review the words periodically.
7. Keep using flash cards. Set aside time to study them at least once or twice a week.
8. Learn the words to a new song.
9. Rent a movie in your target language and learn new words by listening to the soundtrack while comparing with the subtitles.
10. Find a conversation partner who is a speaker of the target language. While you help this person with English the partner can help you with your vocabulary.
11. Record commercials from a TV or radio program in the target language and see which words you can understand and what the words reveal about the culture.
12. Volunteer to help in the community with recent immigrants speaking your target language. You need to think globally here – if your language is French, for example, people from Vietnam, Ivory Coast, and others will often speak French.
13. Get involved with your university’s language department, and write an article in your target language for a departmental newsletter.
14. Get a job at an ethnic restaurant where your host country language is being spoken.
15. Buy music from both the U.S. and the host country – on the internet.
16. Locate clubs on campus and in the community that promote your country of interest and target language.
17. Use the Internet to find native speakers or people interested in conversational exchange. There are many great websites that allow you have live chats with people living on the other side of the world.
18. Check newspapers or the Internet for upcoming cultural events or celebrations of holidays such as the Chinese New Year. Attend other activities like foreign films or art exhibits that are specific to your country or region of interest, and actively seek out others with whom you can practice.
19. Seek out people who have had similar study abroad experiences and trade reading material so that you aren’t limited to what you were able to find on your own. Talk to native speakers of the language and ask them to borrow a novel, a comic book, magazine, or newspaper. They also might have more insight on specific Web sites for your country of interest.
20. Start a book club with returnees or students in your language class.
21. Keep a short journal on aspects of your experience abroad that are particularly memorable using your newly-learned language skills.
22. If you are fluent in the second language, find a local newspaper that is written in that language and send in an article. Take it through the writing processes and find someone to give you honest feedback on your writing. You might discover a talent you never knew you had!

Be open to opportunities for target language listening back in the U.S., but proceed respectfully. Approaching a native speaker of the target language back in the U.S. may not be as easy as it had been in the environment of the foreign country. Be cautious about how you approach them.

Don’t expect that a native speaker of your target language will want to speak anything other than English. After all, they may be in the U.S. specifically to learn English and the culture of the United States. Approach them carefully, expressing your interest in their native language and culture; in most cases they will respond favorably.

It’s essential to do as much reading as possible in order to become a more fluent reader in the target language. Find different sources, like the ones mentioned above, and others that will supply you with a variety of native writing styles for diverse age and interest groups.

(Adapted from Maximizing Study Abroad: A Students’ Guide to Strategies for Language and Culture Learning and Use.)
You as a Culturally Diverse Person

Now that you have had an experience abroad and have also learned some culture-general terms, it’s a good time to revisit the concept of “your culture.”

Fill out the following Diagram of the Culturally Diverse You.

You as a Culturally Diverse Person

Take a few minutes to complete this diagram. In as many circles as you can, write a word you feel describes you or is a significant part of who you are (e.g., sister, student, African-American, atheist, Democrat).

Write a short reflection (1 page) on how this diagram has changed because of the study abroad experience. Post your essay to your journal.

(Taken from “You as a Culturally Diverse Person” (p. 39) in Maximizing Study Abroad: A Students’ Guide to Strategies for Language and Culture Learning and Use.)

ASSIGNMENT

First get out of your comfort zone again (as you did overseas) by putting yourself in a cultural context in your U.S. community where you are an outsider (e.g. Latino church, Mosque, community meeting in a predominately African-American neighborhood, white Protestant suburban church, or an ethnic minority student group or a different political group on campus).
**Second** write one to two paragraphs reflecting on this experience - How did the experience compare to a study abroad experience? What dynamics make it different from a study abroad experience? How do these different subcultures compare to the different subcultures in your host culture? Has your view of different subcultures in the U.S. changed?

**Third** reflect on what stage(s) of the Developmental Model of Intercultural Sensitivity (DMIS) you found yourself in while undergoing this experience.

**Fourth** post both your paragraphs on your experience and where you found yourself on the DMIS scale to your journal. If you are doing this course as part of a class, compare your response to others in the class.
Global Citizenship

“A global perspective is becoming an essential capability in an organization to be successful. Having a knowledge of how to do business in other cultures with other business dynamics is essential.” - V. Lance Mitchell, President of Alcoa Closure Systems International (CSI)

As a returned study abroad student, you may be feeling more aware of U.S. dominance on the world political scene and feel overwhelmed and ashamed - even if you return appreciating toilet paper! Study abroad can result in challenges to core personal or societal beliefs. In short, your view of the U.S. and the world may have changed.

Many students have a new awareness of politics and the interpretations they get from the media in different countries and cultures. Some people feel either more highly critical of their own country or very grateful for the things that they enjoy in their own country - or both.

Sort through your changing perspectives by jotting down a few ways in which your views have changed. The Questions for Reflection below can give you some ideas.

Post your answers to your journal.

Through class discussion, find out if anyone else started to see things differently after their return.

Questions for Reflection

1. What experiences did you have while abroad that shocked or surprised you about the world?
2. How do you feel about those experiences after returning to the U.S.?
3. Are there certain stereotypes that you have eliminated? Kept? Modified?
4. After studying abroad, have your ideas changed about the role of the U.S. in the world?
5. Have your ideas changed about the role of multinational organizations such as the United Nations or the World Bank?

(Taken from “Seeing the U.S. and the World in a Different Light” (p. 149) in Maximizing Study Abroad: A Students’ Guide to Strategies for Language and Culture Learning and Use.)

ASSIGNMENT

Choose two American issues from the list below which you view differently since returning from abroad.
Write two paragraphs about how your views of these American culture aspects listed below have changed since you returned in your journal.

**American Issues:**
- Values
- Communication Patterns
- Ethnic Group Relations
- Suburbs and Cities
- Public Transportation
- Materialism
- Democracy
- Environmental Movement
- Foreign Policy
- Cuisine
- Interpersonal Relations
- Music and Art
- Religious Practices

**ASSIGNMENT**

First choose an incident that you have experienced recently or a news or entertainment topic that you have recently seen in the U.S., whether it be of a multicultural (domestic) nature or an international nature. For example, you might choose to write about an article that you read about diversity in higher education, or an experience at a restaurant in which there was a misunderstanding that left you feeling embarrassed.

Second write one to two paragraphs on this topic or incident. Now that you have returned from study abroad, analyze how your views have changed. How have your views on such topics or incidents changed or not changed in general since you have been abroad? Write your paragraphs to your journal. Come to class prepared to discuss your response.
Mentorship

According to "How To Books", mentoring is about one person helping another to achieve something that is important to them. It's about giving help and support in a manner that will empower them to move forward with confidence towards what they want to achieve.

What is a Study Abroad Mentor?

For the purposes of this course, a Study Abroad Mentor is a study abroad returnee who advises potential future study abroad students. The http://AllAbroad.us website contains several examples of mentors ranging from students and parents to government, education, and business leaders.

Why Mentor?

Your community, state, and nation gain significant benefits when you take the time to mentor. By helping others to study abroad, they can strengthen the ties and understanding between the U.S. and their host culture.

Help

There are many resources available that can help you mentor others such as:

- AllAbroad.us
- UC Davis Education Abroad Center
- UC Davis Cross-Cultural Center
- Other study abroad returnees

Common Worries...

What if...

... something really serious comes up?

While most mentoring relationships develop and flourish without serious problems, things do happen. Mentors have an important role, but that role does not include medical or psychological treatment, or family counseling. There are support systems in place for real emergencies. The most a mentor is expected to do - and should do - is to help guide a young person to the appropriate source of professional help.

... I'm too different to relate well?

Many first-time mentors worry that differences in age, race, religion, education, or gender will be insurmountable barriers. Actually, most experienced mentors report that mentoring someone from a different background broadened their own horizons and deepened their understanding of other people and cultures.
Please take the time to be a mentor and that you learn from the experience.

(Adapted from *NetMentors.Org* and *How to Books*.)

**ASSIGNMENT**

**First** think about how you would instruct someone on how best to prepare for study abroad in the country in which you studied. What suggestions would you give them? This exercise will help you reflect on what you learned and can be a way to organize your thoughts about the study abroad experience.

**Second** write an article of one to three pages on “What you need to know to succeed in _______program (your study abroad program) and in __________(your host country).” Include two “critical incidents” to illustrate cultural differences that may be good for a future study abroad student to know. Draw from your own experience. Include any knowledge of the host country educational system if you attended a foreign institution. Post your article to your journal.

**Third** through class discussion, search for advice that others have given about your target country and/or culture.

**ASSIGNMENT**

Try to remember how you felt prior to studying abroad. Then **answer** the questions below and add your responses along with a photo of yourself and a photo of an activity in your home country to your journal. List your name, host country, and study abroad program you chose.

1. What preparations helped you with getting ready for the experience?
2. What did you identify as the greatest challenge facing you as you began your study abroad experience?
3. What did you hope to learn about yourself and the host country/culture from studying abroad?
4. Why should others study abroad in your host country?
5. What was your greatest challenge while abroad?
6. List one of your greatest accomplishments or learning experiences during your study abroad experience.

In class, **compare your responses** with those of other students who have had experiences abroad.
ASSIGNMENT

First read through the postcards and e-mails you sent home to family as well as the journal you kept while abroad.

Second select excerpts that are illustrative of your emotional and intercultural growth and various stages you went through while abroad. Write two to three paragraphs discussing the following:
  - What were you interested in?
  - What did you enjoy?
  - What bothered you?
  - What was different about your host country?
  - What funny things happened?

Third post your paragraphs and excerpts to your journal. If you have a homepage or blog, post them along with one to three illustrative photos from your country. (See Kalamazoo’s example at http://www.kzoo.edu/cip/kpic/letters/letters03/roshon_letters.htm.)

Fourth through class discussion, compare your responses with other students’ postings. Discuss in one to two paragraphs some of the similarities and differences that you find in the selections made by other students in your journal.

(Taken from Kalamazoo College, Project for Intercultural Communication, Letters Home.)
Diversity Issues in Study Abroad

The following survey focuses on your awareness of how our own identities and the stereotypes that others have of us may affect the interactions between host culture residents and study abroad students.

It also focuses on the status of minority groups in your host country. No matter what your ethnic, religious, or political background is, this survey is applicable to you. Most likely you have had to come to a better understanding of who you are and what you believe. Hopefully you are more aware of how stereotypes affect interactions between people. Describe any experiences that you and/or your friends had with host country nationals.

Complete the survey in as much detail as you can. Post your answers to your journal.

Diversity Issues in Study Abroad Survey

2. Where, when, and for how long did you study abroad? (city, country, year, number of months or weeks)
3. How did you choose your particular study abroad program or destination? Please list all that apply.
   - Economic state of country/region (e.g., developed or developing)
   - Heritage (exploring your ethnic heritage and/or ancestry)
   - Structure of the program (e.g., foreign university-based or field study programs)
   - Program (resident credit accepted, transfer credit accepted)
   - Language of study
   - Parents/family influence
   - Interest in the course work available
   - Size of city/town/university where the program was located
   - Other—please explain
4. From your list, please comment on the top three factors you used to make your decision.
5. If you studied in a country of your heritage or ancestry, describe your experiences there.
6. Did you feel you were part of a minority/majority (racial, ethnic, religious, nationality, etc.) group in your host country? If so, please describe that experience.
7. What factors do you think influenced the way you were treated in your host country? Please list all that apply.
   - Physical appearance
   - Nationality (American)
   - Ethnicity/Heritage
   - Sexual orientation
   - Gender
o Religion
o Status as a minority/majority in the host culture
o Language
o Other - please explain

8. From this list, please discuss the top three factors and provide examples of how you were treated. Was it a positive or negative experience?

9. Did your experiences abroad influence or change how you perceive yourself? If so, how? Did your experience abroad change how you perceive diversity issues either abroad or in your home country (e.g., the US)? If so, how?

10. What minority groups (religious, ethnic, immigrant populations, etc.) exist in your host country? What similarities/differences exist between minority groups in the U.S. and minority groups in your host country? How did you compare your interactions with minority groups in the U.S. vs. the host country?

(Taken from University of Minnesota Learning Abroad Center: Diversity Issues in Study Abroad.)

ASSIGNMENT

Write an essay (one to three pages) about diversity issues in your host country. The article can address the situation of ethnic, religious, linguistic, etc. minorities in your host culture whether you identify with the group(s) or not. Describe to future study abroad students in a comparative manner with that of the United States the diversity issues in your host country. Submit the essay to your journal.

Through class discussion, compare your essay with those of other students who have had experiences abroad.

To find out more about study abroad and diversity issues, visit AllAbroad.us.

RESOURCES FOR RECRUITMENT OF DIVERSE STUDENTS

Plan your presentation. You can review steps three and four from the http://GlobalScholar.us web site “Outreach Assistance Program for Students” article for suggestions on how to do this. You may want to incorporate some of the pictures from your photo slide show or your coolest experience story.

You may want to consider working in a team and using one of the customizable powerpoint templates on the http://Allabroad.us web site. You can personalize these with your own information and by adding and removing particular slides as you see fit. There are several different presentations including ones targeting African-American students, Latino/a students, Asian/ Pacific Islander students, and Native American
students, as well as general ones targeting 4-year university or community colleges students.

**Download** and complete the Outreach Presentation Plan to help you plan your presentation. It includes resources and advice on logistical issues. Remember to think about your audience, to keep the presentation interesting, to use artifacts, and be aware of logistics.

*(Taken from the Center for Global Education's Outreach Assistance Program for Students, AllAbroad.us)*
Take Inventory of What You’ve Learned

First it’s time to take inventory of what you learned and the skills and qualities that you have gained while abroad. Read the list below to spark ideas for creating a résumé, preparing for an interview, and reflecting upon your experiences. In addition to the list provided, feel free to come up with your own ideas.

Second write an essay describing the skills and qualities that you have gained from your study abroad experience. Be sure to include any skills and qualities not on the list in the previous section. Add the essay to your Info Log.

Third through Interaction, compare other students’ essays with your own and revise your essay if you feel it necessary.

Possible Outcomes of an International Experience

Skills

• Understand cultural differences and similarities
• Adapt to new environments
• Learn through listening and observing
• Establish rapport quickly
• Function with a high level of ambiguity
• Take initiative and risks
• Utilize time management skills
• Identify problems and utilize available resources to solve the problems
• Accept responsibility
• Communicate despite barriers
• Learn quickly
• Handle difficult situations
• Handle stress
• Manage/organize
• Lead others in formal/informal groups
• Conduct research despite language and cultural differences
• Cope with rejection

Qualities

• Self-reliance
• High-energy level/enthusiasm
• Appreciation of diversity
• Perseverance
• Flexibility
• Open-mindedness
• Assertiveness
• Inquisitiveness
Creating an International Career

After you have reflected on the skills and qualities that you learned while abroad and ways to articulate the learning, you need to further your understanding about how to create an international career. For example, how long does it take to become involved in international business? Is it possible to do so during the first job or does one have to wait until the second or third job to go international?

Read through the following list of ideas for more resources on creating an international career.

1. Research what international careers are out there. This can be done in a variety of ways – via the internet, your campus career center or guides such as Careers in International Affairs (Carland and Gihring, 2003); International Jobs: Where They Are and How to Get Them (Segal and Kocher, 2003); The Global Citizen: A Guide to Creating an International Life and Career (Kruempelmann, 2002); International Job Finder: Where the Jobs are Worldwide (Lauber and Rice, 2002); and The Directory of Websites for International Jobs (Krannich and Krannich, 2002).

2. Contact your Career Center on your home campus. Make an appointment with a career advisor who knows something about international careers and discuss your interests with them. Ask specifically about the road to an international career.

3. Contact Alumni living in the destination country. Your alumni affairs office should be able to provide you with a list of alumni living in the destination country. Overseas alumni can be useful resources for students to both learn more about particular career areas and obtain useful job leads for full-time or summer opportunities.

4. Consider graduate school abroad in the destination country. While studying overseas, contacts can be made and you can network for your future.

5. Find out how other people found their jobs. The best way to learn how to find a job overseas is to ask other Americans who have been successful in finding an international job.

(Taken from NAFSA’s Guide to Education Abroad for Advisers and Administrators, 2005, p. 335-339.)
Study Abroad and the Interview

After thinking about the skills and qualities that you gained during the study abroad experience, it’s necessary to understand how to articulate what you learned. This is important not only for your future career aspirations but also for showing your fellow students (family and friends) about the meaning of study abroad. The questions below will help you articulate the learning that occurred while abroad. While completing this exercise, try to think about how you could bring up your answers in an actual interview and why such answers are important to discuss with a prospective employer.

Answer the questions below using the knowledge and terminology that you have learned in this course. When you are finished, add your responses to your journal.

A few questions to stimulate your self-reflection:

1. Share an example of how you had to set priorities to achieve a desired outcome in your study abroad experience.
2. How did your study abroad experience enhance your knowledge, skills, and understanding of your intended career field? What assets might international experiences yield as opposed to someone who studied domestically?
3. Share an example of a travel situation that helped you build your understanding of human motivation. How did this enhance your understanding of leadership or teamwork?
4. Share an example of how your international experience has improved your skills in communicating with others. How might this make you a better professional in your field?
5. How did you have to adjust/adapt to your new cultural surroundings? Share examples from academic, social, and work settings. How did this influence your ability to interact successfully with others?
6. Share an international experience in which you had to resolve a conflict or solve a problem. What skills and personal qualities did you tap into? How did the experience help you grow as a person?
7. Share an example of a study abroad experience in which you took initiative to achieve a greater result.
8. Share an example of a time when you may have been in danger or afraid. What did you learn from it? Why?
9. What was the most significant thing you learned about yourself through your study abroad experience? Why?

(Taken from University of Minnesota Learning Abroad Center: Returning Student Handbook.)
Going Abroad Again

Short-Term Work Abroad

Short-term work abroad (less than one year; typically a summer) usually involves working in an unskilled job. You can earn enough to cover your food, lodging, and day-to-day living expenses. This type of job probably will not pay enough to cover air transportation, but it may help provide some extra money for travel after you leave your job. Short-term work experiences include positions such as “au pairs” (a person who does domestic work for a family and takes care of the children in exchange for room and board and a chance to learn the family’s language), farm workers, typists, waitpersons, and youth camp leaders.

If you are a full-time student or a recent graduate, the work abroad programs through the British Universities North American Club (BUNAC) or the Council on International Educational Exchange (CIEE) are some of the easiest ways for you to secure legal employment overseas.

Through BUNAC (www.bunac.org) and CIEE (www.ciee.org), you can cut through some red tape and obtain documentation that allows you to work from three months to one year in another country. No special skills are required, but you must speak the language of the country (only applicable to French Canada). BUNAC and CIEE do not find employment or housing for you, but offer in-country support and resources to help you with your search. If you’re resourceful and willing to be flexible in the type of job you do, you should be able to find a position within a week or two.

Resources for Work Abroad:

- www.bunac.org
- www.ciee.org
- www.escapeartist.com
- www.idealist.org
- www.internationaljobs.org
- www.jobsabroad.com
- www.transitionsabroad.com
- http://internationalcenter.umich.edu/swt/work/
- http://workabroad.monster.com

Volunteer Abroad

Teaching, restoration projects, and literacy campaigns are just a few examples of the many different volunteer programs abroad. Some programs charge a fee and provide services such as insurance coverage, meals, and even housing. Some provide free room and board in exchange for your work, and others even pay a small stipend. Volunteer work opportunities may range from a few weeks long to two or three years in duration. If you’re interested in
development work, want to meet other foreigners and host nationals, and don’t mind rudimentary living conditions, you may want to consider this type of program.

*Resources for Volunteering Abroad:*

- www.idealist.org
- www.peacecorps.gov
- www.transitionsabroad.com
- www.internationalcenter.umich.edu/swt/work/options/volunteermain.html
- www.volunteerabroad.com
- www.worldteach.org
- www.worldvolunteerweb.org
- www.volunteerinternational.org
- www.planetedu.com
- www.netaid.org/volunteer
- www.serviceleader.org
- http://us.fulbrightonline.org/thinking_teaching.html

*Teaching English Abroad*

There are many opportunities to teach English abroad. Most programs prefer a commitment of one academic year, though some offer summer or semester possibilities. In general, a bachelor’s degree is required, although in most cases you do not need to be an English major. Organizations are more interested in your ability to speak native and fluent English. Volunteer and paid teaching opportunities can be found throughout the world.

*Resources for Teaching Abroad*

- www.ciee.org
- www.daveseslcafe.com
- www.aboutus.org/ESLWORLDWIDE.com
- www.teachabroad.com
- http://internationalcenter.umich.edu/swt/work/options/teach-no-main.html
- www.jobs.edufind.com
- www.tefl.com

*Internships Abroad*

It is sometimes difficult to distinguish between “work abroad” and “internships abroad.” The University of Minnesota Learning Abroad Center website will assist you with what it means to be an intern abroad.
Be sure that you check on visa requirements for whatever type of volunteer, work or internship program you do abroad. It is important that you verify how you will obtain a visa with the organization or program if needed.

(Taken from University of Minnesota Learning Abroad Center: Work, Volunteer, and Interning Abroad.)

Graduate School Abroad

If you're thinking of going to graduate school and wish to include an international component, your first two steps should be to talk to your academic advisor and to pay a visit to your campus career center. They'll help you to learn how to identify programs that match your interests and goals and get you started in the application process.

There are several things to consider in the application process. First of all, pinpoint what you want to study. Next, determine which schools offer the best programs. (This is where your faculty advisor may be of particular assistance.) How will you finance your studies? U.S. Federal Aid and loans may not be available for all programs overseas.

Whatever you decide, you'll first have to deal with taking the entry exams (GRE, LSTAT, GMAT, MCAT, etc.), which are offered every few months. These tests may not be required by schools overseas, but it is still a good idea to take them now while your schooling is fresh, just in case your plans change to include a graduate program in the U.S. To find out when your particular test is being offered, stop by your campus career center. Also, the Princeton Review keeps an excellent website with information on graduate school exams at www.review.com.

Study, work, internships or research abroad are commonly integrated into U.S.-based graduate degree programs, and students often use the opportunity to return to their study abroad country or explore a different one. We recommend planning your international experience early on in your graduate degree program in order to make sure that the work you do overseas relates directly to your degree requirements. There is no one-way approach to graduate study abroad and you are encouraged to talk with your academic advisers, peers, professors, the graduate program that you are considering, and your study abroad staff if they advise on graduate programs to determine the right opportunity for you.

Graduate Programs Search Engines

- Association of Professional Schools in International Affairs
- Comparative and International Education Society
- Peterson's Higher Ed Guides
- GradSchools.com
- InternationalGradschools.com
• Graduate Study Abroad Program Directory

Graduate Work in International Education Fields

There are many internationally focused graduate programs. Returned study abroad students are often interested in pursuing graduate work in international education or comparative international education. The following lists were compiled from a listserv discussion of International Education professionals. These lists are not exhaustive. Inclusion does not imply endorsement.

**International Education**

The following schools offer degrees in International Education or a similar field:

- Boston University
- Florida State University
- George Washington University (Washington D.C.)
- Harvard University
- Lesley University (Massachusetts)
- New York University
- School for International Training (Vermont)
- University of the Pacific in collaboration with the Intercultural Communication Institute in Portland, Oregon.
- University of San Francisco
- University of Southern California

**Comparative International Education or International Educational Development**

The following schools offer degrees in comparative international education:

- American University (Washington D.C.)
- Claremont Graduate University (California)
- Columbia University (New York)
- Florida International University
- George Washington University (Washington D.C.)
- Harvard University
- Indiana University Bloomington
- Iowa State University of Science and Technology
- Loyola University Chicago (Illinois)
- The Pennsylvania State University
- Stanford University
- State University of New York at Buffalo
- University of California Los Angeles
- University of Florida
- University of Maryland
- University of Massachusetts Amherst
Resources for Funding International Study

**Fulbright Scholarship**
- Through the Institute of International Education
- For study, research, or teaching abroad
- Applications are to ONE specific country
- If you already have more than one semester of study in a country, you are not eligible to apply to that country.

**Marshall Scholarship**
- Marshall Scholarships “finance young Americans of high ability to study for a degree in the United Kingdom”
- For study at any UK university, including the “Big Three”
- Need a 3.7 GPA minimum to apply

**The George J. Mitchell Scholarship**
- Scholarship for study in Ireland
- NOT for “Irish Studies”
- Competitive – modeled as the “Marshall Scholarship to Ireland”

**Rhodes Scholarship**
- For study at Oxford University, UK
- Must have impressive grades and leadership experience

**Thomas J. Watson Fellowship**
- A one-year grant for travel and study outside the US
- Must be a student at one of the 50 participating institutions
- Free-formed, non-study proposals

**The Samuel Huntington Public Service Award**
- Provides an annual stipend of $10,000 for a graduating college senior to pursue public service anywhere in the world

**David L. Boren Scholarship**
• National Security Education Program (NSEP) David L. Boren Undergraduate Scholarships
• Offers undergraduates the resources to study the language and culture of a non-Western country
• Intern for the federal department of your choice

**Ronald E. McNair Post-Baccalaureate Achievement Program** (McNair Scholars Program)

• Created to increase educational opportunities to students who are from low-income, first-generation families, and/or those who are from ethnic backgrounds traditionally underrepresented in graduate education. It is funded through the Department of Education.
• Apply through home college or university.

**Rotary Ambassador of Goodwill Scholarships**

• Some Rotary Clubs offer Ambassadors Scholarship opportunities to increase international peace and understanding through graduate study abroad. Please refer to the club in your home district to find out whether they sponsor ambassadorial scholarships and find more information, including eligibility criteria.

**ASSIGNMENT**

After deciding how you may go abroad again (teaching, working, volunteering, internship), write a short essay on why you chose that area, what types of programs you found which you feel will work for you, and why. List the programs you are considering.

**ASSIGNMENT**

Choose a funding source that interests you and write a cover letter asking for information on funding for graduate study. Include information about yourself that you think is important for the application process.
Campus Resources

Stay current on what’s available across the campus (you have paid for these services with your tuition so use them!), stay connected in clubs and organizations, and utilize the abundance of helpful resources.

Education Abroad Center
Third and A Streets
Helpful links to campus services as well as how to stay involved with the international community [http://studyabroad.ucdavis.edu/students/returnee_getinvolved.html](http://studyabroad.ucdavis.edu/students/returnee_getinvolved.html). Current “international” events around campus are posted regularly (including a monthly newsletter). Don’t miss out on entering your favorite photos in the annual EAC Photo Contest (info posted in Fall quarter). If you need any assistance in getting academic credit for classes you took abroad, visit: [http://studyabroad.ucdavis.edu/students/academics_generaleducationcredit.html](http://studyabroad.ucdavis.edu/students/academics_generaleducationcredit.html)

CAPS (Counseling and Psychological Services)
219 North Hall
In case you want to sit down with a counselor and discuss your reverse culture shock symptoms that might be negatively affecting your academic or personal life, visit: [http://caps.ucdavis.edu/index.html](http://caps.ucdavis.edu/index.html). To read their brochure on reverse culture shock, visit: [http://caps.ucdavis.edu/resources/brochures/Reverse_Culture_Shock-reversed.pdf](http://caps.ucdavis.edu/resources/brochures/Reverse_Culture_Shock-reversed.pdf)

Internship and Career Center
2nd and 3rd Floors South Hall
Not only do they have a web page devoted to “International Programs” and how to write an international resume, [http://iccweb.ucdavis.edu/International/index.htm](http://iccweb.ucdavis.edu/International/index.htm) you can sign up for their listservs (by to find out about opportunities both domestically and internationally [https://iccweb.ucdavis.edu/students/ListServSignup.htm](https://iccweb.ucdavis.edu/students/ListServSignup.htm)

International House
10 College Park

PAL (Partners in Acquiring Language) Programs
[http://esl.ucdavis.edu/graduate/pal-program](http://esl.ucdavis.edu/graduate/pal-program)

Cross-Cultural Center
Many events are happening this spring, including “Culture Days”: [http://ccc.ucdavis.edu/culture_days.html](http://ccc.ucdavis.edu/culture_days.html)

Campus Book Project
The book selected each year relates to issues for internationally-minded students, staff and faculty and/or broadens one’s perspective about diversity, equity and community. [http://occr.ucdavis.edu/](http://occr.ucdavis.edu/)
Reverse Culture Shock is a term used to describe the feelings (of surprise, disorientation, confusion, etc.) experienced when people return to their home country and find they do not fit in as they used to. This may be due to a change in perspective, a decrease in excitement, an appreciation for and of different customs, or because during the travels the home country was idealized.

Why is it so shocking to return home?

People who have lived abroad often find the adjustment to returning home is more difficult than their adjustment to the foreign culture. This occurs due to a difference in expectations. We expect to have some difficulty when we go to a new place, but not when we are returning to a place we already know.

You may not realize how much you have changed. In adjusting to life in a new culture, your perceptions, habits, and maybe even values have changed, perhaps without your awareness, to fit in with the cultural context of your host country. At the same time, you've carried around in your head a wonderful mental picture of your home environment. All of a sudden, when you return home, reality just doesn't measure up to that picture.

This is a common occurrence, and the best way to address it is to be aware of your negative feelings. Be assured that in time, you will be able to balance an appreciation for the positive aspects of culture at home as well as abroad.

Definition of Reverse Culture Shock

Symptoms of Reverse Culture Shock

- Restlessness, rootlessness
- Reverse homesickness (missing people and places from abroad)
- Boredom, insecurity, uncertainty, confusion, frustration
- Need for excessive sleep
- Change in goals or priorities
- Feelings of alienation or withdrawal
- Negativity towards American behavior

Prepare Yourself for Reverse Culture Shock

- Communicate. Be open with family and friends about the possibility that you may miss your host family / country. This will help them understand why you aren't immediately jumping into your “old lifestyle”.

- Remind yourself of the pros & cons. Every environment has positive and negative factors to it. Before your return home, make a list of things that you are looking forward to and also things that you did not miss. By reading over this list you can regain an accurate picture of your home country so that you don't idealize it and then feel let down.

- Think about your changes. It is always nice to reflect on the ways a new experience has impacted us. Your time abroad has probably changed you in some ways. Others (friends and family) may feel that you are “different” while you feel frustrated that they are the same. Be positive about your growth and your changes and be accepting of others that have not had the same experience.

- Find your audience. Although many people will ask you about your travels, their interest in your stories and photos will fade quickly. Be prepared to feel a little frustrated that others are not as interested as you would want them to be. Keep your stories brief and general and look for an audience that will enjoy the more expansive tales. Look into a speaking presentation at the Education Abroad Center on campus.

- Familiar Patterns. There may be patterns that were part of your life that you don’t find as comfortable anymore. There may be patterns from your time abroad that you wish to incorporate. Finding the space in your life and balance between these two could take some time. Be patient with your own readjustment to your home country and allow yourself time to adjust into what will now be your new pattern.
Keeping Connected to Your Experience

A great way to prevent or deal with reverse culture shock is by keeping connected to your host country once you return to the US. There are many ways you can do this:

- Find connections and interactions with the international student population at UC Davis – join an international student organization on campus.
- Continue language courses and speaking the native language of your host country.
- Explore options of future employment or internships / trips to your host country.
- Keep in touch with families and friends in the host country. Email, Skype or blogs are great communication tools.
- Read the local newspaper from your host country on-line or have it sent to you from friends – stay in touch with current events.
- Telling your story is a great way to inspire others to make the choice to study abroad.
- Enjoy your independence, increased awareness, sensitivity to diversity, and competency in foreign language that come with your experience.
- Make a scrapbook of your memories.

Seeking Counseling

Seeking counseling is a way to take care of oneself and to prevent physical and mental health problems. Speak with your program advisor while abroad or when you return if you feel you are in need of counseling to help you cope. To explore your coping mechanisms and setup positive plans for self-care, consider meeting with a counselor on-campus prior to leaving for your abroad program & upon returning.

Impact of Reverse Culture Shock

The adjustment to returning home can be more difficult than the adjustment you made to a new culture. When you return to the US, you may not expect to feel any shock because you lived here before, however, time away may have changed your perspective, lifestyle, personal views and you may feel like a new person. You can explore these personal changes and your feelings of reverse culture shock with professional, confidential professionals on campus. Use the contact information below to schedule an appointment.

On-Campus Resources

- Counseling and Psychological Services (CAPS)
  [http://caps.ucdavis.edu](http://caps.ucdavis.edu)
  (530) 752-0871

- Cowell Student Health Center
  [http://healthcenter.ucdavis.edu](http://healthcenter.ucdavis.edu)
  (530) 752-2300

- Education Abroad Center
  [http://eac.ucdavis.edu](http://eac.ucdavis.edu)
  (530) 297-4633
As a study abroad returnee, there are many ways for you to share your experiences with others. Publishing them is not only beneficial for the reader, but great experience for you and your resume! Keep in mind that some organizations and publishers pay for submissions, while others do not. There are also a variety of photos and writing contests that offer prizes. The following information is taken from the websites of the organizations listed below.

Magazines and Online Publications

- **Glimpse Magazine** looks for correspondents, which are mainly study abroad students. Glimpse Magazine's focus is to provide readers with in-depth insights into the daily cultural, political and social realities of life abroad. Approximately one quarter of Glimpse articles are republished in major newspapers and magazines.

You do not have to consider yourself a "writer" to contribute to Glimpse Magazine. The Glimpse editorial staff undergoes a personal, intensive revision process with each and every contributor, teaching those with all levels of writing experience the basic tenets of compelling creative nonfiction. While not all submissions are ultimately accepted, all contributors are given a chance to work collaboratively with an editorial staff member to revise or refocus their submissions.

Glimpse Online continually considers submissions on virtually every theme. Glimpse Quarterly solicits articles on a quarterly basis to meet the specific needs of each issue. Glimpse also offers writing and photo essay contests, each of which focus on a particular dimension of the abroad experience. They have recently added a section called Faux Pas! to Glimpse Quarterly, which consists of anecdotes about specific (and often embarrassing) instances of cultural miscommunication. [http://www.glimpse.org](http://www.glimpse.org)

- **Transitions Abroad** is a magazine for travelers, especially for those seeking to extend their time abroad through work, study, and/or finding the best bargains. Its purpose is to provide readers with the practical information and ideas they need to make their own plans. Readers are most interested in learning about the culture by meeting the people and value for money.

The magazine's four major departments—Travel, Work, Study, and Living—are all devoted to immediately usable practical information and ideas (the "nuts and bolts"). Contributors write from personal knowledge, usually from first-hand experience, and stress ways to avoid the cultural isolation of a tourist. The more useful and practical information presented in a concise manner, the greater the likelihood of publication.

They look for writing contributions in the following categories: Independent Traveler, the Learning Traveler, Solo Woman Traveler, the Gay or Lesbian Traveler, the Working Traveler, Living Abroad (experience and practical information on assimilating into the local culture and getting to know the people), Abroad at Home (submissions should provide insights on the creative arts of another culture that may be embraced in our day-to-day life while not physically abroad), Education Abroad (practical information and advice for readers planning a study abroad experience). Transitions Abroad also holds writing contests and accept photo submissions. [http://www.transitionsabroad.com](http://www.transitionsabroad.com)

- **Abroad View** encourages study abroad and international students to submit articles to "Abroad View" at any time. They are more than happy to review drafts and work with students to develop their
ideas. Submissions guidelines and writing tips are available.
http://www.abroadview.org/webzine/index.htm

- **Urbanlowdown** is part travel guidebook, part travel journal. Urbanlowdown focuses on the perspectives and experiences of our student correspondents living around the globe.
http://urbanlowdown.com/correspondent.php

- **Journeywoman.com Travel Resource Website** seeks to inspire females to travel safely and well and to connect women travelers worldwide. They publish female-centered travel experience articles. Each published article becomes eligible for their Annual Journeywoman Travel Writing Competition.
http://www.journeywoman.com/writers_guidelines.html

- **European Visits Online Magazine** is an online magazine about travel in Europe. They accept article submissions from both experienced travel writers and ordinary travelers about visiting Europe for online publication.
http://europeanvisits.com/misc/submission-guidelines.htm

- **Travelmag** is an online travel publication based in the UK. They look for tales of travel well beyond the guidebook routes, illuminating little-known corners of the globe and, occasionally, revealing a bit about themselves as well. They put up the features they find interesting, usually because they’re good, but sometimes because they’re outstandingly bad. Sometimes their writers are experienced journalists, others are starting out travel writing, learning the craft and looking for markets for their travel stories.
http://www.travelmag.co.uk/

- **National Geographic** is a national organization that holds annual photo contests (see more below in the current contests category). They also have several publications, including the National Geographic Traveler which accepts both article and photo submissions.

  Travel Story Submissions: www.nationalgeographic.com/traveler/writer-guidelines.html
  Travel Photo Submissions: www.nationalgeographic.com/traveler/photo-guidelines.html

**Contests Through Your Program Provider/Study Abroad Office**
Many program providers and study abroad offices host their own photo contest specifically for their returning students. Several also accept written articles for their website or newsletters. Check back at the alumni section of your program provider or study abroad office’s website to see what is available to you.

**Local Newspapers**
Write up your stories and submit them to local papers. Some of the papers in the area are listed below.

**Listing of California media outlets:**
http://www.usnpnl.com/canews.php or
Put Your Study Abroad Experience to Work!

Possible Skills Gained while Studying Abroad:
- Cross-cultural communication
- Analytical experience
- Flexibility
- Familiarity with local customs
- Ability to adapt to new surroundings
- Language proficiency
- Intercultural competence
- Research experience
- Self-reliance
- Perseverance
- Diversity tolerance
- Assertiveness
- Independence
- Knowledge of history and customs

Study Abroad to Do List:
- Gain professional contacts in your host country… Network!
- Stay in touch with family/friends while abroad
- Volunteer
- Experience different aspects of your host culture
- Practice language proficiency
- Conduct research

Study Abroad Resume Tips:

1. Include your time abroad somewhere! Decide how relevant it is to your resume objective. It is most commonly placed in the education section or related experience of your resume.
2. Highlight accomplishments from your study abroad time.
3. Market your transferable skills from study abroad: time management, adaptability, self-reliance.

Format Examples:

International Education Exchange, Guanajuato, Mexico August 2004 - December 2004
- Intensive study of Mexico’s history, customs, traditions, politics, and religion
- Performed research regarding public opinion of foreign media influence on national culture
- Volunteer activities at local orphanages, homeless shelters, and elementary level schools

Study Abroad Participant with Cultural Experiences Abroad January 2005 - April 2005
Universidad Veritas San Jose, Costa Rica
- Traveled extensively throughout Costa Rica for 4 months and developed first-hand knowledge and understanding of the Latin American culture
- Enhanced Spanish language both written and oral communication skills

International experience is becoming increasingly important to employers and is an advantage in the job market!
Resume Tips Continued

The goal of the résumé is to demonstrate to potential employers that you would be valuable to their organization and to ultimately generate a job interview. Research has shown that an employer spends approximately 30-40 seconds reading a resume. Important tips to remember when developing an attractive, easy-to-read resume:

- **Font** - Use standard non-serif fonts such as Courier, Arial, or Times New Roman in a readable font size (no smaller than 10 point and no larger than 12 point).
- **Margins** - Have a good text/white-space balance, and centered on the page. Use ½-inch to 1-inch margins for top, bottom, right, and left.
- **Style** - Highlight important facts and headings by bolding, underlining, indenting, capitalizing and/or using bullet points to attract the reader's eye.
- **Action Verbs** - Use action verbs to begin statements describing skills and responsibilities.
- **Length** - Be concise; a one-page resume is often adequate unless you have extensive experience that is applicable.
- **Paper** - Use white or off-white resume paper only.
- **Errors** - Be grammatically perfect and free of typographical errors.

<table>
<thead>
<tr>
<th>Common Headings:</th>
<th>Additional Headings:</th>
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<tbody>
<tr>
<td>Objective</td>
<td>International Experience</td>
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<td>Education</td>
<td>Languages</td>
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<td>Summary of Skills</td>
<td>Volunteer</td>
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<td>Internship Experience</td>
<td>Collegiate Activities</td>
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<td>Professional Associations</td>
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<tr>
<td>Related Coursework</td>
<td>Presentations</td>
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<tr>
<td>Computer Skills</td>
<td>Community Activities</td>
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</tbody>
</table>

**Formula for Creating Bullet Statements:**
- Action Verb + Responsibilities + Impact
- Action Verb + Situation + Results

**Summary of Skills Example:**
- Provides a summary of your qualifications and skills to the employer. This will quickly show an employer a qualitative summary of the skills and experience you have to offer.

**PROFESSIONAL SUMMARY**
- Excellent capacity to understand diverse cultures; extremely well traveled and able to articulate using crossing-cultural communication skills
- French proficiency: interpreting, writing, speaking, reading, and translating
- Strong leadership abilities enhanced through campus and regional association/club involvements
- Outstanding time management and multi-tasking skills gained from successfully holding three jobs as a full-time student
Cover Letter

Fast Facts:
- Cover letters are used when you are directly replying to a job announcement you have found.
- The purpose of a cover letter is to get the prospective employer to read your resume more thoroughly.
- The cover letter is a marketing tool to communicate your value to the employer.
- Be sure to write a targeted cover letter for each job you apply for.

821 South Monaco Circle
Englewood, CO 80112

October 8, 2004

Jill DeNichols
Crystal Media Group
Regional Sales Manager
409 East Virginia Avenue
Chesapeake, VA 23322

Dear Ms. DeNichols:

I am writing in regards to the Account Executive position that was listed with the Colorado State University Career Center. In conducting research on Crystal Media Group, I was impressed by the broad range of information that your publications provide, from historical and economical information to relocation guides. I am very interested in working for a company that has such an outstanding record of customer service while being in the top 5% in the nation for this field. After reading through the description of the successful candidate, I am positive that I possess all of the qualities that you are seeking in an account executive.

As you can see from my enclosed resume, I earned a Bachelor of Arts in Speech Communication from Colorado State University, with my specialty being group presentations. Whether it was reciting historical speeches in front of a class, or delivering project updates to a professor in a mock boardroom setting, I always took the initiative on group projects to ensure the assignment was done properly and on time. Such confidence in public speaking led quite naturally to a career in sales. My high sales figures while at Wilson Direct Marketing demonstrate my ability to adapt to various customer needs. I learned a great deal about persuasion, customer service, and multiple sales techniques from this experience.

In addition to my education and work experience, I have many skills that will enable me to be an excellent addition to the sales team at Crystal Media Group. I’m very interested in traveling and relocating to a new city. My independence and self-motivation to go out and seek new business are two more qualities that are crucial to the field of sales. You will find that I am a motivated and enthusiastic team player who enjoys the challenges of reaching sales goals.

I am very interested in meeting you and learning more about this position. I am available for interviewing at your convenience. Please feel free to contact me via e-mail at jfiakowski@colostate.edu or leave a message at (720) 555-1345 to arrange a meeting time. Thank you for your consideration, and I look forward to hearing from you soon.

Sincerely,

Signature

Jeff Fiakowski

Enclosure

Heading
Your Address
Date
Employer Name & Title
Employer Address

Paragraph 1
State the position applying for
how you found the position
(referral names are great), and
why you would want to work
for this company.

Paragraph 2
Discuss your study abroad
experiences here and skills
directly relating to their job
description – address the
requirements listed.

Paragraph 3
State your personal attributes
(personality) and how they
relate to the job

Paragraph 4
Restate your interest in the
position, request an interview
and provide follow-up contact
information. Don’t forget to
thank them for their time.

Final Note
SIGN your letter, and include
"Enclosure or Attachment" if
you have other documents for
the employer to look at.
Behavior-Based Interviews:

These interviews are based on the premise that your recent, relevant past performance is the best predictor of future performance in similar circumstances. Interviewers seek specific examples to get as detailed an understanding as they can about the way candidates have responded in similar situations and challenges. They are looking for proof that you can demonstrate the desired capabilities in the real world.

There is a three-step process to answering these questions:

- **Situation:** Describe a challenge you faced similar to the example posed by the interviewer.
- **Action:** Explain the actions that you took to resolve the situation.
- **Results/Outcome:** Detail the beneficial and positive outcomes that came from your initiatives.

Below are some questions commonly asked in the behavior-based interview:

- Tell me about a time when you changed your approach to a project after starting it. Why did you feel it was necessary to make the change? What was the result?
- Give me specific examples of several projects you were working on at the same time. How did you keep track of their progress? How did they turn out?
- Describe a time when a team member openly criticized you for something. Why were you criticized? How did you respond? What could you have done differently?
- Give me a specific example of a time when you had to meet a deadline, but your professor wasn’t available to answer a question and you were unsure how to proceed. What did you do? What was the outcome?
- Describe a creative/innovative idea that you produced which led to a significant contribution to the success of an activity or project.
- Tell me about an interpersonal conflict you have had with someone and how you dealt with it.
- Tell me about a time when you were a leader of a group. What was the most difficult thing about that experience?
- Tell me about a time when you were working as part of a team and someone else wasn’t pulling their weight. How did you handle it?
- Tell me about a team you were on that didn’t work very well together. What did you do to help resolve the situation?
- By giving examples, what role you do you typically play on teams?

Some prompts to start thinking about your experience:
Since employers may not ask you direct questions on how your study abroad experience makes you the best candidate for the position, it is up to you to think of some good examples beforehand. Here are some question prompts to get you started:

- Describe a situation where you found yourself dealing with someone who didn’t like you. How did you handle it?
- Tell me about a time when you had to think on your feet to come to a decision quickly.
- What are some skills/outcomes you gained while abroad?
- Where did you study abroad? What did you study? For how long? What was your living situation?
- What are the top three lessons you learned?
- How did the experience change your life?
- What leadership opportunities did you have?
- Tell me about your volunteer and work experience while abroad.
- In what ways are you more adaptable, open-minded and observant?
- How can you spot cultural differences and modify your behavior to accommodate local norms?
- What language skills did you gain while abroad?
Study Abroad Resume Example 1

Meredith R. Brinkman
250 N Elizabeth St #11 • Fort Collins, CO 80521 • (270) 555-2745 • csuram@msn.com

EDUCATION
Bachelor of Science, Business Administration
Double Major: Organizational Management and Accounting
Colorado State University, Fort Collins, CO

GPA 3.16
Graduation: May, 2006

Foreign Study
University of Aberdeen, Aberdeen, Scotland
• Courses incorporated viewing world issues from US and Scottish perspectives
• One month of intensive travel to seven countries following semester of study

PROFESSIONAL PROFILE
✓ Unique combination of leadership, communication and business skills
✓ Successfully managed 5 project teams simultaneously with 20 hrs work/week
✓ Ability to solve complex business issues through modeling and cost methodologies
✓ Process driver that led team to conclusive results in open-ended international expansion project
✓ Demonstrated proficiency in cross-cultural communications with diverse students
✓ Provided decisive, proactive operating leadership in numerous project situations
✓ Ability to quickly and effectively convey ideas and information in an influential manner

RELEVANT EXPERIENCE
Human Resources Intern, Level 3 Communications, Broomfield, CO 2005-present
• Assist Director of Human Resources Department in providing HR services to over 200 employees
• Benefits and Compensation administration and coordination of Recruitment activities

Resident Assistant, Colorado State University, Fort Collins, CO 2003-2005
• Managed 38 students (provided support and direction)
• Communicated expectations and information about policies and behavior
• Resolved student conflicts and enforced the CSU and resident hall policies
• Spearheaded and designed programs to challenge and educate students
• Created a welcoming and safe environment for a diverse community
• Challenged to provide strong and decisive leadership – gained respect as a leader and peer

Accounts Payable Clerk, URS Greiner Woodward Clyde, Boston, MA 2002-2003
• Processed and input employee expense reports into CFMS Reflection Database
• Input Accounts Payables and employee travel advances
• Orchestrated due diligence reviews to maintain/reconcile checking accounts
• Assisted key check disbursement location with research and in locating back-up
• Streamlined data backlog through researched, organized to enhance record management

• Assisted in the creation of an agency-wide database
• Performed technical analysis of agency programs and communicated their status to USAID missions worldwide
• Attended USAID and State Department meetings concerning global environmental issues

POINTS OF PRIDE
• Colorado State University Hall Government – Treasurer (2004-2005)
• Rocky Mountain Leadership Conference – attended and presented
• Completed Leadership Success Certificate Program
Study Abroad Resume Example 2

Ashli Hernandez
711 Windmill Drive ♦ Fort Collins, CO 80524 ♦ (970) 555-0022 ♦ camtheram@msn.com

OBJECTIVE
Seeking employment with an organization focused on watershed science utilizing interpersonal relationships and analytical skills

EDUCATION

B.S. Watershed Science, May 2007
Minor: Spanish
Colorado State University
Fort Collins, CO

A.S. Environmental Technology, May 2003
Colorado Mountain College
Leadville, CO

Study Abroad Participant
Centro Lingüístico Latinoamericano
May 2005-July 2005
Heredia, Costa Rica

♦ Attended an intensive Spanish Language and Latin American Culture School
♦ Lived with a Costa Rican family

Semester at Sea
University of Pittsburgh Institute For Shipboard Education
Spring 2001
♦ Attended a university program involving living on a ship for 3 ½ months and traveling to 10 countries
♦ Courses were geared to provide the greatest understanding of the cultures visited

RELATED FIELD and CULTURAL SKILLS

Cultural Skills
♦ Fluent in spoken and written Spanish
♦ Basic understanding of Chinese
♦ Easily adapt to changing circumstances

Hydrologic Techniques
♦ Water Balance
♦ Discharge Measurements
♦ Stream Classification
♦ Floodplain Estimates

Computer Knowledge
♦ GIS (ArcView 3.5)
♦ Minitab Statistical Package
♦ MS Word & WordPerfect
♦ HEC-1 Modeling

RELEVANT EXPERIENCE

Editorial Assistant
Colorado Water Resources Research Institute
March 2006-present
Fort Collins, CO

♦ Write nomination for Colorado State University faculty for awards in hydrology
♦ Write articles for the bi-monthly newsletter

Hydrologist (SCEP Position)
USDA Forest Service
May-July 2005
Bly, OR

♦ Conducted water quality sampling to determine the cause of phosphorous loading into the Upper Klamath Lake in Klamath Falls, Oregon.
♦ Attended a training course on stream assessments in Region 6.
♦ Assisted the wildlife biologist locate Goshawk nests and GPS Aspen stands for elk habitat
♦ Educated school-aged children about water quality and conservation

LEADERSHIP EXPERIENCE

President, Student Chapter of the American Water Resources Association January 2006-present
Member, Natural Resources College Council January 2005-present
Study Abroad Cover Letter Example 1

611 Stover Street
Fort Collins, CO 80521
February 28, 2007

Mr. Lennox Vieth
630 W. Colorado Boulevard
Suite 461
Denver, CO 80024

Dear Mr. Vieth:

Dr. Margarat Becker, professor in the College of Business at Colorado State University encouraged me to contact you concerning an internship with one of your companies for the summer of 2007. One such company, Systoflex, interests me in particular. Upon researching it, I was especially impressed with the variety of markets this company served, while maintaining an increasing stock value over the past five months.

In May, I will be completing my junior year at Colorado State University in the Computer Information Systems program. I currently hold a broad understanding of business and the computer applications needed to support business activities. My specific field of interest lies in business communication tools such as internal networking and database tracking systems. My experience studying abroad in Germany for a semester has provided me with a cross-cultural perspective of information systems. My subject knowledge plus my ability to adapt to changing environments will make for a smooth transition from the classroom to the business environment.

In the past I have taken part in many group projects. Some projects entailed designing a tracking system for a university tool crib and designing a database tracking system for a local land trust company. Throughout these tasks, I have increased skills such as the ability to work as part of a team, leadership and communication. Additionally, I am a self-motivated and autonomous worker. I am confident that I will be able to adapt to any situation that might occur, and be a valuable member to your company. I hope to acquire this internship in order to gain experience in my field while serving my employer to the best of my ability.

I appreciate you taking the time to review my resume, and I look forward to hearing from you regarding this internship request. I am available any day of the week and can be reached at (970) 555-8945 or ojaeger@hooly.colostate.edu.

Sincerely,

Owen Jaeger

Enclosure
Study Abroad Cover Letter Example 2

5970 Oak Street
Fort Collins, CO 80524

February 20, 2007

Mrs. Nancy Opperman
Sturman Industries
Sturman Corporate Park
One Innovation Way
Woodland Park, CO 80863

Dear Mrs. Opperman:

I am forwarding you my resume because one of your recently hired employees, Some Person, informed me of possible job openings in mechanical engineering. I am very interested and would appreciate your consideration as a candidate for the position of development engineer.

I first learned of Sturman in a machine dynamics class taught by Dr. Bryan Wilson. The technology involved was very interesting. I have much experience with automobiles and would like to work in the field while remaining in Colorado. Automobile engines have been an area of great appeal and I have built and worked on a number of them. During the last two years of FSAE, I performed a considerable amount of work on our fuel injection system.

You will note from the enclosed resume that I have many of the attributes that you are seeking for this position. Please consider the following:

1. B.S. in Mechanical Engineering from Colorado State University
2. Internship with manufacturing experience with PCC Composites
3. Internship with integration experience with CTI
4. Team leadership experience with Formula SAE
5. Cross-cultural experience from studying in Austria for one semester

During my three years of working at PCC Composites I gained a broad understanding of manufacturing. I saw how parts were taken from engineering prints through prototyping and finally to a full production run. I also performed multiple research projects that eventually were instituted in production. My study abroad experience is also an asset because I learned to view problems from a culturally different perspective. Additionally, I am able to adapt to changing environments with ease and to work with people of diverse backgrounds.

I would be pleased to have the opportunity to discuss this position with you during a personal interview. I can be reached at (970) 555-9389. I will contact your office in the next ten days to see if there is any further information that is needed. Thank you for you time and consideration.

Sincerely,

Quinten Vieth

Enclosure
There are a variety of ways to go abroad again after you have graduated. Even on a tight budget, work, volunteer and independent study opportunities are readily available to you. The information below is intended to provide an overview of some of the options.

Before researching any opportunity, you should consider the following:

- What to you hope to gain from the experience?
- Where do you prefer to go?
- Would you like to utilize any language skills? Are you proficient enough to work in that language?
- How long would you like to stay abroad?
- How important is it to be paid? Can you support yourself financially?
- How will the experience relate to longer-term academic or career goals?

Below, you will find a list of ways to go abroad again. You will find that many of these options overlap; for example, volunteer programs may also be interpreted as working abroad. In the following sections, you will find more information about these possibilities, along with links to some helpful websites.

- **Study Abroad**: While you already have studied abroad, keep in mind that some universities allow you to have multiple study abroad experiences...and many students do! If this is still a possibility for you as an undergraduate, then you probably know where to go for information already: your study abroad office at your university or college! However, if you are no longer an undergraduate, there are other ways to study abroad – such as studying abroad for or during a master’s degree program.

- **Graduate School Abroad**: There are several ways to do post-graduate studies abroad. One option is to apply and enroll directly and another is to go through an American organization that facilitates full degree programs abroad. In the following sections, you will find information about scholarship programs, fellowships, and other tips on graduate school abroad.

- **Studying Abroad while in Graduate School in the US**: More and more universities are offering study abroad opportunities for graduate students. Look into this while researching grad schools! Another option is to plan to do research for your degree abroad. Be sure to ask graduate school recruiters about opportunities to intern, study or research abroad.

- **Internships Abroad**: Again, there are lots of ways to find internships abroad. Just like at home, some internships pay, others do not, and some even require you to pay for the arrangements of the internship. You may find leads on internships abroad through: 1) your study abroad office (usually for programs where you pay to have an internship arranged – sometimes for academic credit as well), 2) your Career Services Office at your university, 3) various work or volunteer abroad resources (see below).

- **Volunteering Abroad**

- **Teaching English Abroad**

- **Short-term Work Abroad**

- **Careers Abroad and International Careers**
If you're having trouble deciding which options are best for you, you can do more research by talking with others who have spent time abroad and by checking out the following resources.

**Books**

- *Careers in International Affairs*, Maria Pinto Carland & Lisa A. Gihring (2003)
- *Jobs for People Who Love to Travel: Opportunities at Home and Abroad (Jobs for Travel Lovers)*, Ronald Krannich & Caryl Rae Krannich (1999)
- *Live & Work Abroad Guides* (for several countries, check Amazon.com)
- *When in Rome or Rio or Riyadh: Cultural Q & A’s for Successful Business Behavior Around the World*, Gwyneth Olofsson

**Magazines**

- Transitions Abroad Magazine [http://www.transitionsabroad.com](http://www.transitionsabroad.com)
- Abroad View Magazine [http://www.abroadviewmagazine.com](http://www.abroadviewmagazine.com)
Try to identify your areas of interest:
- A specific career or field? Business, social justice, foreign policy, development studies, education, health, the Arts, etc.
- A specific area of the world?
- Do you just want to go abroad and you’re open to anything?

If you’re focused on a certain career or field:
- Conduct informational interviews – it helps to learn about the job, the field and ways to get a job. It also helps to make contacts in the field that could lead to jobs in the future!
- Look for any professional organizations or conferences in the field
- Is there a professional website or listserv where job openings are posted?
- Read journals and magazines addressing issues in the field – it helps you to know what’s going on, which can help you in job interviews!

If you’re focused on a certain geographical region:
- Work on your foreign language skills required for that region!
- Look for any local organizations that are working on projects in that region – even if the focus isn’t your life-long career choice, having experience working on a project (or even being informed about the project) is helpful.
- Read, research, and interview people – do everything you can to know as much as you can about the area – make it your area of expertise!
- Are there any immigrant groups or expatriate groups from that country/region in your local area? Is there any way to work with those groups?

If your goal is to go abroad again and you’re open about where, how, when:
- Spend a lot of time surfing the internet (don’t let yourself get overwhelmed – remember moderation and positive attitude!)
- Make a point to create a network of contacts of:
  - Interesting people
  - Anyone with expertise in an area you’re interested in
If you know what you want, tell the world and see if anyone can refer you to anyone else!
- Keep building your experiences here so that your background experience and resume will help you take advantage of the opportunities you’re interested in.

Get involved locally – look for organizations that address your interests:
- Student clubs and organizations
- Volunteer or do internships with local organizations
- Talk to professors during office hours who have experiences in the fields or the area abroad you are interested in
- Get involved with international students or immigrants living in your area
- Write papers on your area(s) of interest
- Start networking through alumni networks – through your institution or study abroad program
- Continue or start to build foreign language skills
Is the continuation of your academic career your next step? If you're thinking about going to graduate school, your first two steps should be to talk to your academic advisor and pay a visit to your campus career center. They will help you to learn how to identify programs that match your interests and goals and get you started in the application process.

If you're thinking about going to graduate school abroad, there are several things to consider in the application process. First of all, pinpoint what you want to study. Next, determine which schools offer the best programs. (This is where your faculty advisor may be of particular assistance.) How will you finance your studies? U.S. Federal Aid and loans may not be available for all programs overseas. Whatever you decide, you'll first have to deal with taking the entry exams, which are offered every few months. These tests may not be required by schools overseas, but it is still a good idea to take them now while your schooling is fresh, just in case your plans change to include a graduate program in the U.S. To find out when your particular test is being offered, stop by your campus career center. Also, the Princeton Review keeps an excellent website with information on graduate school exams at www.review.com

Resources for International Study and Fellowships
The following is a partial list of scholarships, fellowships and grants that provide funding for graduate study abroad. More information on these and other graduate fellowships may be available through your campus international office.

Scholarships

**Fulbright Scholarship**
http://www.iie.org, Fulbright link
- Institute of International Education
- For study, research, or teaching abroad
- Applications are to ONE specific country
- If more than one semester of study in a country, don't apply to that country.
- Funds awarded

**Marshall Scholarship**
http://www.marshallscholarship.org/
- Marshall Scholarships “finance young Americans of high ability to study for a degree in the United Kingdom”
- For study at any UK university, including the “Big Three”
- Need a 3.7 GPA minimum to apply

**The George J. Mitchell Scholarship**
http://www.us-irelandalliance.org/wmspage.cfm?parm1=2
- Scholarship for study in Ireland
- NOT for “Irish Studies”
- Competitive – modeled as the “Marshall Scholarship to Ireland

**Ronald E. McNair Post-Baccalaureate Achievement Program** (McNair Scholars Program)
- For general information, visit http://www.ed.gov/programs/triomcnair/index.html
- Created to increase educational opportunities to students who are from low-income, first-generation families, and/or those who are from ethnic backgrounds traditionally underrepresented in graduate education. It is funded through the Department of Education.

**Thomas J. Watson Fellowship**
http://www.watsonfellowship.org/
- A one-year grant for travel and study outside the US
- Must be a student at one of the 50 participating institutions
- Free-formed, non-study proposals
Rhodes Scholarship
http://www.rhodes scholar.org/
- For study at Oxford University, UK
- Must have impressive grades and leadership experience

The Samuel Huntington Public Service Award
http://www.nationalgridus.com/commitment/d4-1-award.asp
- Provides an annual stipend of $10,000 for a graduating college senior to pursue public service anywhere in the world.

David L. Boren Scholarship
www.iie.org (Boren scholarship link)
- National Security Education Program (NSEP) David L. Boren Undergraduate Scholarships
- Offers undergraduates the resources to study the language and culture of a non-Western country
- Intern for the federal department of your choice

Additional Graduate Programs and Search Engines
- Association of Professional Schools in International Affairs: http://www.apsia.org
- Comparative and International Education Society: http://www.cies.ws/default.html
- GradSchools.com: http://www.gradschools.com
  http://www.international.gradschools.com
- National Association of Student Personnel Administrators: http://www.naspa.org/gradprep/index.cfm
- Peterson's Higher Ed Guides: http://www.petersons.com/graduate/gsector.html
- Graduate Schools in Australia or New Zealand: http://www.austrelearn.org
- SIT graduate programs: http://www.sit.edu/degree.html

International Funding Sources
http://research.uiowa.edu/dsp/main/?get=internat_funding_sources

The Annenberg Foundation http://www.whannenberg.org
The Annie E. Casey Foundation http://www.accf.org/
The Ford Foundation http://www.fordfound.org/
W.K. Kellogg Foundation http://www.wkkf.org/
MacArthur Foundation http://www.macfdn.org/
The Andrew W. Mellon Foundation http://www.mellon.org/
Charles Stewart Mott Foundation http://www.Mott.org/
The David and Lucile Packard Foundation http://www.packard.org/home.aspx
The Rockefeller Foundation http://www.rockfound.org/
The Starr Foundation http://www.starrfoundation.org/
The Robert W. Woodruff Foundation http://www.woodruff.org
Short-term work abroad (less than one year; typically a summer) usually involves working in an unskilled job, where you can earn enough to cover your food, lodging, and day-to-day living expenses. This type of job probably will not pay enough to cover air transportation, but it may help provide some extra money for travel after you leave your job. Short-term work experiences include positions such as "au pairs," farm workers, typists, waitpersons, and youth camp leaders. If you are a full-time student or a recent graduate, the work abroad programs through the British Universities North American Club (BUNAC) or the Council on International Educational Exchange (CIEE) are some of the easiest ways for you to secure legal employment overseas.

Through BUNAC (www.bunac.org) and CIEE (www.ciee.org), you can cut through some red tape and obtain documentation that allows you to work from three months to one year in another country. No special skills are required, but you must speak the language of the country. BUNAC and CIEE do not find employment for you, but if you’re resourceful and willing to be flexible in the type of job that you do, you should be able to find a position within a week or two.

**Work Abroad Resources:**

- [www.bunac.org](http://www.bunac.org)
- [www.ciee.org](http://www.ciee.org)
- [www.saic.com/](http://www.saic.com/)
- [www.idelist.org](http://www.idelist.org)
- [www.securidesjobs.com](http://www.securidesjobs.com)
- [www.jobsabroad.com](http://www.jobsabroad.com)
- [www.higheredjobs.com](http://www.higheredjobs.com)
- [www.transitionsabroad.com](http://www.transitionsabroad.com)
- [www.escapeartist.com](http://www.escapeartist.com)
- [http://www.internationalcenter.umich.edu](http://www.internationalcenter.umich.edu)

**Paid International Internships and Work Opportunities**

- Directory of International Internships (Michigan State University) [http://isp.university.msu.edu/InternationalInternships](http://isp.university.msu.edu/InternationalInternships)
Restoration projects, literacy campaigns and teaching are just a few examples of the many different volunteer programs abroad. Some programs charge a fee and provide services such as insurance coverage, meals, and even housing. (It may sound strange to pay to volunteer, but it sometimes ensures that your experience will be what you’re hoping it will be.) Some opportunities provide free room and board in exchange for your work, and others even pay a small stipend. Volunteer work opportunities may range from a few weeks long to two or three years in duration. If you’re interested in development work, want to meet other foreigners and host nationals, and don’t mind rudimentary living conditions, you may want to consider this type of program.

Volunteer Abroad Resources:

www.idealista.org
www.peacecorps.gov
http://www.internationalcenter.umich.edu
http://www.ymcaglobal.org/index.shtml

www.volunteerabroad.com
www.worldteach.org
www.transitionsabroad.com
www.uniteforsight.org

Teaching English Abroad

There are many opportunities to teach English abroad through established programs. Most programs prefer a commitment of one academic year, though some offer summer or semester possibilities. In general, a bachelor’s degree is required, although in most cases you do not need to be an English major. Organizations are more interested in your ability to speak native and fluent English. Volunteer and paid teaching opportunities can be found throughout the world.

Teach Abroad Resources

www.ciec.org
www.daveseslcafe.com
www.eslworldwide.com
www.teachabroad.com

http://www.internationalcenter.umich.edu
http://www.tefl.com/
http://www.eflweb.com/
http://www.linguistic-funland.com/tesljob.html
Most careers these days can easily include an international focus or international opportunities. For example, if you are interested in health and medicine, you could volunteer or work with a number of organizations that run public health projects abroad. If you are interested in being a teacher, look into teacher exchanges or teaching jobs abroad.

Many job search engines will have international postings. The internet is also a great way to find opportunities, albeit sometimes overwhelming. Google the field you’re interested in plus the word abroad or international...or better yet, the specific area where you want to be. Here are a few websites that might be helpful:

http://www.devnetjobs.org

http://workabroad.monster.com/


Many careers have an international focus but are based here in the States. If you are interested in the field of Study Abroad as a career, you may find the next section helpful.
Students

CITD Internships The Center for International Trade Development offers Internship opportunities for motivated students who want to broaden their international skills and horizons. Our Interns are given meaningful and interesting projects to enhance learning and are encouraged to attend CITD meetings and events related to their projects. CITD Intern projects typically involve:

- Interface with businesses conducting or interested in global trade
- Gain practical experience in trade-related functions and technology
- Attend workshops and seminars on international trade topics at no cost
- Work-learn through apprenticeships with local practitioners
- Add international trade experience to your resume
- Possibility to earn college credit

Please contact the Center for International Trade Development in your area for specific opportunities and requirements.
Paid ($10-14.50 /hour) internships in international trade in this region are rare. Here is your opportunity!
They would like the intern to work ideally 20-25 hours/week (not less than 20).

APPLICATION DEADLINE: FEBRUARY 12, 2010

The Western United States Agricultural Trade Association (WUSATA) is a non-profit trade organization that promotes the export of food and agricultural products from the Western region of the United States. WUSATA, in conjunction with its 13 member states, provides a wide range of services to help increase exports of Western U.S. high value and value-added food and agricultural products.

Responsibilities will include:
Coordination of international marketing activities; financial reporting/compliance assistance; database management; newsletter information; company recruitment; export consultations; trade seminars and events.
The selected individual will work under the supervision of the State Marketing Official, in the California Department of Food and Agriculture.

Internship location: California Department of Food and Agriculture
1220 ‘N’ Street
Sacramento, CA 95814
Phone: (916) 654-0389

Qualifications:
A successfully candidate will be highly motivated, have strong communication skills, be interested in international trade and be able to work independently. Knowledge of agricultural production/manufacturing or the agricultural industry in general is desired but not required.
Individuals must be an enrolled student and a U.S. citizen or have a visa that permits the individual to work within the United States.

Salary:
Salary rate is determined on the number of college units completed.
⇒ 0 to 60 units ($10.00)
⇒ 60 to 120 units ($12.00)
⇒ 120 units + ($14.50)

Submissions:
Individuals interested in the position should submit a letter of interest and a resume to Joshua Eddy, California Department of Food and Agriculture at jeddy@cdfa.ca.gov
If you are selected for this internship you are strongly encouraged to receive Transcript Notation.
http://iccweb.ucdavis.edu/students/aggiejoblink/whatisTN.htm

Marcie Kirk Holland
Project Manager
UC Davis Internship & Career Center
One Shields Ave.
Davis, CA 95616
(530) 752-0752
Fax (530) 752-0411
http://icc.ucdavis.edu
Guide to Finding Opportunities Abroad

If you do decide to pursue a career abroad, here are some useful web links:

- Cost of Living Calculator
- CNN Weather
- Currency Converter
- World Time Server
- Lonely Planet
- Frommer's
- Thunderbird's Global Gateway
- Federation of International Trade Associations
Opportunities to go abroad (again) to work

- IE3 International Internships (OUS academic program)
- OSU Career Services (general job search advice & resources)
- Websites for an International Job Search
- Volunteer Abroad Agencies
- Books about the International Job Search
- International Resumes
- Living Abroad Resources

Websites for International Job Search

- Transitions Abroad Magazine
- University of Michigan International Center
- Idealist.org Action without Borders
- Overseasjobs
- Overseas Digest
- International Jobs
- One Small Planet
- International Careers
- Cross-Cultural Solutions
- Monster Work Abroad
- LatPro
- BUNAC work abroad
- Goabroad.com
- Job search in International Public Health
- The BIG Guide to Living and Working Overseas
- Job search in India
- Global Experiences (international internships)

Volunteer Abroad Agencies

- Peace Corps - Sending Americans off on worldwide volunteer projects since 1961. "The toughest job you'll ever love."
- Institute for International Cooperation and Development - Trains and sends volunteers abroad for development and aid work in Africa and Latin America.
- Volunteers for Peace
  This Vermont-based organization offers inexpensive short-term voluntary service programs in over 80 countries.
- WWOOF - Willing Workers on Organic Farms
  This exchange organization gives you room and board in return for your help in working and managing an organic farm or smallholding. Membership is inexpensive and programs are available worldwide.
- Experiential Learning International (ELI)
  ELI provides different options for volunteering, interning and studying abroad.

Books about International Job Search

*essential guides


*Survival Kit for Overseas Living: For Americans Planning to Live and Work Abroad, by L. Robert Kohls

[also available for France, Italy, Spain and Portugal, and other countries]
Summer Hours

Monday 10:00AM - 12:00PM
1:00PM - 4:00PM

Tuesday 10:00AM - 12:00PM
1:00PM - 4:00PM

Wednesday 10:00AM - 12:00PM
1:00PM - 4:00PM

Thursday 10:00AM - 12:00PM
1:00PM - 4:00PM

Friday 10:00AM - 12:00PM
1:00PM - 4:00PM

Closed July 4, Sept. 16-20, 2013

Stay In Touch

Join Our
Newsletter!

Input your email address below:

May 21, 2013

Black Family Day took place this past Saturday, May 18th, at the UC Davis Quad. This annual event has been taking place at the university for four decades, providing a sense of community to the African Diaspora on the UCD campus. This year’s event featured everything from a dunk tank to children’s craft activities.

May 6, 2013

Last week, the Cross Cultural Center held its annual La Raza Culture Days starting with La Semana de la Raza and ending with La Gran Tardeada. The week itself featured a variety of events including “Intersections of Queer Activism,” a class on the Nahuatl language, a play featuring the issues of undocumented students, and a workshop on Latin Dance.

Grants

Grant requests for 2013–14 academic year will be available to all members of the campus community in September, 2014. Grant request will be taken for events that take place between September 23rd, 2013 – June 12th, 2014. Funding amounts vary depending on the type of request. Please visit the Grants page for more details. Click Here.

LEARN ABOUT THE CROSS-CULTURAL CENTER

Volunteer at CCC

Want to get involved? Want to make a difference on campus? Want to meet new people? Volunteer opportunities involve direct community outreach, assisting at CCC events, working with CCC student coordinators and fostering administrative skills. Transcript notation is also available. This is a great way to get involved at UC Davis while promoting campus diversity and intercultural ideals. Click here to learn more.

CCF Flyers

CCC Flyers

News

Volunteer at CCC

Grants

The Pages

The SEA Pages is a publication by the Cross-Cultural Center that will serve as an informational and promotional resource for UC Davis admitted students who identify as Southeast Asian. This resource will be given to all Southeast Asian identified high school seniors and college transfers to encourage them to pursue their education at UC Davis.
Report An Incident of Hate or Bias

Have you witnessed or have been a victim of an oppressive and/or discriminatory incident on campus? Please report it to our Campus Climate Incident record here.

Report An Incident/Act of Hate or Bias

For questions, comments, or to contact us about campus climate issues, please contact us at:

CCC@ucdavis.edu

Art Lounge at The Center

The Art Lounge inside the Cross-Cultural Center headquarters is a lounge available to all, that showcases art pieces created by UC Davis students. The Art Lounge is a perfect place to study, have a snack, or just to relax and hang out with friends. The art displayed at the Art Lounge must go through an application process, but it is all worth it because your art will get a lot of exposure, as well as become a great backdrop for a safe-space at the Center. Click here to find out more about the Art Lounge and instructions on how to submit your artwork.

Donate

The Cross Cultural Center invites you to partner with us to support the annual programs and activities that we make available throughout each year. With your financial donation, the CCC is able to sustain and build upon programs that promote the heritage and culture of the historically underrepresented, currently underserved and marginalized communities.

Becoming a friend to the Cross Cultural Center is more than just donating money to our initiative. As a donator, one would be become part of a support group comprised of students, staff, faculty, alumni and community members networking together to provide programs, resources and assistance that value and promote diversity and professional development through benefit events, community outreach and fundraising.

To make a donation, please email email Steven Baissa at salami@ucdavis.edu or Cindy Shapiro at cssapiro@ucdavis.edu.
International Programs

**Why go abroad?** Expand your horizons and develop new skills as you intern abroad. On this website, you can explore the many places you can go as an intern or student with any of our trusted resources. And learn how to travel safely and be prepared for your overseas experience.

**Going Abroad**
- State Dept. Travel Tips & Resources
- ICC Pre-Departure Handbook
- Safe Travel Abroad Video
- UC Travel Insurance
- General Travel Links
- Teaching English Abroad

**Why Intern Abroad**
- Int’l Internships
- Aggie Job Link
- Transcript Notation
- Why Go Abroad?
- Planning Your Experience
- Funding Sources
- Find Housing
- Work Authorization
- Tools to Get Started
  - Resume Tips & Samples
  - Interviewing

**UCD Int’l Programs**
- Education Abroad Center
- Quarter Abroad
- Summer Abroad
- UC Education Abroad Program
- Peace Corps
- University Outreach & International Programs
Possible Long-Term Outcomes
Gained from Being Abroad*

The following exercise is designed to help you think carefully about how traveling to other countries and living abroad may have changed you in significant ways, including intellectually and emotionally. It also might have impacted how you behave and think. Some of these changes, when overtly recognized and appropriately recorded, might even help you prepare for post-graduation job interviews and employment. Moreover, contemplating the content of the list may provide you with ideas as to how you might summarize and characterize those positive changes and integrate that information into a resume. Study abroad is almost always a "value added" experience in a job search. Considering the list might also help you ‘tell your story’ more completely (and succinctly).

As you read the following statements, check each change that you believe accurately characterizes your experience. Be honest! There are no right or wrong answers, only statements that you agree do, or do not, describe you. Check those you feel apply to you now.

Intercultural/communication skills

☐ I have a greater capacity to accept differences in others and to tolerate other people’s actions and ideas that may be vastly different from my own.
☐ I am more knowledgeable about other cultures and lifestyles.
☐ I have improved my ability to communicate with people in another language (or understand better the variety and peculiarities of the many versions of "World English").
☐ I have a greater ability to empathize (i.e., to sense how an event appears and feels to someone else).
☐ I understand that there are many ways to accomplish the same task and that those approaches are only “different,” not necessarily better or worse.
☐ I have learned to improve interpersonal communication through increased abilities in listening well, speaking clearly, and paying attention to nonverbal cues.
☐ I have more curiosity about, and respect for, new ideas.
☐ I am more flexible and able to adjust to changes in others.
☐ I am more tolerant of ambiguous situations, that is, of situations that are confusing and open to differing interpretations.
I realize why stereotypes can be so harmful and hurtful, both to others and myself.
I have learned how to recognize when I have made a cross-cultural mistake and can use culturally-appropriate language and measures to repair any damage.
I understand and appreciate how much educational systems can differ across cultures.
I have a greater willingness to take on roles and tasks to which I am unaccustomed.
I can adapt and cope in vastly different settings.
I am more able to accept as valid others values and lifestyles.
I am more balanced in my judgments (i.e., less likely to judge things as “good” or “bad,” “right” or “wrong”).
I think more critically: I am more discriminating and skeptical, particularly of stereotypes.
I have generally improved my observation skills.
I realize the importance of time to be alone to think.
I find myself regularly reflecting about the overseas experience and its meaning for me.
I am confident that I can meet and make friends abroad.
I have an increased motivation to go abroad again.

Worldview

I understand better other country’s roles in world affairs.
I have a better understanding of how and why political policy differs abroad.
I have the ability to see situations and issues from more than one perspective.
I understand more clearly how North/South issues and Developed/Developing perspectives are viewed in different overseas settings.
I see the world as more interconnected than ever before.
I value human diversity and respect others from a variety of backgrounds different from my own.
I have greater sympathy for the struggles of international students and immigrants as a result of my experience.
I have a deeper understanding of the common problems and issues that confront all human beings on this planet.
I have greater awareness of political, economic, and social events occurring around the world.
I seek out international news and want to know what is going on in the world more than ever before.
I am aware that cultural changes can have unexpected consequences.

Personal capabilities

I understand more fully my own strengths and weaknesses.
I feel more confident in undertaking new travels or projects.
I can accept failures and shortcomings in myself more easily.
I am more confident and assertive when facing new situations.
I have become a more patient person.
I am more willing to share my thoughts and feelings with others, and to be open when
others wish to share theirs with me.

☐ I am less afraid of making mistakes or being laughed at than I used to be.
☐ I can see myself more objectively (i.e., I see my own day-to-day problems in a broader, more realistic context).
☐ I have increased my perseverance and self-discipline.
☐ I can "analyze" a social situation more quickly than before (i.e., figure out what is going on and react appropriately).
☐ I am more deeply committed to an idea, cause, or goal.
☐ I have the ability to create personal peace and satisfaction in my life.
☐ I have a greater sense of responsibility for other people.
☐ I am more able to express deep emotions freely.
☐ I am more able to ask for and receive help from others.
☐ I have increased my capacity to experiment and take risks.
☐ I have a clearer notion of what I wish to do with my life.
☐ I am more aware of opportunities in life that are open to me.
☐ I feel greater respect and appreciation for my natural family.
☐ I am more independent in my relations with family and friends.
☐ I can accept the shortcomings of my family members in an understanding way.
☐ I think that I need fewer friends but deeper (more intimate and more trusting) friendships.
☐ I am more aware of the way I use and structure time.
☐ I am interested in, and capable of, making long-range plans.
☐ I am more determined to develop fully my skills and talents, especially those recently gained through overseas living.
☐ I feel a greater need to have diverse experiences and friends.
☐ I feel that being abroad helped clarify my goals and values.
☐ I am more likely to do things spontaneously (i.e., to do things without undue concern about possible consequences or any advanced planning – within reason, of course!).
☐ I am more capable of solving life’s day-to-day problems and accomplishing necessary tasks.
☐ I can set more realistic priorities, both short-term and long-term, for myself.
☐ I am more confident about the decisions I make.
☐ I have a greater appreciation for what I have.
☐ I have the ability to make clear personal choices and goals for my life rather than complying with what others expect and want from me.
☐ I have learned to place a lower value on material things.
☐ I want to be able to use my skills in future work and can articulate what those are to a prospective employer.

Own culture

☐ I see my own cultural values more clearly and understand how and why they differ from others.
☐ I can evaluate advantages and disadvantages of my own culture and society more objectively (i.e., from the perspective of an outsider).
I am sensitive to subtle features of my own culture that I had never seen before.
I have both a greater appreciation for my own national culture and a clearer critical sense of its limitations and problems.
I have a deeper understanding of (if not necessarily commitment to) the values and lifestyle of my native community.
I appreciate many aspects of my home life, but miss the different pace of life abroad.

Anything else you would like to add?


When you have finished reviewing and checking these statements:

1. Go back and select the two or three that seem to you the strongest or most significant.

2. Reflect on what effects you think these two or three biggest changes will have on you and your relations with others in the immediate future and over the next several years.

3. Then look the entire list over and think about how the overseas sojourn may have altered your perceptions, behavior, and goals. How will you share those experiences with friends and family? How might they increase your chances for success in a career? How can you present those new skills and attitudes to a potential employer in a way that makes you stand out from other candidates?

Specifically, consider how you might translate these “covert competencies” into resume language. In addition to the usual academic and work history, you should be sure to include study/work abroad experience and associated languages. But there is quite a bit more that you can do.

As you look over the items above, try and think about how you could translate those skills and attitudes into language that would appeal to the kind of employer you want to work for. As a result of your overseas experience, you likely gained insights and skills which you need to make any prospective employer aware of, whether during an interview or when constructing a resume. You have a lot to offer an employer. Figure out how to tell them what and why this is true!

PLEASE SAVE THIS INVENTORY...
It provides you with a significant list of positive changes you have experienced that you can use to eventually personalize your materials. There will be several sessions this afternoon designed to assist you to find ways to highlight and represent your study abroad experiences to potential employers. You will find your answers to this inventory to be a useful starting point and frame-of-reference later in the conference. These additional panels and sessions will provide helpful hints and guidelines on how to hone your current resume, interview skills or simply think about ways to characterize and present your new attitudes, knowledge, skills and experience. Taken seriously these activities can often provide a competitive edge in job applications and interviews. Good luck!