INFORMATION TO USERS

Career development/practical training handbook for international students in the United States of America

Carpenter, Carol Ann Marsh, M.A.

The University of Arizona, 1990

CAREER DEVELOPMENT/PRACTICAL TRAINING HANDBOOK

FOR INTERNATIONAL STUDENTS IN THE

UNITED STATES OF AMERICA

by

Carol Ann Marsh Carpenter

A Thesis Submitted to the Faculty of the

SCHOOL OF FAMILY AND CONSUMER RESOURCES

In Partial Fulfillment of the Requirements
For the Degree of

MASTER OF ARTS
WITH A MAJOR IN COUNSELING AND GUIDANCE

In the Graduate College

THE UNIVERSITY OF ARIZONA

1990

STATEMENT BY AUTHOR

This thesis has been submitted in partial fulfillment of requirements for an advanced degree at The University of Arizona and is deposited in the University Library to be made available to borrowers under rules of the Library.

Brief quotations from this thesis are allowable without special permission, provided that accurate acknowledgment of source is made. Requests for permission for extended quotation from or reproduction of this manuscript in whole or in part may be granted by the copyright holder.

SIGNED: _Carol Ann Marsh Carpenter_

APPROVAL BY THESIS DIRECTOR

This thesis has been approved on the date shown below:

Betty J. Newlon
Betty J. Newlon
Associate Professor of Counseling and Guidance

November 16, 1990
Date

This thesis is dedicated

to

sojourning students

from

around the world.

ACKNOWLEDGMENTS

It is impossible to list all of the persons who have made contributions--directly or indirectly--to this thesis. I have attempted to recognize those who have been most helpful.

I am grateful to my thesis committee for their individual contributions to this project: To Dr. Betty Newlon, thesis adviser and role model par excellence; to Dr. Richard Erickson, adviser and patient guide throughout the program of studies; and to Lizzie Schloss, my mentor in the world of career development.

Special acknowledgments go to my expert advisers:

From academia:

Susan Snider Salmon, University of Indiana at Bloomington;

From industry:

Fred Miles, Motorola Japan and Phoenix;

And the people for whom the handbook was written, the students whose invaluable enthusiasm for the project validated the need for such a publication:

Ren Egawa, Japan
Hsiu "Cher" Huang, Taiwan
Ahmed Idouraine, Algeria
Bernard Quintero, Mexico
Zia-ur-Rahman, Pakistan

The International Student Center staff at The University of Arizona--a.k.a. cheering squad--has been most supportive and caring during the stressful two years I juggled several roles, and I thank them for that.

Last, and most importantly, I thank my Houston and Tucson families--Doris, Dusty, Nancy, Dave, Ed, Alex, and Kyle--who have generously given their love, support, and encouragement.

TABLE OF CONTENTS

TABLE OF CONTENTS--<u>Continued</u>

TABLE OF CONTENTS--<u>Continued</u>

ABSTRACT

International students attending colleges and universities in the United States are eligible for temporary professional employment to complement their academic training. However, most of these students, who are culturally different, have not had the exposure to career development concepts that would prepare them for the job search and American workplace.

Most educational institutions do not have available the specialized career counseling and job placement information needed to prepare this unique population for their cross-cultural vocations. A handbook with a cross-cultural perspective was developed to aid the international student in identifying career resources available in this country, interpret the immigration regulations governing practical training and prepare him or her for reentry into a career in the home country.

CHAPTER 1

INTRODUCTION

According to statistics from the Institute for International Education (1989), there are presently approximately 366,000 international students in the United States. Most of them have the expectation that they will return to their home countries following graduation (Merta & Steel, in press) and practically all of them are eligible for "practical training," short-term, on-the-job experience in the United States.

An assumption would be that these students, who pay the same tuition and fees as U.S. students, would be eligible for and have access to the same counseling services as the U.S. students. In most cases this is true, such as student counseling centers provided by most campuses. However, that assumption is false when it comes to career counseling. While international students are eligible to use some of the services such as career development opportunities, there is usually no identified program of career counseling assistance on the part of university administrations. As writer Dean Lomis (1986, p. 15) stated:

> Foreign students have career needs just as domestic students do. Institutions that enroll these students have an obligation to provide career services for them and to be aware of special needs and concerns they have. . . . Only when there are trained career counselors and academic advisors can the institutions fulfill their obligation to their foreign students.

While the U.S. career and placement personnel are, for the most part, aware of and sympathetic to the international student concerns, the reality is they seem to be in a quandary as to how to help (Bradshaw & McKinnon, 1980). International students face a

number of obstacles that set them apart from their U.S. student counterparts, e.g., lack of specially trained counselors, the continual challenge of expressing oneself in an unfamiliar culture, difficulty in ascertaining the academic adviser's cross-cultural sensitivities, and lack of consistency between program of study and desired employment goal (Walter-Samli & Samli, 1979). Other hurdles are a scarcity of information on home-country employment, anxieties about becoming isolated from current research on returning home, the often-difficult decision some make as to whether to return home or try to stay in the United States, and the very real potential for facing numerous prejudicial attitudes in the workplace (Lomis, 1986).

Gardner (cited in Bradshaw & McKinnon, 1980, p. 50) articulated this predicament: "We are all continually faced with a series of great opportunities brilliantly disguised as insoluble problems." The gap between specialized career services needed and career services offered to international students seems at times just such an insoluble problem.

Purpose of the Thesis

The purpose of this thesis is to develop a career handbook for international students that will aid in bridging the gap between career services needed and those offered--a document that will provide the student with information and an exposure to issues to enable him or her to pursue practical training in the United States and simultaneously to prepare the student, to the extent possible, for his or her return to the home country.

This handbook is not an extensive, highly detailed volume. Rather, it is a means of briefly exposing the student to a plethora of resources and information on the aforementioned subjects.

Some of the information included in this handbook are:

1. An explanation of the career development process as it is used in the United States;

2. Kinds of career resources available to international students;

3. Information about how to search for practical training in United States, and

4. Information regarding reentry into the home country.

The Appendices contain figures relevant to career development and practical training; current regulations of the U.S. Immigration and Naturalization Service and additional readings on various related subjects.

Assumptions

It is assumed that the career handbook for international students will be utilized only by those students desiring to return to their home countries. It is also assumed, based on the brevity of information presented on a myriad of topics, that the reader will take advantage of the resource materials referred to both in the text of the handbook and the selected bibliography.

Definitions

Following are definitions of terms used in this thesis and the handbook that was developed:

Career development: ". . . a lifelong process of developing beliefs and values, skills and aptitudes, interests, personality characteristics, and knowledge of the world of work" (Zunker, 1986, p. 3).

Dependents of international students: Only the spouse or children--does not include parents, siblings, grandparents, other relatives, or domestics.

International student: A student who is a citizen of a country other than the United States of America, who enters the United States on a nonimmigrant visa, primarily F-1 and J-1 visas.

Practical training: Temporary professional employment for international students in the United States on a nonimmigrant F-1 or J-1 visa, the purpose of which is to supplement his or her academic training.

Summary

International students attending colleges and universities in the United States are eligible to include short-term employment experience as a part of their education while in this country. However, most institutions of higher learning do not include the specialized career counseling and job placement that would meet the singular needs of this population. A handbook was developed to aid the international student in identifying career and placement resources available to him or her, interpret the immigration regulations governing practical training, and prepare him or her for reentry into the home country, particularly the work environment.

CHAPTER 2

REVIEW OF LITERATURE

There are more international students in the United States today than ever before, and practically all of them are eligible to work for a short period of time during their stay in the United States. However, a number of factors make them ill-equipped for competing in the U.S. job market. This review focuses on issues relevant to international students and their careers, both in the United States and on returning to their home countries.

Career Development--American Style

The American Work Ethic

When the pilgrims came to this country and established the colony of Plymouth in 1620, they brought with them a work ethic that was based in spirituality (Weber, 1958). It was to the glory of God that they toiled; moreover, they held the view of eighteenth century English Poet Isaac Watts (cited in Bartlett, 1980, p.) who wrote, "Satan finds some mischief still for idle hands to do."

Thus began the first of four stages of the socio-economic evolution of the American work culture. Maccoby and Terzi (1981) related these four stages of development to the four types of American work ethics: (1) Protestant, in which work and spirituality are equated; (2) the craft ethic, which emphasizes self-sufficiency and control over work standards and independence from the industrial and entrepreneurial ethics; (3) entrepreneurial, which underscores individual competition, risk taking, and exploitation of opportunities; and (4) the career ethic, which focuses on ambition, earning power, upward

mobility, and loyalty to the company. The authors perceived that a fifth ethic is now surfacing--that of self-development; this ethic is a result of the backlash from the negative aspects of the career ethic--the price one has to pay for ambition.

It was out of the beginnings of the industrial revolution in 1850 that the career ethic and the concept of career development grew. The advent of the more humanistic fifth ethic, self-development, underscored the value of competent career counseling (Zunker, 1986; Picchioni & Bonk, 1983).

Career Development Theories

A cursory look at the major career theories that have developed in the United States since 1850 furthers an understanding of the foundations of today's career counseling priorities.

1. The trait-and-factor theory assumes that individuals have certain measurable traits which can be matched to job requirements (Parsons, 1909; Super, 1972).

2. Ginzberg, Ginsburg, Axelrad, and Herma (1951) were the first to take a developmental approach to occupational choice. The process begins around 11 years of age and ends shortly after age 17; the developmental stages are called fantasy, tentative, and realistic.

3. Roe (1956) emphasized the influence of early childhood and family relations on future vocational choices. She also classified occupations into two major groupings: person-oriented and nonperson-oriented.

4. Super (1972), more of a developmental psychologist, has contributed widely to the body of literature related to career development. The basis of his work is the importance of self-concept, and he has gone beyond the work of Ginzberg et al.,

by formalizing the development approach into five stages (Isaacson, 1977):

(a) growth (birth to age 14 or 15), (b) exploratory (ages 15-24), (c) establishment (ages 25-44), (d) maintenance (ages 45-64), and (e) decline (ages 65+). Super (1957) has also explored career patterns within groups such as males, females, and adolescents.

5. Holland's (1973) contributions were in the area of personality as it relates to occupational choice/work environment. His six categories of orientations are: realistic, investigative, artistic, social, enterprising, and conventional.

6. Tiedeman and O'Hara (1963) emphasized the importance of the ego in the ongoing process of career development. Stages of decision-making are: (a) exploration, (b) crystallization, (c) choice, (d) clarification, (e) introduction, (f) reaffirmation, and (f) integration.

7. Another decision-making model, from Gelatt (1962), stresses the significance of values, knowledge of the decision-making process, and ability to weigh alternatives.

8. Krumboltz, Mitchell, and Gelatt (1975) collaborated to propose a social-learning theory approach. Career choice is determined by major life events such as (a) genetic makeup and special abilities, (b) environmental conditions and events, (c) learning experiences, (d) tasks approach skills (Zunker, 1986, pp. 44-45). They also noted that decision-making is a lifelong process.

9. Other approaches to career theory are based on psychoanalytical needs (Bordin, Nachmann, & Segal, 1963), sociological/situational factors (Blau, Gustad, Jessor, Parnes, & Wilcox, 1956), and learning theory (O'Hara, 1968; Miller, 1968).

**Limitations of Career
Development Theories**

While the career development theories are of value, they are bound by the dominant culture. Most of the theories that have been accepted as valid are based, for the most part, on research done on white males in the United States (Zunker, 1986). Therefore, these theories are inherently limited when it comes to special populations such as international students.

International Students

Although career theorists have limited their studies to the white male-dominated culture, another body of literature has developed in the area of cross-cultural counseling that provides insights into the career needs and problems of special populations.

Counseling Needs

The most common areas of counseling concern for international students have been identified as academic and career (Walter-Samli & Samli, 1979). Furthermore, in a recent study to determine career and academic needs of international and U.S. students (Leong & Sedlacek, 1989), findings showed that (1) international students had greater academic and career needs than their American counterparts and (2) needs of the two groups differed. American students were more interested in their job-seeking skills and the job search; whereas, international students expressed greater needs in preparing for a career and seeing a counselor regarding their career plans.

Counseling Issues

The results of the study suggest implications for counseling programs designed to assist international students with their career needs. Student personnel in higher education must consider several issues in preparing to assist international students with their concerns: (1) academic advising, (2) home-country ties, (3) practical training, (4) problems specific to international students, (5) counselor competence, and (6) career development models (Lomis, 1986).

Academic advising. An important professional concern of international students is academic relevance--whether or not their programs of study will be relevant to their employment status when they return to the home country. A key figure in academic relevance is the academic adviser. Advisers cannot assume that what the student is getting in his or her academic program will be as relevant in his or her home country as it would be to the American student (Cadieux & Wehrly, 1986). Hood and Schieffer (1984) have suggested that it is an adviser's responsibility to familiarize him- or herself not only with the international student's cultural background, but with job prospects in the student's home country as well. Another recommendation to advisers is to assist international students in whatever way possible in participating in work experiences that would complement the academic training.

Home-country ties. Whether or not students are tied to the home country is an issue. If they make the choice to go back home and have been away for a significant period of time, they would be out of touch with the home-country job market, including how they would fit in with their American training. Ideally, they should go home during summer or

other vacations. If that is not possible, they could have a home-country colleague or professor send information relative to the latest developments in their field (Moravscik, 1973).

Practical training. On returning home, many international students will assume positions of responsibility and would benefit greatly from practical training, which is short-term employment in the United States authorized by the Immigration and Naturalization Service. Furthermore, a large percentage of students from the Third World are represented in U.S. institutions of higher learning, and because they are not as advanced technologically, there is all the more reason for practical training to be available to them before they re-enter their home countries (Wortham, 1986). Because of basic cultural differences, international students are at a distinct disadvantage when competing in the American job market--disadvantages that not only might prevent them from securing the recommended practical training, but, should they be hired, those cultural dissimilarities also could create on-the-job difficulties for them that could interfere with their career development.

Barriers to career success in special populations. According to Zunker (1986), culturally different groups have in common several obstacles to achieving success in their careers:

1. They have not had exposure to different components of society, thereby limiting their opportunities.

2. They experience negative reactions from the dominant culture which limits their employment opportunities.

3. They have not been exposed to role models that would enhance their potential for success.

4. They may not know of services available to them; and even if they do, they may be skeptical as to the worth of that assistance.

5. A lack of trust in authorities may be a characteristic.

6. Upgrading skills needed for success is a common challenge.

7. They frequently lack social and communication skills needed to flourish outside their customary milieu.

8. They may not have the personal skills needed to be effective in the workplace of the dominant culture, such as time management, balancing personal responsibilities and job demands.

In The Silent Language, E. T. Hall (1966) summed up these societal barriers: He observed three levels of culture--the technical (American education), formal and informal. While the international student may be able to compete at the technical level, he or she is at a distinct cultural disadvantage at the formal and informal levels.

Characteristics of competent cross-cultural counselors. As stated above, the two greatest counseling needs of international students are academic and career. According to Sue (1978), one cannot apply current counseling practices to those who are culturally disadvantaged without recognizing the differences. Counselors who are not aware of differing world views cannot counsel productively. It is essential that those advising the culturally different have the following traits (Sue, p. 512):

1. Culturally effective counselors must know their own values and assumptions regarding human behavior.

2. Culturally effective counselors have knowledge of basic counseling characteristics that are common to many schools of thought.

3. Culturally effective counselors understand the sociological and political influences with which the culturally different have come to identify themselves.

4. Culturally effective counselors can share the world view of counselees without negating its legitimacy.

5. Culturally effective counseling is truly eclectic.

Strategies for success. Clearly, a multitude of counseling skills is called for in cross-cultural counseling; and, above all, he or she must not impose their view on others. A competent cross-cultural counselor acknowledges that special needs require special strategies, and Feck (1971) has suggested several approaches to dealing with the difficulties of the culturally different: (1) give rewards for positive behavior; (2) discuss short-range goals initially, and gradually introduce long-term goals; (3) relate current activities to long-term goals; and (4) expose them to effective role models, particularly those from similar backgrounds.

Walter-Samli and Samli (1979, p. 55) agreed that ". . . usual career counseling approaches are not appropriate for cross-cultural populations." They created a five-point plan for providing competent career counseling for international students (Figure 1): (1) *sensitization,* when the student is advised to keep abreast of current sociological, political and economic home-country conditions; (2) *consultation,* in which the career counselor collaborates with the student in identifying potential home-country career opportunities; (3) *redirection,* which calls for a midacademic career review to determine
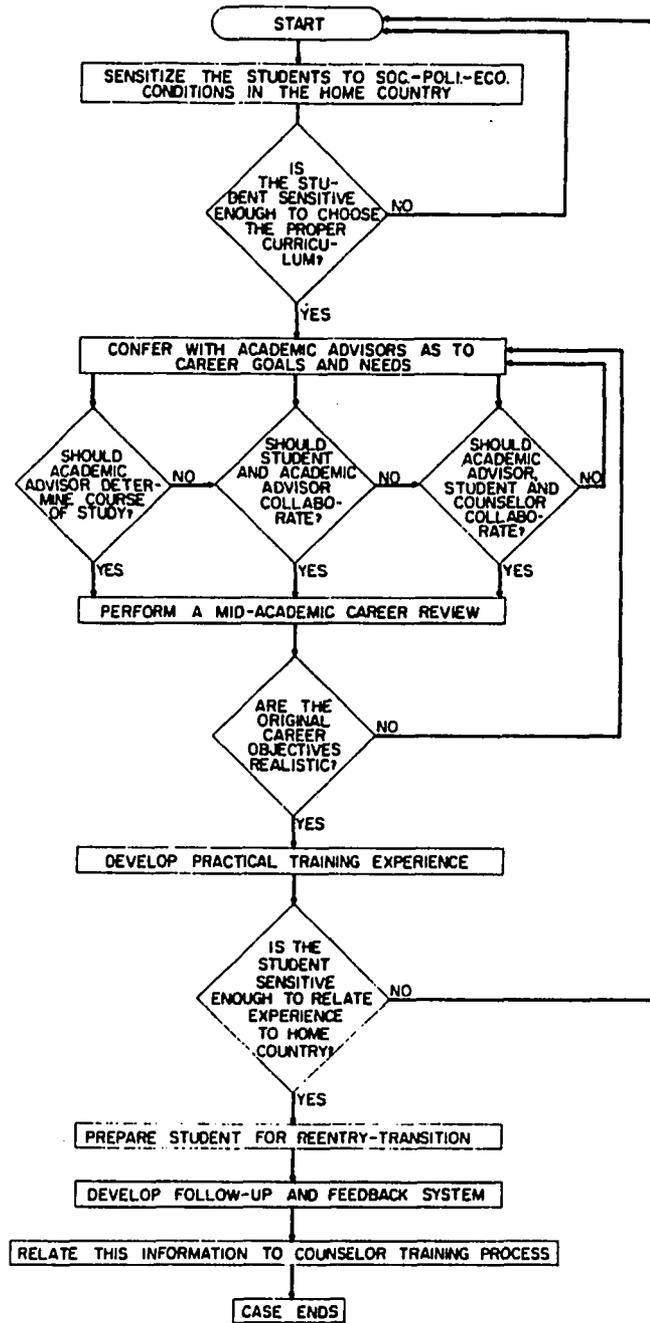
Figure 1. Elements of Career Counseling for International Students.--From Walter-Samli and Samli (1979).

whether or not the student's program of study is in line with expectations for home-country employment; (4) *evaluation*, possibly the most important step in career counseling of international students, determines the relevance of the practical training experience to home-country career; and (5) *preparation*, readying the student for reentry into the home country--the reverse culture shock and professional integration issues he or she will face.

Figure 1 clearly illustrates two components of the plan: (1) at several points there are opportunities for retracing earlier steps, when needed, and (2) the career counseling would likely be the responsibility of several persons such as the international student adviser, academic adviser, counseling personnel, and career development and placement staff.

Reentry. Referring again to Figure 1, stage 5, preparation includes equipping the student with details of what he or she can expect on the return home, which has been called "the work of worrying" (cited in Brislin & Van Buren, 1974, p. 20).

The phenomenon of culture shock, or "uprooting disorder" was identified by Zwingman (1978). It affects persons who, like international students, undergo major changes in their environment, culture, and mental state. "Uprooting disorders have been characterized by disorientation, nostalgic-depressive reactions, feelings of isolation, alienation, and powerlessness. Therefore, any university or college that serves international students should be aware of the special needs of this group" (Day & Hajj, 1986, p. 353). Not only do they experience the uprooting syndrome when they enter the United States, but they also must endure an unexpected reverse culture shock on returning to the home country.

To sum up the most frequently recurring issues related to reverse culture shock, Cajoleas (1959) reported the findings of a study of Teachers College foreign alumni who

were asked "What problems, if any, have you encountered in your country as a returned American educator?" Their answers were categorized as follows, given in descending order of frequency of mention (p. 195):

1. Reconstruction of personal values upon return home.

2. Bringing about changes in the home-country environment.

3. Meeting criticism of American degrees and training.

4. Accepting the standards of living back home.

5. Meeting anti-American attitudes.

6. Low salaries and lack of public or institutional funds for education.

7. Limited job opportunities and excessive work load.

Note that the first five items on the list are attitudinal problems that are well within the returnee's scope of control; whereas 6 and 7--least frequently occurring--are the very factors which Du Bois (1956, p. 102) referred to as limiting the returnee's "life chances": ". . . student's life chances upon return may depend upon a series of forces that operate at a national level and that are well beyond his control. Some of these he may foresee while he is still abroad and they may contribute to his reluctance to leave the host country; others may become apparent to him after his return." In light of the fact that some measure of reentry adjustment is inevitable, the skilled career counselor can assist the student in making that cross-cultural transition smoother. By familiarizing the student with the uprooting syndrome, as well as identifying useful written materials to take with him or her on the return, such as Looking Forward/Looking Backward: The Cultural Readaptation of International Students (Behrens & Bennett, Eds., 1986) and Professional Integration: A

Guide for Students from the Developing World (Hood & Schieffer, Eds., 1983) the student can begin his or her "work of worrying."

Summary and Conclusions

The American work ethic is the foundation of today's career development concepts. Because career development theories are based on research conducted on white males, there is an inherent limitation in the application of these culture-bound concepts in career counseling of the culturally different, such as international students.

This group has special needs, with many obstacles in their path to career success-- not only in pursuing practical training in this country, but on returning to their home country as well. Although the literature points to a need for skilled cross-cultural career counselors, the reality is that American higher education has not fully committed itself to preparing this special group for either the American workplace or professional integration into the home country. The concept of a career development and practical training handbook was developed to bridge the gap between career information needed and career information provided to international students in the United States.

CHAPTER 3

METHODS AND PROCEDURES

A handbook (Chapter 5) was developed for international students in the United States to assist in bridging the gap between specialized career services needed and those offered to them in U.S. colleges and universities. Information was prepared in a way that would briefly expose the student to a cross-section of information and issues in order to facilitate his or her pursuing practical training while in the United States, as well as to provide material regarding the often-difficult period of reentry into the home culture following academic and practical training.

Survey of Need

In order to determine whether or not a "gap" truly existed that needed to be bridged, 10 universities of comparable size were selected to be surveyed. At each institution, both the university's international student office and career and placement service were contacted to ascertain whether they provided any specialized career services (career development/job placement) for international students. Each unit was also asked if there were any cooperative efforts between the two programs. The information obtained from the survey is found in Table 1. In one of the international student offices, some specialized career development services were provided; whereas, four of the career and placement services offered same. United States job placement was available in none of the international student offices; in three of the career and placement services. There were 10 international offices and 10 career and placement services that reported cooperation

Table 1. Survey of specialized career and placement services offered to international students in the United States

Survey Questions	International Student Offices		Career and Placement Services	
	Yes	No	Yes	No
1. Do you offer specialized services to international students on a regular basis?				
a. Career development?	1	9	3	7
b. Job placement?	0	10	3	7
2. Are there any cooperative efforts between the two offices?				
a. Informal cooperation	10	0	10	0
b. Formal programs				
(1) Career development	4	6	4	6
(2) Job placement	1	9	1	9

between the two offices on an informal basis. Regarding formal programs in career development and job placement between the two university components, there was concurrence: four offered cooperative programs in career development, and one in job placement. Thus, the lack of adequate career counseling for international students at these schools was demonstrated.

Handbook Development

Once the need for such a handbook was established, a general outline was composed to reflect the information students would need in order to pursue career development and practical training on their own, i.e., without the assistance of either an international student office or career and placement service, except where indicated, such as use of resource materials or career counseling, when available.

Following is an outline of sections and subheadings developed for the handbook:

Introduction
Career Development--American Style
    Self-assessment
    Information Gathering
    Decision Making
    Goal Setting
    Evaluation
Career Development Resources Available to Students
    Campus Resources
    Off-campus Resources
Searching for Practical Training in the United States
    Tools Needed for the Search: People, Places, and Things
Reentry into the Home Culture
    A Look at Culture Shock
    A Case Study of Culture Shock
    Factors that Influence Reverse Culture Shock
    Common Problems of Returnees
    Improving Chances for Successful Reentry
    Keeping Ties with the United States
Appendix A: Sample Documents
Appendix B: Current Federal Regulations Governing Practical Training
Additional Readings

Evaluation Procedures

Following development of the handbook outline, a Handbook Advisory Committee, composed of international students from Japan, Mexico, Pakistan, China, and Taiwan/ Republic of China, was selected to review the outline. In addition, two representatives from a university international student office and one each from a university career and placement service and a multinational corporation were selected as expert consultants to the project. Copies of correspondence with these two groups are included in the Appendix.

Meetings were held with the Handbook Advisory Committee--in small groups and on an individual basis--to review both the outline and resulting handbook. Their comments and suggestions were an integral part of the final outline and handbook. Also, the consultants provided expertise in each of their respective areas of specialty for both the outline and handbook. Where appropriate, their comments and suggestions were incorporated into the material.

Summary

A survey of need for a career development/practical training handbook was conducted. A handbook was developed, and recommendations from an advisory committee and expert consultants were incorporated into the final handbook.

CHAPTER 4

USES AND IMPLICATIONS

The American Heritage Dictionary of the English Language (1969, p. 597) defines "handbook" as follows: "A manual or small reference book providing specific information or instruction about a subject, activity, place, or the like; guide; directory." Chapter 5 of this thesis, "Career Development/Practical Training Handbook for International Students in the United States of America," is just such a publication.

Possible Handbook Uses

Following are a few of the potential uses for this guide to career development and practical training. First and most obvious, it is to be used by the individual student as a "small reference book" to assist him or her in private pursuit of more information on these subjects. It would be especially helpful to the student on a small campus who may not have had the exposure to career resources available at a larger university.

There are a variety of applications in a training setting. When the student first enters the United States, he or she usually has access to an international student orientation program--whether it is through a sponsoring agency or the college or university he or she is attending, or both. The handbook would provide a helpful means of encouraging the student to begin thinking about career planning, particularly those whose time orientation is past- or present-oriented, rather than looking to the future. Even the sponsored student, who may have left home thinking that he or she would have a job waiting in the home country following graduation, can benefit from the handbook. In this world that is

constantly changing, the student may find that when education is completed, there is no country to which he or she can return; or the economy has so drastically changed that the job that had been waiting is no longer in existence. In either case, the more prepared the student is to enter a variety of workplaces, the better. A word of caution is in order here . . . while it is important to immerse the student in an understanding of American values, that is not to say that they should be imposed on the student. Rather, the tone such information needs to convey is that, indeed, it is value-laden in U.S. culture.

Another application for the handbook would be as a training tool in career development and/or practical training workshops given by either the international student office or the career and placement service, or as a collaborative effort. A portion of the material could be used for a relatively short session, such as a workshop on practical training alone, or reentry; or, the material as a whole could be used as a guide for a career day, with several concurrent or consecutive sessions focusing on the various subjects in the handbook.

A college or university career and placement service could also use the manual in ways other than the workshops outlined above. For example, segments of it could be utilized in sensitizing career and placement staff to the specialized needs of international students. Also, it could be placed in the career development library, if there is one, for students to use as reference material if they are unable to obtain a personal copy.

Need for Further Research

Workforce 2000 (1987), a report about trends in business and employment, explicates the move toward a more global economy. Evidence of this are the growing numbers of international students being trained in this country, both academically and in the American workplace (and American students going abroad for the same reasons). And yet,

there is a dearth of research and statistics available on these students as they relate to career and practical training issues.

Implications

There are a number of implications for research and further literature development in the areas of career development and practical training for international students in the United States.

Implications for Research

In conducting research on international students in the United States, a number of challenges will need to be faced. For instance, international student offices have greatest access to the population of international students on college and university campuses, but their budgets are notoriously low. If there is a scarcity of funding, there is probably a shortage of (1) staff required to take the time necessary to conduct the research project and (2) administrative dollars designated for research on international students.

Given adequate staffing and funding, there can be a number of problems associated with reaching the international student population. One reason they can be difficult to survey is that they may question the purpose of research and/or their own anonymity; or, they simply may not want to take the time needed to complete and return the questionnaire.

Not only can they be hard to get responses from, they can also be perplexing to find, e.g., identifying those who are on practical training and contacting them at their out-of-town addresses, or locating those who have returned permanently to their home countries.

Although there are challenges involved in conducting research on this popula-tion, these hurdles can be overcome. When funding is a problem, there are several resources outside the international student office: (1) international funding agencies such as NAFSA: Association of International Educators and the Agency for International Development; (2) cooperative efforts with other offices that may have more funding, such as the career and placement services; and (3) utilizing graduate students studying related areas such as counseling, business administration, or higher education, who are looking for thesis or dissertation topics to pursue.

In much the same way, a shortage of staff time can be alleviated through collaborative efforts with other university components or use of interested graduate students.

When faced with reticence to respond, one could (1) conduct one-on-one personal interviews with students or (2) take advantage of captive audiences at workshops or orientation by administering and collecting the questionnaires during the session.

Lastly, for reaching students who are either out of town or out of the country, here are some potential solutions. For those on practical training, the international student office could develop systematic record keeping on this special population, such as keeping separate records of those on practical training, and making notes of both their addresses and those of their employers when the students apply for their second term of practical training (applies only to those pursuing practical training after graduation). Similarly, when students graduate and move out of town or out of the country, the office could make arrangements for a necessary campus component, such as degree check, to obtain forwarding addresses and make them available for use by the international student office and/or the alumni office.

Once these challenges have been met, research can be initiated. Far more could be investigated about both career development and practical training issues related to international students.

The following are only a few of the questions which could be addressed regarding career development of international students: How did they decide on their majors? Who helped them make that decision? If undecided, would they welcome assistance in making that decision? Are they familiar with "career development"? Do they know if there are career development resources available on their campus? Have they ever used the career center? If so, what kind of help did they receive? Was the assistance adequate? Would a handbook on international student career development/ practical training be useful to them? Practical training concerns produce another line of questioning: Will they have jobs waiting for them in their home country? If so, will they also pursue practical training in the United States? If not, how will they find home-country employment following graduation? What percentage of them are able to find practical training in the United States? Of those who locate practical training opportunities, what percentage remain in the United States on H-1 visas or become permanent residents or citizens? Was the practical training experience a valuable complement to their education and adequate preparation for their home-country profession? What factors contributed to the success or failure of their practical training experience?

**Implications for Further
Literature Development**

There are a variety of ways in which additional related literature could be developed and implemented.

Handbooks could be developed specifically targeted to students from certain countries or regions of the world, particularly with an emphasis on the reentry phase of the handbook, i.e., what American-educated persons might expect on returning to that region.

Manuals could be produced specifically for use by career and placement personnel who would be working from time to time with international students, with an emphasis on the differences between working with international students and American students and the specialized needs of the internationals.

Portions of the handbook, such as that on résumé writing, could be expanded in more detail to aid the student in certain areas that might be more difficult, i.e. use of language, and more sample résumé could be included that would cover a range of majors. These separate mini-handbooks, each covering a different topic, could then evolve into a series on career planning for international students.

Indications are that international student offices have an understanding of the needs of international students but, due to a number of reasons, may not be able to provide services to meet those needs. Career and placement services have some of the resources that would be useful for international students. However, the students do not always know what services are available, nor do the career/placement staff always have the awareness and sensitivity essential to working with this specialized population. Hopefully, these two components are beginning to move in the direction of collaboration; and, in the meantime, this handbook will serve as a bridge between career services needed by international students and services delivered by U.S. higher education.

Summary

A career development/practical training handbook for international students could be used in a variety of applications. It would be useful to have more research on this subject; and while there are some obstacles to research, these can be overcome. More literature could be developed to target specific populations.

CHAPTER 5

CAREER DEVELOPMENT/PRACTICAL TRAINING
HANDBOOK FOR INTERNATIONAL STUDENTS IN THE
UNITED STATES OF AMERICA

Chapter 5 consists of a handbook whose purpose is to introduce international students to American-style career development, as well as provide them with resources in the search for practical training employment that would complement their academic training. Although the handbook includes current regulations of the U.S. Immigration and Naturalization Service that govern the practical training of students on F-1 and J-1 visas, readers are advised that these regulations are frequently subject to change.

In addition, students are introduced to the issues related to reentry into their home country so that they may be more prepared to make the often difficult transition from the U.S.-academic or -workplace environment to that of their country of origin.

This publication was developed utilizing recommendations from representatives of academia, industry, and the international student population.

The career development/practical training handbook begins on the next page, starting with the title page.

CAREER DEVELOPMENT/PRACTICAL TRAINING HANDBOOK

FOR INTERNATIONAL STUDENTS IN THE

UNITED STATES OF AMERICA

by

Carol Ann Marsh Carpenter

TABLE OF CONTENTS

TABLE OF CONTENTS--<u>Continued</u>

TABLE OF CONTENTS--<u>Continued</u>

THIS HANDBOOK IS <u>NOT</u> FOR YOU IF:

*   You are in the United States as an immigrant, permanent resident or U.S. citizen, or are seeking permanent residence or citizenship in the United States.

THIS HANDBOOK <u>IS</u> FOR YOU IF:

*   You are an international student in the United States on a nonimmigrant F-1 or J-1 visa.

*   You are interested in enhancing your academic training with practical, on-the-job experience in a U.S. work environment.

*   You expect to return to your home country following your practical training experience in the United States.

*   You possess a great deal of persistence.

INTRODUCTION

As an adviser of international students, I am witness to a recurring scenario: a student comes into my office and says, "I just came from the university career and placement office, and they said they can't help me, even though I pay the same tuition and fees as all the other students. They sent me over here to the international student office. Can you help me?"

Certainly, we who work with international students on a regular basis understand your frustrations. Yes, it is sometimes difficult to communicate your needs to staff who are unfamiliar with people from other cultures; and sometimes the frontline staff are unaware of what resources they do have to offer you as an international student. True, most of the companies recruiting on college and university campuses are seeking to employ individuals who can contribute more than the year or year-and-a-half to which you are restricted.

However, most likely you are eligible to use most of the facilities of your career and placement service; sometimes it takes a little patience and persistence in explaining your request to personnel. And regarding employment, the fact is that every year hundreds of international students are granted permission for practical training by their schools and the U.S. Immigration and Naturalization Service. Though we don't have any firm statistics, we know that many of those applicants are successful in securing the temporary employment that will enhance their academic learning and careers.

This handbook takes a look at several issues related to career development and practical training of international students--from the processes of developing a career and seeking employment, to regulations that govern the specific visa on which you entered this country, to reentry into the home country.

Hopefully, this publication will serve as an encouragement to and guide for those of you international students who have the passion and perseverance to pursue career development and practical training in the United States.

1.

CAREER DEVELOPMENT--AMERICAN STYLE

Many international students have jobs waiting for them back in their home country --perhaps you are one of those fortunate ones who will be employed by the home-country government or a business establishment. There are also some students who do not have jobs waiting for them, but whose academic major has been chosen for them by their families, without regard to their personal preference.

Then there are those who, like so many American youths, enter college as undergraduates not knowing what they will major in. However, unlike American students, many of whom have been exposed to career counseling in high school and have some awareness of the process and campus career services available to them, international students may be left to flounder on their own, without realizing that some career counseling may be available to them.

This handbook was not meant to be a comprehensive guide to professional development--but to give you at least a cursory look at this process as many Americans have experienced it. You can choose which areas are worth pursuing in more detail, and in the next chapter you will be given resources for more in-depth work in career development, should you choose to do so.

Self-assessment

The first phase of exploration involves a microscopic look at yourself, primarily in three target areas: values, interests and skills.

Values

In examining your work values, you will want to consider factors on the job that would be satisfying to you, such as independence, creativity, competition, intellectual status, financial gain, influencing people, and type of work environment, to name a few. Some of these elements are more important than others; for example, the work environment is the most significant determinant as to why people quit their jobs. You will want to prioritize those values to ascertain which ones are indispensable, which are optional but desirable, and which are luxuries. One popular scheme ("World of Work") of determining work environment values is to categorize professions by whether one works primarily with things, ideas, people and data, or a combination thereof that produce 12 distinct work environments. For example, someone who likes to use ideas and things could consider becoming an engineer; whereas someone who enjoys people and data could be employed in marketing and sales (Zunker, 1986).

Interests

A career theorist named John Holland developed a plan for determining people's interests by dividing them into six categories of personality types, or "theme codes." Within each category he suggested kinds of jobs that would complement that personality type, and

a combination of an individual's three most dominant codes would generate numerous occupational options. Following are the six personality types, with a very brief description of characteristics of each and a profession typical of that theme code: (1) *Realistic*--conservative, mechanical, like to work with things rather than ideas; civil engineer; *(2) Investigative*--curious, introverted, rational; anthropologist; (3) *Artistic*--nonconforming, impulsive, expressive; commercial artist; (4) *Social*--friendly, responsible, convincing; special education teacher; (5) *Enterprising*--ambitious, self-confident, sociable; business administration; (6) *Conventional*--efficient, conservative, practical; accountant. You can discover your personality types by using resources listed in the next chapter (Zunker, 1986).

Skills

According to the <u>Dictionary of Occupational Titles</u> (U.S. Department of Labor, 1977), there are three well-defined classifications of skills, as follows: (1) *personal skills*, which are the basic personality traits acquired in the growing up years and demonstrate a person's abilities to adjust to numerous situations, such as physical environment; (2) *work content skills*, which are specific competencies acquired by performing tasks, through education, or experiences, such as typing; (3) *functional/transferable skills*, which are abilities that can be transferred from one job to another such as coordinating administrative tasks. Various pencil-and-paper exercises are available in career counseling offices to assist you in determining what skills you possess in these areas.

Information Gathering

Here is where some real detective skills (transferable!) are useful to have. Once you have determined your values, interests and skills, and identified several possible careers, you will want to find out more about those professions. Sources of information are listed in the next chapter.

When exploring various vocations, there are several factors to keep in mind: what kind of tasks people do in this career, where the work is accomplished (government? private enterprise?), the working conditions (hours? weekend work? healthful environment?), qualifications necessary to apply (licensing? special skills?), educational or training requirements, strategy for entering the profession, employment prospects, earnings potential, promotion opportunities, advantages/disadvantages of the job, and whether or not it is a "match" for your needs, values, interests and skills.

Decision Making

Making that final decision as to which profession you will pursue can be a great challenge. By now you are armed with an arsenal of information about your values, interests and skills, as well as facts related to potential vocations. What else do you need to help you come to that final conclusion? Here are some suggestions. Most importantly, know that making a decision can be hard work; it involves keeping an open, flexible mind, using your imagination to find a solution. Part of that open-mindedness is an expectation that failure is a possibility; but if that happens, it is merely part of the learning process. Be aware that you do have some limitations and be realistic about your constraints. Strike

a good balance between the facts of the situation and your "gut-level" emotional feelings

. . . listening to that "inner voice" can really pay off at decision time. Be as independent as

you can be in making your choice, but keep in mind your responsibilities to others as well.

Figure 1, "Decision-Making Matrix," is a handy tool in making many kinds of

decisions. Across the top row of this decision-making matrix are alternatives--they could be

possible occupations, job choices, or even college majors, if you are still undecided. The

values that are most important to you in that setting go down the left column. As you

match up the value on the left with the choice from the top row and write a "yes" or "no"

to indicate whether or not there is a match, it will become clearer to you which is the best

choice. Note that if you have all "yes's", your alternatives are too similar, and you will need

to add more factors down the left or be more specific in defining your alternatives. If there

are lots of "no's," that means there are inconsistencies between your factors and alternatives

--your values and alternatives are in conflict, and you need to find alternatives that more

closely match your values.

Goal Setting

Making a career decision and setting goals are very closely tied together. Once you

have determined your career path, you can go on to set goals of varied time intervals to

help motivate you to act on your decision.

Following are suggested time spans and ways in which to use them: (1) mini-goals

(one day to one month)--taking action in small steps, such as writing a résumé or setting an

appointment for an information interview; (2) short range (one month to one year)--

receiving additional training, promotion or career change; (3) medium range (five years)--

DEFINE THE PROBLEM:

ALTERNATIVES:

FACTORS:

Figure 1. Decision-making matrix.--From University of Colorado at Boulder.

Handbook--6

choosing where you would want to be career-wise after five years; (4) long range (total lifestyle)--involving your personal choice for style of living based on your values.

Evaluation

As you can see, a great deal of evaluation goes into the career development process to assist you in reaching the final career decision. Or is it final? . . . probably not. With the changing nature of our world--its faster pace and move toward a global economy-- chances are that you will have more than one profession during your life span. The process of evaluation, whether or not to stay in the same occupation, whether or not to return to school for more education, etc., is an ongoing process; and developing good evaluation skills such as those we have discussed in this chapter will benefit you for a lifetime.

Handbook--7

2.

. .

CAREER DEVELOPMENT RESOURCES

This section of the handbook gives you information on identifying sources of help for your own career development process, should you have questions about your career direction, or if you are undecided about a major.

When reading through this section, keep in mind that many of the resources listed here might also be useful during the job search (see section in Chapter 4 entitled "Where to Search: People, Places and Things").

Campus Resources

International Student Office

While the international student office on your campus probably will not have a career counselor on their staff, they are a good resource to tell you where to go to find answers to your career-related questions. In addition, your international student adviser would be more sensitized to and understanding of the cross-cultural issues which might become an obstacle in searching for your career direction, such as your strong family ties, or your home-country political situation. They can be of assistance in clarifying these dilemmas.

Career Development and Placement Service

Does your campus have a career development and placement service? Perhaps you do not know, but you are not alone--many American students do not know the answer to

this question! If you are fortunate enough to have one, this will be your best resource for assistance with your career development.

Although they may not have an understanding of those cross-cultural issues you have to deal with, they do know the American system of career development and can guide you in making a decision on a major or career based on the information presented in the last chapter, such as pinpointing your interests, skills, values, etc. Not only do they have people to counsel you personally, but they also have other resources, such as library references, videotapes, and computer-aided career guidance.

Note: In many universities there is more than one placement service to better serve special populations--such as education, business, or engineering majors. Check with your adviser or the central career service to find out that information.

Academic Advisers/Professors

Your academic adviser and major professors can be of value to you in learning about the kinds of career opportunities available in your major. They can give you names of professional organizations that often provide career development information as well as the titles of journals in that field. They may also have materials related to projections for the future of your chosen occupation such as whether there is expected to be a demand for professionals in your field in five or ten years.

Libraries

Libraries contain a gold mine of information on developing your career--from learning about various occupations to how to make a sound decision. See Additional

Readings at the end of Chapter 4 for a listing of resources--and remember that you have both your college or university main library and possibly a career library available to you.

Professional Meetings

Most schools have student chapters of national professional organizations, or at least student memberships available. By all means, take advantage of their programs--these can be helpful to you not only in making career choices, but down the road when you are looking for practical training in your field. Also, membership in a professional organization is a valuable addition to your résumé.

Off-campus Resources

Municipal Agencies

There are organizations, run by various branches of government, whose purpose is to help people with their careers and job placement--at no charge. They go by various names, depending on your location; locate them in your telephone book Yellow Pages under "Employment Service--Government" or the Blue Pages of government listings.

There may also be free services at other educational institutions in your area. For instance, if you are at a university, there may be a community college in your city that offers career services at no charge.

Private Agencies

You can find another group of resources in the Yellow Pages of the local telephone directory under "Career and Vocational Counseling." These are agencies that charge fees for their services, and I would issue you a word of caution about using these

organizations. Be sure to find out from your Better Business Bureau or other source as to whether or not they are reputable. They can be quite expensive--with sophisticated techniques and access to specialized testing services--and you want to make certain you are getting your money's worth. Feel free to visit their offices and ask lots of questions, including whether they have experience in counseling persons from other cultures.

Libraries

Not only do you have your campus libraries, but practically any town in the United States has a public library available to you at no charge. You also have access to libraries at other educational institutions in your location.

Private Individuals

If you are at the point in your career development where you have decided on two or three occupations and want more information, keep in mind that "information interviews" with individual professionals who have been working in the field can provide you with additional data.

Your adviser or professors may be helpful in identifying someone in your area to interview. If they don't know anyone personally, perhaps they can help you locate a professional in the Yellow Pages. Treat the appointment as seriously as if it were a job interview (see Chapter 3's section on interviewing for more details), except that you are the one who is asking most of the questions. Refer to the Chapter 1 section on "Information Gathering" for factors to keep in mind when asking your questions.

Make sure the person with whom you are meeting understands that the purpose of your interview is to gather career information; and be well prepared with your questions before going into the interview.

You are now equipped to complete your career planning process and will soon be ready for the next step, the search for practical training.

3

SEARCHING FOR PRACTICAL TRAINING
IN THE UNITED STATES

If you are reading this chapter, you have probably made up your mind that you are going to look for practical training. But if you have any doubts, keep in mind what one international recruiter told me. Don't do it just because everyone else is, or you could fall into an "activity trap"; make sure that this activity of practical training will add value to what you want to be, that it is a positive aspect of your career development.

As we stated in the introduction, it can take a lot of time and research to locate a position that is right for you. In this section we discuss what kind of information and skills you will need to conduct your search for practical training opportunities. In addition, you will find suggestions for where to search--the valuable resources to be found in people, places and things.

Tools Needed for the Search

Written Materials

Résumé. A résumé, as you probably are already aware, is a one- or two-page description of you--your education, experience, and skills, as well as how you may be contacted for more information. In Appendix A (p. 78) you will see a sample of one résumé, but be aware that every résumé must be constructed to fit the individual's own unique background, and yours will be different from this one--both in form and content, depending on your major, degree, experience, skills, etc. There are many excellent books

Handbook--13

available in the library or career and placement service to help you design your own résumé; following the sample résumé is a worksheet (Appendix A) to help get you started on yours. If you have access to a career center, they may have experienced staff who can assist in writing and/or proofing résumés. Or, if you feel less than confident about your English, perhaps one of the international student office staff can assist you with your wording, which is crucial to conveying your information to a recruiter or human resources/personnel officer. Note on the sample résumé how action verbs are used to describe the student's varied experiences and responsibilities on the job. And keep in mind that the company personnel who read the résumés are likely to go through hundreds of them--how can you make yours distinctive, but tasteful and readable?

Cover letter. If you will be sending your résumé to a potential employer through the mail, you will need to compose a cover letter to accompany it. A sample letter is shown in Appendix A (p. 81); and, as with the résumé, you will need to create one that fits your needs. The primary ingredients are: (1) your return address; (2) the inside address to the company, including the name, if possible, of the director of human resources or personnel; (3) three or four brief paragraphs, describing how you found out about their job or company, what experience or skills make you particularly suited for their needs, and your plan of action for following up on the letter; and (4) your complimentary closing and name.

Thank you note. Following an interview with a company, it is always appropriate to send a thank you note to the interviewer, as well as to anyone else in the company who might have been exceptionally helpful to you. Make it brief, and refer to some positive

aspect of your interview that will make it easier for him or her to remember you. See Appendix A (p. 82) for a sample thank you note.

Interviewing Skills--Be Prepared!

Knowledge of self. Could you sell a product if you did not know anything about it? You are selling yourself in the interview; and it is vital that you have a good grasp on your values, interests, and skills (as discussed in Chapter 1) and your career objective.

Knowledge of company. It is very important to know as much as possible about the company with which you will be interviewing. How to find out about it? The career and placement service may have descriptive information, such as annual reports; or, if it is a large enough corporation, the directories referred to in our bibliography may contain relevant information. It is also acceptable to call or write the company and request that information.

Attitude. Keep in mind that you will probably be in a situation where you are competing with Americans who have at least some exposure to American-style interviewing. It is best to convey an attitude of confidence and assertiveness, being prepared to answer what may seem to you to be "nosy" or inappropriate questions, and being prepared to ask relevant questions of the interviewer. A list of questions that might be asked of you are in Appendix A (p. 83).

Body language. That attitude of confidence and assertiveness we just discussed is conveyed not only through what we say, but primarily through how we say it, known as "body language." Even though it may feel uncomfortable for you, depending on your home culture, keep in mind some of the following tips for a good presentation: (1) give a firm handshake to the interviewer; (2) maintain plenty of eye contact, but don't stare; (3) keep good body posture, both standing and sitting; (4) nervous habits are a "no-no"--don't fidget, squirm in your seat, tap your finger, etc. The best thing you can do to prepare for a job interview is practice--with a friend, staff of the international student center, or career and placement service staff. If your career and placement service conducts mock (practice) interviews with a video camera and can give you immediate feedback, that is the most valuable preparation for an interview you can have. The career center may also have videotapes demonstrating components of a good (or bad) interview.

Appearance. Last, though not least, your appearance is of utmost importance. Clean, pressed clothing is essential; and it is recommended that both men and women wear suits. Shoes must be polished; and women should wear plain heels of moderate height and neutral color hose. Good grooming is also vital--trimmed nails, well-groomed hair, clean skin for men and understated makeup for women. It is appropriate to carry a small notebook and pen for taking notes during the interview. A good way to find out what is suitable for the interview is to visit the career and placement service and see what people are wearing. Also, the career center may have videotapes that show what to wear.

Knowledge of American Business
Cultural Values

Along with knowing how to write the résumé/cover letter/thank you note and knowing how to have a successful interview, it would be beneficial for you to know more about values of the American business culture in which you would be interviewing. This information would also be valuable in making the change from student status to professional status. That is a little like culture shock (see Chapter 4), and it would be helpful for you in adjusting to the new work environment.

For a useful chart that contrasts some typical expectations of American employers with those of other cultures, see Table 1.

The information contained in Table 1 is of a very general nature. To find out more about the specifics in your chosen profession, talk to persons who are working in the field. Your academic adviser or professors may be able to refer you to someone locally who can discuss this information with you. For a different perspective, try to find another international student in your field who has had practical training and learn from his/her experience.

For more information about American cultural values, refer to "Crossing Cultures" in Additional Readings at the end of Chapter 4.

<u>Where to Search: People, Places, and Things</u>

People

There is a common expression in this country, "It's not WHAT you know, but WHO you know," that points out the importance of people in your search for practical training.

Handbook--17

Table 1. Common cultural barriers to the job search.--Taken from Goodman, Hartt, Pennington, & Terrell (1988, pp. 58-59, Table 1) with written permission of the College Placement Council, Inc., copyright holder. Note: These factors are not indigenous to one particular society, such as the Japanese, but represent a cross-section of countries and continents.

U.S. Employer Expectations	Conflicting Values of Another Culture
1. Self-promotion	
* Assertiveness * Confidence in openly discussing goals and accomplishments	* Unless presented as a part of group activity, citing accomplishments and skills is viewed as boastful, self-serving, and too individualistic
* Follow-up with employers (telephone inquiries about status of application, thank-you notes)	* Asking employer directly about status of application is rude.
2. Directness in Communication	
* Open and direct responses to questions	* Eye contact, especially with persons of higher status (e.g., employer, interviewer) is disrespectful
* Eye contact with interviewer, relaxed posture, and other appropriate nonverbal behavior	* Appearance of criticism must be avoided to save face
3. Self-disclosure	
* Personal descriptions of experiences, hobbies, strengths, weaknesses	* Personal questions about likes, dislikes, etc., are considered an invasion of privacy and are discussed only with close friends and family
* Answers to questions related to personality (e.g., leadership styles, problem-solving abilities)	
4. Career Self-awareness	
* Demonstrating knowledge of self, career goals, and how they relate to the job	* Jobs are assigned by government or family
	* Questions about role in a company indicates potential disloyalty

Handbook--18

Table 1.--Continued

U.S. Employer Expectations	Conflicting Values of Another Culture

5. Individual Responsibility in Finding Employment

    * Use of wide variety of resources identifying jobs (friends, family, contacts, associations, career services, academic mentors, etc.)

    * Networking

* Jobs are found through government or family

* Dependency relationships in job search are fostered. One resource (e.g., academic adviser, employment adviser, employment agent) will find appropriate work for the job seeker

6. Informality in the Interview Process

    * Congenial interviewing environment that encourages openness, some joking, exchange information

* Sitting with person of higher status requires deference. The job applicant is very polite and does not ask any questions or provide information that may indicate lack of respect for interviewer's position

* Handshaking, touching, using first name, crossing legs, etc., are inappropriate.

7. Punctuality

    * Arrive 5-15 minutes before appointment

* Personal relationships are more important time. Anywhere from 15 minutes to 2 hours lateness from agreed meeting is not insulting

Table 1.--<u>Continued</u>

U.S. Employer Expectations	Conflicting Values of Another Culture

8. <u>Effective Letters of Application Résumé</u>

   * One page, error-free, concise, and attractive outline of relevant job experiences, skills, accomplishments, and academic credentials

                                                * Résumés are a detailed chronology of academic and formal work experiences and not a tool for self-promotion

9. <u>Individual Equality</u>

   * Race, sex, age should not affect interview relationship

                                                * Males are expected to assume dominance interactions with females

                                                * Younger persons defer to older ones

10. <u>Preparation and Organization</u>

   * Obtain as much information as possible about job and organization before interview

                                                * Research about organization may indicate excessive and undesirable initiative or independence

   * Demonstrate awareness of organization in letter of application and during interview

The way people are utilized is called "networking," which is person-to-person contact--giving people an opportunity to know you better, getting to know others, sharing information with and seeking information from them, and, in this case, letting them know you are looking for employment.

On campus, some of the persons with whom you have personal contact who can be helpful to you are your academic advisers, major professors, other staff members you may have befriended, American acquaintances, and companions from your ethic or other clubs/activities.

Off campus, people you network with at professional meetings are very valuable, since they are usually in related occupations. If you are fortunate to have had an American host family, these people may have connections, such as memberships in service organizations (like Rotary or Kiwanis) or useful affiliations through their workplace. If you live in a larger city, there may be ethnic organizations with members originally from your home country who would be supportive in your job-hunting efforts. And don't forget your neighbors and people you see on a regular basis--even your mail carrier can be a resource!

Places

The first place you would want to start is your college or university's placement service. They may not have any recruiters interviewing international students at the time you are looking, but they have a wealth of information in the names and addresses of companies, interested in your college or university's alumni, where you can send your résumé. Also in the placement service or career development office there may be a

company library which gives more detailed information about firms, such as their annual reports or job positions and descriptions.

Of course, you would want to see if your international student office has job listings or know of any practical training networks that are attuned to the needs of international students in the United States.

In the previous chapter many of the listings under "off-campus resources" are also places to go in the search for practical training. Municipal agencies such as the Department of Economic Security Job Service have employment opportunities posted, and there is no charge for their services. There are also private employment agencies that have job listings, but there is a charge for their service. Sometimes the employer will pay for it, but the employee may be expected to absorb the cost--be sure to find out who's paying for the service. Chambers of Commerce, visitor's bureaus, and banks have visitor packets and other good resource materials, and they're usually free. Another place to go for free information is the library. See Additional Readings for library references useful in job search.

Job fairs are short-term events where a group of companies get together and offer job searchers the opportunity to get acquainted with them. In addition to information booths, they may offer seminars on specific topics, such as improving interviewing skills. These fairs are springing up all over the country, with some being sponsored by private agencies and foundations, and others offered by career consortiums, which are regional groups formed by career development and placement services from various organizations, such as universities or technological schools.

As mentioned in the previous section on people, professional meetings are excellent places to job hunt. Many national conferences have temporary placement services

set up so that you can interview at the convention site. These same professional organizations may also have a permanent placement service, with advertising through their journals or central offices.

Your home country's embassy or consulate is another place you can go to look for potential employment resources. Some companies like to train in this country before sending employees for home-country employment and could contact the embassies or consulates for names of potential candidates.

Things

The Yellow Pages in your telephone book have listings of companies by subject area--and remember, there's an index to help you identify your subject area and readily look it up.

The classified section of newspapers contains job listings, usually by type of job, such as "professional." Within that general category will be specific subheadings, such as "engineers." If you have a difficult time with the abbreviations used in the classifieds, ask your adviser or a trusted American friend to help you.

Larger libraries in your area will have both Yellow Pages and newspapers from other cities, if you are looking for practical training other than in the town in which you live.

University libraries house professional journals and other trade magazines that have job listings. A couple of good examples are <u>Chronicle of Higher Education</u>, for those seeking employment in colleges or universities, and <u>National Business Employment Weekly</u>, for positions in the business world (and excellent articles).

With your newly acquired job hunting tools and information about where to look for resources, most certainly you have increased the chances for success in your search for practical training in the United States.

4.

REENTRY INTO THE HOME CULTURE

When you set foot on American soil for the first time, undoubtedly you were at least aware of--if not anxious about--the variety of challenges you were about to face. Soon you were meeting new friends, eating strange foods and experiencing life in a cultural setting very different from your own home environment. There was also the ongoing challenge of academia...survival of the mentally fittest--despite the cross-cultural "handicap"--in the marathon of obtaining a U.S. college degree. What you may not realize, however, is that once the race has been run, the degree has been achieved, and the plane tickets and anticipations homeward are in your grasp, the same process of adjustment, commonly called "culture shock" or "uprooting syndrome" will start all over again when you set foot on home soil. Depending on a multitude of factors, the reverse culture shock may affect you as an intercultural person to a greater or lesser degree. Perhaps you will become reacquainted with familiar faces and customs with only the slightest discomfort. However, on the other end of the adjustment continuum you may find that, as the title of Thomas Wolfe's novel states, "You can't go home again"--at least not without a major period of adjustment.

A Look at Culture Shock

Before discussing the reentry phase of a cross-cultural experience, it would be advantageous for you to recall just what the first experience of "culture shock" is and take a closer look at this phenomenon:

Handbook--25

It is a feeling of helplessness, even of terror or anger, that accompanies working in an alien society. One feels trapped in an absurd and indecipherable nightmare.

. . . It is as if some hostile leprechaun had gotten into the works and as a cosmic caper rewired the connections that hold society together. Not only do the actions of others no longer make sense, but it is impossible even to express one's own intentions clearly. "Yes" comes out meaning "No." A wave of the hand means "Come," or it may mean "Go." Formality may be regarded as childish, or as a devious form of flattery. Statements of fact may be heard as statements of conceit. Arriving early, or arriving late, embarrasses or impresses. "Suggestions" may be treated as "ultimatums," or precisely the opposite. Failure to stand at the proper moment, or failure to sit, may be insulting. The compliment intended to express gratitude instead conveys a sense of distance. A smile signifies disappointment rather than pleasure. (Barnlund, 1985, p. 12)

A Case Study of Culture Shock

To see how this concept translates into a real-life situation, let's explore a case study of a typical international student culture shock experience, as characterized by Frank Hull (1978). Cara, a sophisticated Mexican citizen, chose to go to a U.S. university where her father had also attended. She already had junior standing and thus was familiar with all aspects of college life. Her expectations for success were high. However, after only a few weeks at the university, Cara began to flounder in several areas of her life. Aca- demicaly, she was losing her confidence in her ability to perform well on exams, had difficulty with unknown technical language in her field of study, and had trouble disciplining herself to study as much as needed. Personally, she began alienating herself from her roommates and American friends, finding it burdensome to communicate in English. She also began to eat excessively and gain weight, and her self-confidence continued to plummet. By the middle of the school year, after a trip home over the Christmas holidays, Cara reached her lowest point. She had bottomed out in what Hull refers to as the "U" curve

(p. 143)--a hypothesis proposed by Sverre Lysgaard describing the process of adjustment to a foreign culture, whereby the transition seems easy in the beginning, then hits a low point of maladjustment and loneliness, and finally is followed by acceptance of the new culture and integration into the community.

Back to Cara . . . by the end of the academic year she had come full circle and was enjoying all aspects of her stay at the university. The major factors which had influenced her improvement were: (1) she had adjusted to the highly competitive atmosphere and found her coursework more interesting; (2) she felt more accepted by her roommates; and (3) her improvement in communication in English allowed her to feel more comfortable in broadening her base of friends. She had overcome the culture shock which most international students must endure to some degree.

Factors that Influence Reverse Culture Shock

As was stated in the opening paragraph, a number of factors influence the degree to which you suffer from this culture shock in reverse. Many factors are within your control, and many are outside it, but you are nonetheless affected. Du Bois (1956) has observed some of the elements which play a part your general post-return adjustment, while others may be forces which will hinder your reintegration into the home culture.

Before you even leave your home country, your motivation for deciding to study abroad will ultimately have a positive or negative effect on your return home. For example, a desire to escape the home country, for whatever reason, would have a negative effect should you be forced to reenter that environment. Perhaps you are a student from Hong Kong who is seeking to escape the inevitable change in government rule from the British

to the Chinese in 1999. Or possibly you are a Middle Eastern woman who seeks the more liberal lifestyle and opportunity for self-development available to the Western woman. You could even be a student who wants to get away from an overprotective home environment and conservative cultural concepts such as the arranged marriage. After a liberating Western education experience, any of the three of these scenarios could potentially cause much distress for a returning student.

Another student who would most likely have a difficult time readjusting would be one whose home-country citizens do not have a respect for American culture and/or education. Murase (1978, p. 12) identified this problem, as follows:

> Thrusting some of the more sensitive Japanese returning students into academic and social environments which do not take cognizance of the "spell" cast by the culturally pluralistic medium which they have experienced may result in deep persistent alienation of such persons from Japanese society.

Most certainly, the Japanese student who may have had difficulty entering the prestigious Japanese university system--and chose to study in the United States--will need to be prepared to face Japanese "institutionalized ethnocentrism" which is generalized throughout his or her home society.

On a more positive note, there certainly are students whose motives are more likely to lead to a successful reentry into the home culture. Consider the Botswana student who hopes to take Western agricultural technology back to southern Africa to improve food production. Given that his or her reentry expectations are realistic, one could predict a reasonably good adjustment. In the same vein, Cara, the Mexican student referred to earlier, was pursuing education in the United States not only to broaden her views, but also

to seek a business degree which would be helpful in career advancement in her home country.

One of the key elements affecting your readjustment is what Du Bois (1956, p. 102) called "life chances":

> ... a student's life chances upon return may depend upon a series forces that operate at a national level and that are well beyond his control. Some of these he may foresee while he is still abroad and they may contribute to his reluctance to leave the host country; others may become apparent to him after his return.

The "others" she referred to are such factors as a lack of or limited opportunities for employment for the educated, and the short-sightedness on the part of governments in national planning and funding programs made available to potential students. After having spent anywhere from two to eight years pursuing a degree or degrees abroad to prepare for a profession in the home country, it would be nothing short of shock--culture or otherwise-- to find that the years of effort were in vain.

Common Problems of Returnees

To sum up the most frequently recurring issues related to reverse culture shock, Louis P. Cajoleas reported the findings of a study of Teachers College foreign alumni who were asked "What problems, if any, have you encountered in your country as a returned American-trained educator?" Their answers were categorized as follows, given in descending order of frequency of mention (1959, p. 195):

1. Reconstruction of personal values upon return home.

2. Bringing about changes in the home-country environment.

3. Meeting criticism of American degrees and training.

4. Accepting the standards of living back home.

Handbook--29

5.   Meeting anti-American attitudes.

6.   Low salaries and lack of public or institutional funds for education.

7.   Limited job opportunities and excessive work load.

Note that the first five items on Cajoleas' list are attitudinal problems that are well within the your scope of control; whereas 6 and 7--least frequently occurring--are the very factors which Du Bois referred to as limiting the returnee's "life chances."

Improving Chances for Successful Reentry

In light of the fact that some measure of reentry adjustment is inevitable, can you do anything--or can anything be done for you--to make that cross-cultural transition smoother? In a word, yes. Richard Brislin and associates at the University of Hawaii's reknowned East-West Center began preparing students for that eventuality in 1972 with their reorientation cross-cultural seminars.

> The theoretical basis for the seminar is that of Janis . . . who wrote about preparation for stressful events. Using the concept, "the work of worrying," he argued that worrying about potentially stressful events is helpful. Such work can force the person to learn as much as possible about the event, to prepare for its negative effects so as not to be surprised by them, and to envisage what he might do if any of the negative effects indeed occur (Breslin & Van Buren, 1974, p. 20)

A two-day program presented by the Center brings to the students' attention the various reentry issues such as those discussed previously in this paper. In a nutshell, the sessions deal with the following information.

1.   Friends and relations--emphasizing the nature of relationships with immediate family and closest friends; including input by returnees themselves who have experienced reentry shock firsthand.

Handbook--30

2. Short-term adjustments--pointing out that some problems will last only a short while and are not to be confused with major, long-term issues.

3. Professional relations--dealing with on-the-job situations in the home country.

4. Non-Western perspective--observing what people in the home culture will expect from their Western-educated returnee.

5. Role-playing--allowing participants to create and act out--humor included!--what they may experience on returning.

6. Nonverbal behavior--studying and discussing attribution theory as it relates to attitudes of those in the home culture toward returnee behavior.

7. Keeping in touch--encouraging the participant to keep ties with the West/United States.

Reentry and Your Profession

Most likely you do not have access to a two-day program on the reentry process such as the one discussed above, but an awareness of those issues will get you started on the "work of worrying" about your reentry.

In particular, it will be advantageous for you to start planning now for reentry into your home-country workplace, while you are able to gather resources to facilitate that professional transition.

Two resources that would be beneficial for most returnees' libraries are Looking Forward/Looking Backward: The Cultural Readaptation of International Students (Behrens & Bennett, Eds.) and Professional Integration: A Guide for Students from the Developing World (Hood & Schieffer, Eds.) In particular, Professional Integration has a section on

"Continuing Education for the Returned Professional," in which the author offered sugges-
tions for keeping ties with the United States. Following is a summary of those recom-
mendations for both reentry preparation prior to leaving the United States, and staying in
touch after returning home. *Before leaving this country*, you should: (1) join a
professional organization(s) and maintain the membership(s) after the return home;
(2) subscribe to relevant professional journals; (3) keep ties with fellow U.S. professionals,
including joining your school's alumni association; (4) collect a library of professional
reference materials to take home; (5) identify universities, corporations, or other institutions
that might have reciprocal programs with others in your home country; and (6) locate and
contact colleges or universities in your home country that may offer continuing education
opportunities for professionals in your field. *After returning home*, (1) identify any
potential continuing education opportunities, and if none are found, consider initiating such
a program, including an alumni group; (2) keep in touch with local U.S. embassies or
consulates to offer hospitality to visiting American professionals, and pinpoint other
education resources in the area; (3) return to the United States for maintaining ties with
professional societies; (4) initiate professional meetings at any or all levels (local, regional,
national); (5) maintain correspondence with your U.S. advisers, former professors, and
professional colleagues both in the United States and other countries; (6) maintain
subscriptions to professional journals whenever possible; and (7) establish ties with
professionals in your field who are residing in other countries (pp. 128-129).

Through your "work of worrying" about potential hazards on returning to your
country of origin, you can accomplish two goals: (1) enhance your professional stature while

in the United States and (2) ease your transition into what may be, for a while, a not-so-familiar home-country environment.

APPENDIX A

SAMPLE DOCUMENTS

Sample Résumé
Résumé Worksheet
Sample Cover Letter
Sample Thank You Note
List of Typical Interview Questions

Name
Address
Telephone Number (or message phone)

EDUCATION

MASTER OF SCIENCE IN ELECTRICAL ENGINEERING   May 1989
University of Arizona, Tucson, Arizona   GPA: 3.75/4.0

BACHELOR OF SCIENCE IN ELECTRICAL ENGINEERING   May 1987
University of Arizona, Tucson, Arizona

Major work included:
- Integrated Circuit (IC) fabrication techniques and processing with actual IC's fabricated in the laboratory
- Solid State Device Design
- Electronic Packaging Applications
- Layout of integrated circuits using a VALID CAD tools on SUN workstation
- Linear circuit design
- Modern filtering and signal processing

EXPERIENCE

TEACHING ASSISTANT   1/89 - present
University of Arizona, Department of Electrical Engineering
- supervised laboratory exercises in microcomputer programming and usage.

RESEARCH ASSISTANT   8/88 - present
University of Arizona, Department of Electrical Engineering
- Investigated the effects of ionizing radiation on power MOSFETs. Simulated the operation of the circuit using SPICE software and improved the circuit design for a better performance under radiation.

TEACHING ASSISTANT   08/87 - 12/88
University of Arizona, Department of Electrical Engineering
- Held problem solving sessions for senior level Electrical Engineering courses.

MICROCOMPUTER LABORATORY ASSISTANT   08/87 - 05/88
University of Arizona, Department of Mathematics
- Supervised laboratory, performed data entry and assisted students in utilizing personal computers.

TUTOR   08/86 - 05/87
University of Arizona, Department of Mathematics
- Assisted independent study students in college level algebra.

LANGUAGES

Fluent in spoken and written French, Arabic and English

HONORS

Charter Member, Iota Xi chapter of Eta Kappa Nu Electrical Engineering Honor Society
Member, Pi Delta Phi, French National Honor Society
Recipient, University of Arizona Undergraduate Scholarship, 1984-87
Recipient, Tucson Mayor's Award

REFERENCES

Available upon request

Résumé Worksheet

WHAT'S INCLUDED IN A RESUME?	YOUR WORKSHEET Complete this section with information about you.
1. IDENTIFYING INFORMATION Start by writing your name, address, and/or other information about where you can be contacted. You may wish to include a current *and* permanent address and phone number. If you do not have a phone. arrange to use a friend's number, or you could consider using an answering service while you are job hunting.	
2. CAREER OBJECTIVE(S) This is optional. It could be included in the resume in which case you may want to construct more than one resume, depending on your career directions, or in a cover letter and written for each particular job you are applying for. In either case, it should be a clearly defined statement of the field in which you want to work. BEWARE! If the objective is too narrow, it could screen you out. If it is too vague, it won't mean anything anyway.	
3. EDUCATION Clearly detailed information about your education is very important. Begin with your most advanced degree. Name the type of degree, your major subject, the school, the year and any pertinent facts connected with attaining the degree. If you are a recent graduate you may want to include your cumulative or major GPA. Some candidates also mention some of their coursework in order to emphasize how their academic program meets their career interests. An example: Speech Communications Coursework includes 20 hours of marketing with emphasis on advertising and promotion.	
4. EXPERIENCE Give the name and address of companies for which you've worked. List your most recent job *FIRST* and work backwards. Emphasize career-related jobs, or if you don't have career-related experience relate skills you used in other jobs to career interests. Describe relevant volunteer experience. internships or class projects as well as paid experience. Include the duration of time worked at each job. List the title of your position(s) and use verbs to describe your functions (supervised 5 people; coordinated on-campus interviewing program.) Be concise! Emphasize accomplishments, skills and responsibilities. Quantify wherever you can. Show results! (Promotions, positive changes, etc.)	
5. HONORS AND AWARDS List scholarships. grants, honoraries, and awards you've received.	

Résumé Worksheet--Continued

6. MILITARY SERVICE This information is not as important as it once was. However, many companies still look more favorably on veterans. If your specialty in the service is directly connected to your present field of endeavor, detail the facts about the training or work.	
7. PROFESSIONAL LICENSES If you work in a field which requires a license, state the kind(s) and the agency authorizing the license.	
8. PROFESSIONAL AFFILIATIONS, EXTRA-CURRICULAR ACTIVITIES Information about memberships in professional societies should be included in your resume. Also, state any special function, duty, title or administrative post you may hold (or have held), as employers look for leadership qualities in applicants. Additionally, include social, civic and community organizations in which you have participated actively. It is your option whether to include political and religious affiliations.	
9. SPECIAL SKILLS Use this category to show knowledge of Specific Machines, Computer Languages, Foreign Language and Personal Skills such as artistic ability, public speaking, etc.	
10. PUBLICATIONS State the titles, publishers and dates of printing of all articles, papers or books you have authored.	
11. PERSONAL BACKGROUND This section might include travel, personal interests, especially ones that relate to your career objective, and any other supportive data that would help you "come alive" on paper.	
12. REFERENCES You may not want to put references on your resume, but it's a good idea to list on a separate sheet of paper those names, addresses, and telephone numbers of people who will give you a reference.	

SAMPLE COVER LETTER

6642 North Main Street
Anytown, Arizona 85700
January 1, 1991

Ms. Jane Doe
Director
Career and Placement Office
Anytown Community College
1255 North Main Street
Anytown, Arizona 85700

Dear Ms. Doe:

I am writing to you concerning your internship program at Anytown Community College, as suggested by Dr. Mary Smith, Head of the Department of Counseling and Guidance, The University of Arizona.

My experience in the career and placement area includes administration and interpretation of personality and interest inventories, computer-assistance guidance, résumé preparation, conducting an interview workshop, and the development of a career resource center for international students at the University.

Please see the enclosed résumé for more information concerning my qualifications. I will call you next Wednesday for an appointment to discuss the internship program. Thank you for your consideration.

Sincerely,

(Ms.) Li Chang

Enclosure

SAMPLE THANK YOU NOTE

6642 North Main Street
Anytown, Arizona 85700
January 15, 1991

Ms. Jane Doe
Director
Career and Placement Service
Anytown Community College
1255 North Main Street
Anytown, Arizona 85700

Dear Ms. Doe:

Thank you for a most informative and enjoyable interview. After our conversation on Tuesday, I am more convinced than ever that my decision to pursue career counseling is a wise one.

As we discussed, my background with Career Consultants, while pursuing my master's degree, gave me a unique experience and exposure to both the personal counseling and administrative aspects of the profession.

I look forward to hearing from you regarding this position.

Sincerely,

(Ms.) Li Chang

FIGURE 5. FIFTY QUESTIONS ASKED BY EMPLOYERS
DURING THE INTERVIEW WITH COLLEGE SENIORS*

1. What are your long-range and short-range goals and objectives, when and why did you establish these goals, and how are you preparing yourself to achieve them?

2. What specific goals, other than those related to your occupation, have you established for yourself for the next ten years?

3. What do you see yourself doing five years from now?

4. What do you really want to do in life?

5. What are your long-range career objectives?

6. How do you plan to achieve your career goals?

7. What are the most important rewards you expect in your business career?

8. What do you expect to be earning in five years?

9. Why did you choose the career for which you are preparing?

10. Which is more important to you, the money or the type of job?

11. What do you consider to be your greatest strengths and weaknesses?

12. How would you describe yourself?

13. How do you think a friend or professor who knows you well would describe you?

14. What motivates you to put forth your greatest effort?

15. How has your college experience prepared you for a business career?

16. Why should I hire you?

17. What qualifications do you have that makes you think that you will be successful in business?

18. How do you determine or evaluate success?

Handbook--40

19. What do you think it takes to be successful in a company like ours?

20. In what ways do you think you can make a contribution to our company?

21. What qualities should a successful manager possess?

22. Describe the relationship that should exist between a supervisor and those reporting to him or her.

23. What two or three accomplishments have given you the most satisfaction?

24. Describe your most rewarding college experience.

25. If you were hiring a graduate for this position, what qualities would you look for?

26. Why did you select your college or university?

27. What led you to choose your field of major study?

28. What college subjects did you like best? Why?

29. What college subjects did you like least? Why?

30. If you could do so, how would you plan your academic study differently? Why?

31. What changes would you make in your college or university? Why?

32. Do you have plans for continued study? An advanced degree?

33. Do you think that your grades are a good indication of your academic achievement?

34. What have you learned from participation in extracurricular activities?

35. In what kind of a work environment are you most comfortable?

36. How do you work under pressure?

37. In what part-time or summer jobs have you been most interested? Why?

38. How would you describe the ideal job for you following graduation?

39. Why did you decide to seek a position with this company?

40. What do you know about our company?

41. What two or three things are most important to you in your job?

42. Are you seeking employment in a company of a certain size? Why?

43. What criteria are you using to evaluate the company for which you hope to work?

44. Do you have a geographical preference? Why?

45. Will you relocate? Does relocation bother you?

46. Are you willing to travel?

47. Are you willing to spend at least six months as a trainee?

48. Why do you think you might like to live in the community in which our company is located?

49. What major problem have you encountered and how did you deal with it?

50. What have you learned from your mistakes?

APPENDIX B

CURRENT FEDERAL REGULATIONS GOVERNING

PRACTICAL TRAINING

[Note: While there are over 40 nonimmigrant visa classes listed under U.S. immigration law, most students enter the United States on F-1 or J-1 visas. Except where noted, this handbook will focus only on these two visa classifications. To be certain of current regulations, direct any questions to your international student office or nearest Immigration and Naturalization Service.]

As an international student in the United States on a nonimmigrant F-1 or J-1 visa, you are eligible for temporary employment in your professional field--called "practical training." Depending on the kind of visa you have, you may be able to work before and/or after graduation.

Be aware, however, that eligibility does not guarantee employment. It's been said that--for an international student--finding a job in the United States requires as much work as a three-credit class! These comments are said not to discourage you, but to prepare you for the kind of effort you will most likely need to put into your search for practical training opportunities.

Let's take a look at some of the regulations that govern each of the two most common student classes, F-1 and J-1.

<u>F-1 Visa</u>

<u>Eligibility</u>

To be eligible for practical training, a student must have been in status (full-time student) for at least nine months prior to application. Although students in intensive English classes are not eligible for practical training, the time spent in such a program can be counted toward meeting that nine-month requirement. Also, the student must have received prior official approval for practical training, as indicated on Form I-20A-B, and can work for only the period of time specified on that form.

<u>Types of Practical Training Available</u>

<u>Prior to completion of studies.</u> The student can work up to 12 months (unless the practical training is a part of his or her curriculum), and following are conditions of authorization: (1) for a bachelor's, master's or doctoral degree--except thesis or the equivalent--after all coursework is completed; (2) if student's school requires or has optional practical training, for example, a practicum; or (3) while the student is on his or her annual vacation from school. If a student engages in curricular practical training while in school

(#2 above), he or she must be aware that for every month of curricular practical training taken before graduation, he or she will lose two months of eligibility for practical training after graduation. In other words, if the student takes 6 months of curricular practical training prior to graduation, he or she will have forfeited all post-graduation practical training. For information on how to apply for practical training prior to graduation, see the section on the following page headed "How to Apply."

After completion of studies. Unless the student has engaged in curricular practical training, as indicated above, he or she is eligible for 12 months of training after graduation. Approval is granted for no more than 6 months at a time, and the student can apply no earlier than 60 days prior to graduation, no later than 30 days following graduation.

How to Apply

Prior to completion of studies. The following items must be presented for approval by the designated school official, usually at the international student office on campus: (1) a completed Form I-538, indicating a request for practical training; (2) Form I-20A-B completed by school indicating practical training; and (3) a letter from the student's academic adviser or department head indicating that such training is not available in the student's home country (unless the student is applying for curricular practical training).

After completion of studies. For the first 6 months of training, the process is the same as above. However, approval for the second 6 months--which must be requested during the first 30 days of employment--must include a letter from the employer indicating the student's occupation, the date on which employment started, on what date it will end, and a detailed description of the applicant's duties.

J-1 Visa

Eligibility

Students on a J-1 visa are allowed up to 18 months of practical training, but only after he or she has completed the degree or certificate. Requirements for authorization are as follows: (1) the training will enhance the student's academic studies; (2) it must be directly related to the student's academic studies; (3) the training must not be available in the student's home country; and (4) the Responsible Officer of the student's sponsoring agency must authorize the practical training in writing (a new IAP-66 is not needed if it is up to date). If the student's IAP-66 is out of date, a new one will be needed from the sponsor to keep the student in status, indicating in item 4 that he or she is engaged in practical training following completion of the degree or certification program.

Other Important Information

Visas for Dependents

The spouse and/or children of a student on an F-1 or J-1 visa will enter this country on an F-2 or J-2 visa, respectively. The dependents of a person holding the F-1 visa are not allowed to work under any circumstances. However, the spouse/children of a J-1 would be allowed to work under certain circumstances. These limitations may be a consideration as to where the student would decide to accept an offer for practical training, particularly if the spouse is also a professional person and would also like to get employment experience in the United States.

Social Security

Neither F-1 nor J-1 students are required to contribute to Social Security. More information is available in the Social Security Administration publication #SSA 78-10056, "Social Security Coverage for Foreign Students and Exchange Visitors," available in Social Security offices.

Income Tax

When employed in the United States, both F-1 and J-1 students are subject to federal and state income tax unless, in the case of J-1 visas, they are exempt by provision of a tax treaty. The Internal Revenue Service publishes two free bulletins (#515 and #519) that may be helpful: "Withholding on Nonresident Aliens and Foreign Corporations" and "United States Tax Information for Aliens" (#515 and #519, respectively) and are available at International Revenue Service offices.

Traveling While on Practical Training

The same documents are required of students who are on practical training as those who are enrolled in academic classes, as follows. F-1: A current passport is required, as well as an I-20 indicating the period of practical training; also, if the student is traveling anywhere other than Canada or Mexico, he or she will need an updated visa. It is not necessary to renew a U.S. visa if traveling in Canada or Mexico for less than 30 days; however, both countries require visas, which may be obtained through their consular posts in the United States. For current information regarding visa requirements, contact your nearest international student office or call the respective consulates directly. Addresses and/or phone numbers of the consulates will be available through your international student office or nearby library. J-1: A valid passport and pink copy of the current IAP-66 is required. Visa regulations are the same as we indicated for the F-1 visa.

Educating Others about Practical Training

As mentioned earlier in the handbook, potential employers and sometimes the school placement service have little or no information about practical training. This means that it will be up to YOU to educate them. Check with your international student office to see if they have brochures on current practical training regulations. If not, suggest that it would be helpful for international students to have something official in print to give to potential employers, who will be concerned about the legalities in hiring a person such as yourself.

Your college's or university's placement service could benefit also by having such material available for educating the company recruiters that utilize their facilities for interviewing. You could propose that the international student office and placement service could collaborate on such a project that would benefit both divisions, as well as enhance their working relationship for future cooperative efforts.

And a final suggestion: offer your services on such a project as a student consultant, and remember--experience such as this can be added to your résumé!

ADDITIONAL READINGS

Career-related Issues

Beatty, R. H. (1988). The perfect cover letter. New York: John Wiley.

Hofstede, G. H. (1980). Culture's consequences: International differences in work-related values. Beverly Hills, CA: Sage.

Jackson, T. (1981). The perfect resume. New York: Doubleday.

Lauffer, A. (1985). Careers, colleagues and conflicts: Understanding gender, race and ethnicity in the workplace. Beverly Hills, CA: Sage.

Macmillan. (1987). Career information center (3rd ed.). Glencoe, IL: Author.

Molloy, J. T. (1975). Dress for success. New York: P. H. Wyden.

Molloy, J. T. (1978). The woman's dress for success book. New York: Warner.

Peterson, R. (1972). A cross-cultural perspective of supervisory values. Academy of Management Journal, 15, 105-117.

Pettus, T. T. (1981). One on one: Win the interview, win the job. New York: Random House.

U.S. Department of Labor. (1977). Dictionary of occupational titles. Washington, DC: Author.

Williams, L. K., Whyte, W. F., & Green, E. S. (1966). Do cultural differences affect workers' attitudes? Industrial Relations, 5, 105-117.

Yate, M. J. (1985). Knock 'em dead: With great answers to tough questions (3rd ed.). Boston: Bob Adams.

Yate, M. J. (1988). Resumes that knock 'em dead. Boston: Bob Adams.

Crossing Cultures

Althen, G. (1988). American ways: A guide for foreigners. Yarmouth, ME: Intercultural.

Barnlund, D. C. (1985). Communication in a global village. In L. A. Samovar and R. E. Porter (Eds.), Intercultural communication: A reader (pp. 5-14). Belmont, CA: Wadsworth.

Eide, I. (Ed.). (1970). Students as links between cultures. Paris: UNESCO.

Harris, L. (1987). Inside America. New York: Random House.

Lanier, A. (1988). Living in the U.S.A. (rev. ed.). Yarmouth, ME: Intercultural.

Roberts, K. H. (1970). On looking at an elephant: An evaluation of cross-cultural research related to organizations. Psychological Bulletin, 74, 327-350. Yarmouth, ME: Intercultural.

Sadler, P. J., & Hofstede, G. H. (1972). Leadership styles: Preferences and perceptions of employees of an international company in different countries. Mens en Ondereming, 26, 43-63.

Storti, C. (1990). The art of crossing cultures. Yarmouth, ME: Intercultural Press.

Directories--Annotated

American Marketing Association. (1989). International membership directory and marketing services guide. Chicago: Author.

The value of this volume to a job searcher is a listing of membership by foreign country of residence, as well as a geographical index of marketing firms by state, country.

American Marketing Association. (1989). 1989 Greenbook (27th ed.). New York: Author.

An international directory of marketing research companies and services.

Columbia Books. (1990). National trade and professional associations. Washington, DC: Author.

Gives key information on over 6,000 trade and professional associations.

Doss, M. M. (1986). Women's organizations: A national directory. Garrett Park, MD: Garrett Park Press.

Provides description of about 2,000 national and local women's organizations.

The Journal of Commerce. (1988). Directory of United States importers. New York: Author.

A gold mine of information--of particular interest are following: foreign consulates and embassies in the U.S., American consulates and embassies abroad, banks, world ports, importing customs information, foreign trade zones, and, of course, the listings of companies by name, state and product, as well as a cross-index.

National Register Publishing Company. (1990). International directory of corporate affiliations (Vols. I & II). Wilmette, IL: Author.

Volume I contains alphabetical index of chief executive officers, foreign parent companies, and U.S. parent companies. Volume II contains a geographical index by foreign country, geographical index in U.S., compendium of SIC codes (by industry), tradename list, and "who's where" internationally.

Stafford, D. C., & Purkis, R. H. A. (1989). Macmillan directory of multinationals (Vols. 1 & 2). New York: Stockton.

Profiles 450 major multinational corporations (MNC's), including their directors, corporate structure, major product/service categories/brand names, background and current situation, and summary of company's financial performance from 1983 to 1987, major shareholders, and principal subsidiaries.

Wade, W. A., Whiteside, R., Carr, J., & Bricault, G. (1987). The international corporate 1000: A directory of who runs the world's 1000 leading corporations. Washington, DC: Monitor.

Lists chief executive officers (CEO'S), names of companies, names and type of industry in alphabetical order and in separate sections; also contains useful information such as world holidays, time zones, telephone country codes, and company listings by region: Australasia, Europe, Far East, Latin America, Middle East, North America.

Woodworth, D. (Ed.). (1990). Directory of overseas summer jobs. Oxford, England: Vacation-Work.

World Trade Academy Press. (1986). <u>Directory of foreign firms operating in the U.S.</u> (5th ed.). New York: Uniworld Business Publications.

Book is in three parts--by country, alphabetical listing of foreign firms, alphabetical listing of affiliates in the United States.

World Trade Academy Press. (1987). <u>Directory of American firms operating in foreign countries</u> (11th ed.). New York: Uniworld Business Publications.

Volume 1 is an alphabetical index of American corporations; volume 2 contains alphabetical distribution of American corporations by country (A-H), same as volume 2 (I-Z).

Wright, J. W. (1987). <u>The American almanac of jobs and salaries.</u> New York: Avon.

A sourcebook crammed with information about hundreds of occupations in the U.S., such as job descriptions, salaries, requirements, benefits and career prospects for the various job markets.

<u>Employment Abroad (nondirectory)</u>

Anthony, R., & Roe, G. (1984). <u>Educator's passport to international jobs: How to find and enjoy employment abroad.</u> Princeton, NJ: Peterson's Guides.

Aulick, J. L. (Ed.). (1990). <u>Looking for employment in foreign countries</u> (8th ed.). New York: World Trade Academy.

Beckman, D. M.; Mitchel, D. M.; & Powers, L. L. (1985). <u>The overseas list: Opportunities for living and working in developing countries.</u>

Brown, T., & Zachrisson, C. (1988). <u>Foreign student resource guide for home country employment.</u> San Francisco: Institute of International Education.

Cantrell, W., & Marshall, T. (1987). <u>101 ways to find an overseas job.</u> Merrifield, VA: Cantrell Corporation.

Cohen, M. A. (1984-85). <u>Work, study, travel abroad: The whole world handbook</u> (7th ed.). New York: St. Martin's.

Darley, L., & Mullett, J. (1986). <u>Careers for people who love to travel.</u> New York: Prentice-Hall.

Franz, D. (Ed.). (1990). <u>Work, study, travel abroad: The whole world handbook.</u> New York: St. Martin's.

Kocher, E. (1989). International jobs: Where they are/how to get them (3rd ed.). Reading, MA: Addison-Wesley.

Krannich, R. L., & Krannich, C. R. (1990). The complete guide to international jobs and careers. Woodbridge, VA: Impact.

Powell, J. N. (1975). Global employment guide. Rockville Centre, NY: Farnsworth.

Schuman, H. (1988). Making it abroad. New York: Wiley.

Win, D. (1986). International careers. Charlotte, VT: Williamson.

Monthly periodical: International Employment Hotline.

Practical Training Resources (nondirectory)

Friedenberg, J. E., & Bradley, C. H. (1986). Finding a job in the U.S. Lincolnwood, IL: Passport.

Rogers, B., Johnson, S., Alexander, B., & Schmitz, P. (Ed.). (1986). Secrets of the hidden job market. White Hall, VA: Betterway.

Weekly periodicals: Chronicle of Higher Education
National Business Employment Weekly

Reentry

Austin, C. (Ed.). (1986). Cross-cultural re-entry: A book of readings. Abilene, TX: Abilene Christian University.

Behrens, J. S., & Bennett, W. F., Sr. (Eds.). (1986). Looking forward/looking backward: the cultural readaptation of international students. Lubbock, TX: The International Center for Arid and Semi-Arid Land Studies, Texas Tech University.

Brislin, R. W., & Van Buren, H. (1974). Can they go home again? Seminars help cope with reverse culture shock. International Educational and Cultural Exchange, 9, 19-24.

Cajoleas, L. P. (1959). The American-educated foreign students return home. Teachers College Record, 60, 191-197.

Denney, M. (1986). Going home: A workbook for re-entry and professional integration. Washington, DC: Office of International Training: U.S. Agency for International Development; and the Education for International Development Program: National Association for Foreign Student Affairs.

DuBois, C. (1956). Foreign students and higher education in the United States. Washington, DC: American Council on Education.

Goodwin, C. D., & Nacht, M. (1986). Decline and renewal: Causes and cures of decay among foreign-trained intellectuals and professionals in the Third World. New York: Institute of International Education.

Hood, M. G., & Schieffer, K. J. (Eds.). (1983). Professional integration: A guide for students from the developing world. Washington, DC: Education for International Development: National Association for Foreign Student Affairs.

Marsh, H. L. (1975). Re-entry/transition seminars: Report on the Wingspread colloquium. Washington, DC: National Association for Foreign Student Affairs.

Murase, A. E. (1978). Problems of Japanese returning students. International Educational and Cultural Exchange, 13, 10-14.

Neghandi, A. R., & Estafan, B. D. (1965). A research model to determine the applicability of American know-how in differing cultures and/or environments. Academy of Management Journal, 8, 309-318.

Scott, F. D. (1956). The American experience of Swedish students--retrospective and aftermath. Minneapolis: University of Minnesota.

Simonetti, S. H., & Weitz, J. (1972). Job satisfaction: Some cross-cultural effects. Personnel Psychology, 25, 107-118.

Useem, J., & Useem, R. H. (1955). The Western-educated man in India. New York: Dryden.

APPENDIX

CORRESPONDENCE RELATED TO HANDBOOK

THE UNIVERSITY OF

International Student Center

ARIZONA
TUCSON ARIZONA

915 North Tyndall Avenue
Tucson, Arizona 85721
(602) 621-4627

October 4, 1990

Mr. Fred Miles
Nippon Motorola

Dear Fred:

As Diane Pearcy mentioned to you, I had called early in September
to speak with you about reviewing an outline of my Master's thesis
project.

I was talking with Susan Salmon-Snider in August about this project
and mentioned that I would like very much to get comments from a
representative of industry, in addition to academia. She suggested
talking with you about this, and I have therefore enclosed my
outline for a career/practical training handbook for international
students. It is not meant to be a lengthy discourse on career
development--rather, a brief look at several related topics.

If you have time to look it over and give me a call, I would be most
appreciative. You can reach me at the above number from 1:00 to 5:00 p.m.
most weekdays, or at home (please call collect) at 299-2023.

Many thanks for your consideration.

Sincerely,

Carol M. Carpenter
Program Adviser

Enclosure

6641 N. Cibola
Tucson, Arizona 85718
October 25, 1990

Ms. Patricia Sinnott
Editor
Journal of Career Planning and Employment
College Placement Council
62 Highland Avenue
Bethlehem, Pennsylvania 18017

Dear Ms. Sinnott:

Following up on our telephone conversation this morning, I am requesting your permission to reprint the table "Common Cultural Barriers to the Job Search, " which is on pages 58-59 of the Summer 1988 issue of your journal, from the article "International Students and the Job Search" by Alan Goodman, John Hartt, Mary Pennington, and Kyle Terrell.

As I mentioned to you, I am working on my Master of Arts degree in Counseling and Guidance at The University of Arizona (graduating in December), and would like to reprint the above-mentioned table in my thesis, which is entitled "Career Development/Practical Training Handbook for International Students in the U.S.A."

My FAX number is (602) 621-4069. If you have any questions, you can reach me at (602) 299-2023 or 621-4627. Thank you very much for your consideration.

Sincerely

Carol M. Carpenter

COLLEGE PLACEMENT COUNCIL, INC. 62 Highland Avenue • Bethlehem, PA 18017 • 215/868-1421 • Fax 215/868-0208

October 29, 1990

Ms. Carol M. Carpenter
University of Arizona
6641 N. Cibola
Tucson, AZ   85718

Dear Carol:

You have the permission of the College Placement Council to reprint the chart "Common Cultural Barriers to the Job Search" from the article "International Students and the Job Search" (Summer 1988 _Journal of Career Planning & Employment_) in your master's thesis entitled "Career Development/Practical Training Handbook for International Students in the U.S.A."

We require that you credit the authors and CPC with the following acknowledgement, to be reprinted at the bottom of the chart:

By Alan P. Goodman, John A. Hartt, Mary K. Pennington, and Kyle Terrell. Reprinted from the Summer 1988 _Journal of Career Planning & Employment_ with the permission of the College Placement Council, Inc., copyright holder.

This permission is for a one-time reprint only, as described above. Separate permission is required for other use of this material.

We're glad you've found the _Journal_ helpful in your studies. Good luck with your thesis. If you think you've material that might make a good _Journal_ article, let me know and I'll send you our writer's guidelines.

Sincerely,

Patricia A. Sinnott
Editor

6641 N. Cibola
Tucson, Arizona 85710
October 25, 1990

Dean Victor R. Lindquist
Associate Dean and Director
The Replacement Center
Northwestern University
Evanston, Illinois 60208-1005

Dear Dean Lindquist:

Following up on my telephone conversation with Charlotte this morning, I am requesting your permission to reprint your "Fifty Questions Asked by Employers during the Interview with College Seniors" from The Endicott Report.

As I mentioned to Charlotte, I am working on my Master of Arts degree in Counseling and Guidance at The University of Arizona (graduating in December), and would like to reprint the above-mentioned table in my thesis, which is entitled "Career Development/Practical Training Handbook for International Students in the U.S.A."

I would very much appreciate written permission sent to FAX number (602) 621-4069. If you have any questions, I can be reached at (602) 299-2023 or 621-4627. Thank you very much for your consideration.

Sincerely,

Carol M. Carpenter

NORTHWESTERN UNIVERSITY
EVANSTON, ILLINOIS 60208-1005

PLACEMENT CENTER
SCOTT HALL

TELEPHONE (708), 491-3700

November 7, 1990

Ms. Carol M. Carpenter
6641 North Cibola
Tucson, Arizona 85718

Dear Ms. Carpenter:

We have your letter of October 25, which you Faxed to us on November 5, requesting permission to use material from THE NORTHWESTERN LINDQUIST-ENDICOTT REPORT. Permission is granted provided the Report is copied in its entirety, or if portions are used, as you intend to do, the copied section is referenced as follows:
The Northwestern Lindquist-Endicott Report by Victor R. Lindquist, Northwestern University Placement Center, Evanston, Illinois.

If you have questions or if we can be of further assistance, please let us hear from you.

Sincerely,
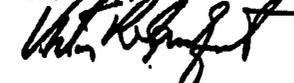
Victor R. Lindquist
Associate Dean
Director

VRL:cs

6641 North Cibola
Tucson, Arizona 85718
August 28, 1990

Ms. Susan Snider-Salmon
Foreign Student Adviser
Office of International Services
Student Services 306
University of Indiana
Bloomington, Indiana 47405

Dear Susan:

Following up on yesterday's phone conversation, enclosed is a copy of my thesis prospectus. I very much appreciate your assistance and guidance in reviewing it. Your expertise in the area of international student emplcyment will, I'm sure, be invaluable to me in compiling my career handbook for international students.

By the way, I didn't mention to you on the phone that we had an excellent attendance at the July satellite teleconference, with representatives from our International Student Center, including myself, our U of A Career and Placement Service, the local community college, and Tucson business. The Career and Placement Service made a videotape of the conference, which I will be reviewing in preparation for my thesis project. There was a lot of useful information on the legal issues we deal with frequently. If you have any additional comments in relation to that teleconference, I would be interested in hearing about them.

Thanks again for your help. You can return the prospectus to me by FAX at (602) 621-4069, or the above address.

Sincerely,

Carol M. Carpenter

Enclosure

P.S. My business address and phone:

Carol M. Carpenter
Program Adviser
International Student Center
The University of Arizona
915 North Tyndall
Tucson, Arizona 85721
(602) 621-4627

915 N. Tyndall
Tucson, Arizona 85719
September 7, 1990

Dear

You know me as a program adviser from the International Student Center, but what you may not know is that I, like you, am a student at the University. I am working on my Master's degree in Counseling and Guidance and expect to graduate this semester. At the present time I am working on my thesis, which is going to be a career handbook for international students like yourself. My goal is to eventually have it published.

I am writing to you to request that you serve on my Handbook Advisory Committee--a small group of international students that will meet as a group once or twice to discuss the proposed handbook contents (outline attached) and offer suggestions for changes/ improvements. Then, assuming I might have additional questions as I am writing, I would want to be able to contact you on an individual basis.

Please let me hear from you, if possible, by Friday, September 14, as to whether or not you can participate. I am usually in my office in the afternoons, phone 621-4627; or, evenings and weekends, my home phone is 299-2023.

I look forward to hearing from you soon.

Cordially,

Carol M. Carpenter

Enclosure

SELECTED BIBLIOGRAPHY

Altbach, P. G., Kelly, D. H., & Lulat, Y. G-M. (1985). Research on foreign students and international study: An overview and bibliography. New York: Praeger.

Altbach, P. G., & Wang, J. (1989). Foreign students and international study: Bibliography and analysis, 1984-88. New York: University Press of America.

Althen, G. (1988). American ways: A guide for foreigners. Yarmouth, ME: Intercultural.

Althen, G., & Stott, F. W. (1983). Advising and counseling students who have unrealistic academic objectives. The Personnel and Guidance Journal, 61, 608-611.

Althen, G. (1984). The handbook of foreign student advising. Yarmouth, ME: Intercultural.

American Marketing Association. (1989). International membership directory and marketing services guide. Chicago: Author.

American Marketing Association. (1989). 1989 greenbook (27th ed.). New York: Author.

Anthony, R., & Roe, G. (1984). Educator's passport to international jobs: How to find and enjoy employment abroad. Princeton, NJ: Peterson's Guides.

Aulick, J. L. (Ed.). (1990). Looking for employment in foreign countries (8th ed.). New York: World Trade Academy.

Austin, C. (Ed.). (1986). Cross-cultural re-entry: A book of readings. Abilene, TX: Abilene Christian University.

Barnlund, D. C. (1985). Communication in a global village. In L. A. Samovar and R. E. Porter (Eds.), Intercultural communication: A reader (pp. 5-14). Belmont, CA: Wadsworth.

Bartlett, J. (1980). Familiar quotations. Boston: Little Brown.

Beatty, R. H. (1988). The perfect cover letter. New York: John Wiley.

Beckman, D. M., Mitchel, D. M., & Powers, L. L. (1985). The overseas list: Opportunities for living and working in developing countries. Minneapolis: Augsburg.

Behrens, J. S., & Bennett, W. F., Sr. (Eds.). (1986). Looking forward/looking backward: the cultural readaptation of international students. Lubbock, TX: The International Center for Arid and Semi-Arid Land Studies, Texas Tech University.

Blau, P. M., Gustad, J. W., Jessor, R., Parnes, H. S., & Wilcox, R. S. (1956). Occupational choice: A conceptual framework. Industrial Labor Relations Review, 9, 531-543.

Bordin, E. S., Nachmann, B., & Segal, S. J. (1963). An articulated framework for vocational development. Journal of Counseling Psychology, 10, 107-116.

Bradshaw, J. R., & McKinnon, G. F. (1980). Foreign students and placement. Journal of College Placement, 40, 48-50.

Brislin, R. W., & Van Buren, H. (1974). Can they go home again? Seminars help cope with reverse culture shock. International Educational and Cultural Exchange, 9, 19-24.

Brown, T., & Zachrisson, C. (1988). Foreign student resource guide for home country employment. San Francisco: Institute of International Education.

Cadieux, R. A. J., & Wehrly, B. (1986). Advising and counseling the international student. In K. R. Pyle (Ed.), Guiding the development of foreign students (pp. 51-63). San Francisco: Jossey-Bass.

Cajoleas, L. P. (1959). The American-educated foreign students return home. Teachers College Record, 60, 191-197.

Cantrell, W., & Marshall, T. (1987). 101 ways to find an overseas job. Merrifield, VA: Cantrell Corporation.

Cohen, M. A. (1984-85). Work, study, travel abroad: The whole world handbook (7th ed.). New York: St. Martin's.

Columbia Books. (1990). National trade and professional associations. Washington, DC: Author.

Darley, L., & Mullett, J. (1986). Careers for people who love to travel. New York: Prentice-Hall.

Day, R. C., & Hajj, F. M. (1986). Delivering counseling services to international students: The experience of the American University of Beirut. Journal of College Student Personnel, 27, 353-357.

DeAntoni, E. (1972, Winter). Foreign student career counseling: A personal view. International Educational and Cultural Exchange, 7, 91-102.

Denney, M. (1986). Going home: A workbook for re-entry and professional integration. Washington, DC: Office of International Training: U.S. Agency for International Development; and the Education for International Development Program: National Association for Foreign Student Affairs.

Doss, M. M. (1986). Women's organizations: A national directory. Garrett Park, MD: Garrett Park Press.

DuBois, C. (1956). Foreign students and higher education in the United States. Washington, DC: American Council on Education.

Eddy, J. (1972). Factors and guidelines in foreign student guidance. Journal of College Student Personnel, 13, 252-254.

Eide, I. (Ed.). (1970). Students as links between cultures. Paris: UNESCO.

Feck, V. (1971). What vocational education teachers and counselors should know about urban disadvantaged youth. Columbus: Ohio State University, Center for Vocational Technical Education.

Franz, D. (Ed.). (1990). Work, study, travel abroad: The whole world handbook. New York: St. Martin's.

Friedenberg, J. E., & Bradley, C. H. (1986). Finding a job in the U.S. Lincolnwood, IL: Passport.

Gelatt, H. B. (1962). Information and decision theories applied to college choice and planning. In Preparing school counselors in educational guidance. New York: College Entrance Examination Board.

Ginzberg, E., Ginsburg, S. W., Axelrad, S., & Herma, J. L. (1951). Occupational choice: An approach to a general theory. New York: Columbia University.

Goodman, A. P., Hartt, J. A., Pennington, M. K., & Terrell, K. P. (1988). International students and the job search. Journal of Career Planning and Employment, 48, 55-60.

Goodwin, C. D., & Nacht, M. (1986). Decline and renewal: Causes and cures of decay among foreign-trained intellectuals and professionals in the Third World. New York: Institute for International Education.

Hall, E. T. (1966). The silent language. Greenwich, CT: Fawcett.

Harris, L. (1987). Inside America. New York: Random House.

Ho, M. K. (1973). Cross-cultural career counseling. Vocational Guidance Quarterly. 21, 186-190.

Hofstede, G. H. (1980). Culture's consequences: International differences in work-related values. Beverly Hills, CA: Sage.

Holland, J. L. (1973). Making vocational choices: A theory of careers. Englewood Cliffs, NJ: Prentice-Hall.

Hood, M. G., & Schieffer, K. J. (Eds.). (1983). Professional integration: A guide for students from the developing world. Washington, D.C.: Education for International Development: National Association for Foreign Student Affairs.

Hull, W. F. (1978). Foreign students in the United States of America. New York: Praeger.

Jackson, T. (1981). The perfect resume. New York: Doubleday.

Journal of Commerce, The. (1988). Directory of United States importers. New York: Author.

Klein, F. (1985). Overseas employment: How to develop your own international employment service. Journal of College Placement, 45, 59-64.

Kocher, E. (1989). International jobs: Where they are/how to get them (3rd ed.). Reading, MA: Addison-Wesley.

Krannich, R. L., & Krannich, C. R. (1990). The complete guide to international jobs and careers. Woodbridge, VA: Impact.

Krumboltz, J. C., Mitchell, A., & Gelatt, H. G. (1975). Applications of social learning theory of career selection. Focus on Guidance, 8, 1-16.

Lanier, A. (1988). Living in the U.S.A. (rev. ed.). Yarmouth, ME: Intercultural.

Lauffer, A. (1985). Careers, colleagues and conflicts: Understanding gender, race and ethnicity in the workplace. Beverly Hills, CA: Sage.

Leong, F. T., & Sedlacek, W. E. (1989). Academic and career needs of international and U.S. college students. Journal of College Student Development, 30, 106-111.

Lindquist, V. R. (1975). The Northwestern Lindquist-Endicott report. Evanston, IL: Northwestern University Placement Center.

Lomis, D. (1986). Issues of career counseling for foreign students. Journal of International Student Personnel, 3, 12-15.

MacArthur, J. D. (1980). Career services for university international students. The Vocational Guidance Quarterly, 29, 178-181.

Maccoby, M., & Terzi, K. A. (1981). What happened to the work ethic? In J. O'Toole, J. L. Scheiber & L. C. Wood (Eds.). Working changes and choices. Sacramento: The Regents of the University of California.

Macmillan. (1987). Career information center (3rd ed.). Glencoe, IL: Author.

Marsh, H. L. (1975). Re-entry/transition seminars: Report on the Wingspread colloquium. Washington, DC: National Association for Foreign Student Affairs.

Merta, R. J., & Steel, J. (in press). Assessing the career development of foreign students. Journal of Career Planning and Employment.

Miller, A. W. (1968). Learning theory and vocational decisions. Personnel and Guidance Journal, 47, 18-23.

Molloy, J. T. (1975). Dress for success. New York: P. H. Wyden.

Molloy, J. T. (1978). The woman's dress for success book. New York: Warner.

Moravscik, M. J. (1973). Foreign students in the natural sciences: A growing challenge. International and Cultural Exchange, 7, 45-57.

Morris, W. (Ed.). (1969). TheAmerican heritage dictionary of the English language. New York: American Heritage.

Murase, A. E. (1978). Problems of Japanese returning students. International Educational and Cultural Exchange, 13, 10-14.

National Register Publishing Company. (1990). International directory of corporate affiliations (Vols. I & II). Wilmette, IL: Author.

Neghandi, A. R., & Estafan, B. D. (1965). A research model to determine the applicability of American know-how in differing cultures and/or environments. Academy of Management Journal, 8, 309-318.

O'Hara, R. P. (1968). A theoretical foundation for the use of occupational information in guidance. Personnel and Guidance Journal, 46, 636-640.

Parsons, F. (1909). Choosing a vocation. Boston: Houghton Mifflin.

Peterson, R. (1972). A cross-cultural perspective of supervisory values. Academy of Management Journal, 15, 105-117.

Pettus, T. T. (1981). One on one: Win the interview, win the job. New York: Random House.

Picchioni, A. P., & Bonk, E. C. (1983). A comprehensive history of guidance in the United States. Austin: Texas Personnel and Guidance Association.

Powell, J. N. (1975). Global employment guide. Rockville Centre, NY: Farnsworth.

Purkis, R. H. A. (1989). Macmillan directory of multinationals (Vols. 1 & 2). New York: Stockton. Profiles Cultural Press.

Pyle, K. R. (Ed.). (1986). Guiding the development of foreign students. San Francisco: Jossey-Bass.

Rao, G. L. (1979). Brain drain and foreign students. St. Lucia, Queensland, Australia: University of Queensland.

Roberts, K. H. (1970). On looking at an elephant: An evaluation of cross-cultural research related to organizations. Psychological Bulletin, 74, 327-350.

Roe, A. (1956). The psychology of occupations. New York: Wiley.

Rogers, B., Johnson, S., Alexander, B., & Schmitz, P. (Ed.). (1986). Secrets of the hidden job market. White Hall, VA: Betterway.

Sadler, P. J., & Hofstede, G. H. (1972). Leadership styles: Preferences and perceptions of employees of an international company in different countries. Mens en Ondereming, 26, 43-63.

Salimi, L., Lin, H., & Amateo, E. (1977). Career counseling and the foreign student. Journal of College Placement, 38, 30-31.

Schuman, H. (1988). Making it abroad. New York: Wiley.

Scott, F. D. (1956). The American experience of Swedish students--retrospective and aftermath. Minneapolis: University of Minnesota.

Simonetti, S. H., & Weitz, J. (1972). Job satisfaction: Some cross-cultural effects. Personnel Psychology, 25, 107-118.

Smith, E. H., & Althen, G. (1989). Adviser's manual of federal regulations affecting foreign students and scholars (rev. ed.). Washington, DC: National Association for Foreign Student Affairs.

Solmon, L. C., & Young, B. J. (1987). The foreign student factor: Impact on American higher education. New York: Institute for International Education.

Storti, C. (1990). The art of crossing cultures. Yarmouth, ME: Intercultural.

Stafford, D. C., & Purkis, R. H. A. (1989). Macmillan director of multinationals (Vols. 1 & 2). New York: Stockton.

Sue, D. W. (1978). Counseling across cultures. Personnel and Guidance Journal, 56, 451.

Super, D. E. (1957). The psychology of careers. New York: Harper & Row.

Super, D. E. (1972). Vocational development theory: Persons, positions, and processes. In J. M. Whiteley & A. Resnikoff (Eds.). Perspectives on vocational development. Washington, DC: American Personnel and Guidance Association.

Tiedeman, D. V., & O'Hara, R. P. (1963). Career development: Choice and adjustment. Princeton, NJ: College Entrance Examination Board.

U.S. Department of Labor. (1977). Dictionary of occupational titles. Washington, DC: Author.

U.S. Department of Labor. (1987). Workforce 2000. Washington, DC: Author.

Useem, J., & Useem, R. H. (1955). The Western-educated man in India. New York: Dryden.

Wade, W. A., Whiteside, R., Carr, J., & Bricault, G. (1987). The international corporate 1000: A directory of who runs the world's 1000 leading corporations. Washington, DC: Monitor.

Walter-Samli, J., & Samli, A. (1979). A model of career counseling for international students. The Vocational Guidance Quarterly, 28, 48-55.

Weber, M. (1958). The Protestant ethic and the spirit of capitalism. New York: Scribner.

Williams, L. K., Whyte, W. F., & Green, E. S. (1966). Do cultural differences affect workers' attitudes? Industrial Relations, 5, 105-117.

Win, D. (1986). International careers. Charlotte, VT: Williamson.

Woodworth, D. (Ed.). (1990). Directory of overseas summer jobs. Oxford, England: Vacation-Work.

World Trade Academy Press. (1986). Directory of foreign firms operating in the U.S. (5th ed.). New York: Uniworld Business Publications.

World Trade Academy Press. (1987). Directory of American firms operating in foreign countries (11th ed.). New York: Uniworld Business Publications.

Wortham, F. B. (1986). A group for teaching job interview skills to international students. Journal of College Student Personnel, 27, 179-181.

Wright, J. W. (1987). The American almanac of jobs and salaries. New York: Avon.

Yate, M. J. (1985). Knock 'em dead: With great answers to tough questions (3rd ed.). Boston: Bob Adams.

Yate, M. J. (1988). Resumes that knock 'em dead. Boston: Bob Adams.

Zikopoulos, M. (Ed.). (1989). Open Doors 1988/89: Report on international educational exchange. New York: Institute for International Education.

Zunker, V. G. (1986). Career counseling: Applied concepts of life planning (2nd ed.). Monterey, CA: Brooks/Cole.

Zwingmann, C. A. A. (1978). Uprooting and related phenomena: A descriptive bibliography. Geneva, Switzerland: World Health Organization.