

International Student Mobility and Opportunities for Growth in the Global Marketplace

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Preface

AN OVERVIEW OF THE BOOK

International student mobility is changing the global higher education landscape, with an increasing number of students going abroad for higher education. Where do students *go* to study? Where do they *come* from and why? These questions are at the forefront of the discourse on international student mobility among scholars and policy makers around the globe. International education experts have discussed the current issues of international student mobility and study aboard by using a variety of terminologies including—mobile students, foreign students, inbound mobility, upward mobility, outbound mobility, short term mobility, vertical mobility, horizon mobility, temporary student mobility, credit mobile students, degree mobile students and so on.

In recent years, the mobility of international student has introduced a new paradigm shift in the global marketplace as it a prime source to boost the revenue of the institution of higher education and is one of the indicators of campus diversity, internationalization, etc. Today, over five million students cross borders for their higher education. Such mobility trend of international students is significant to universities, educators, business leaders and the government because of the rapid flows of ideas, technology, languages, information and monetary benefit that they bring with them. Creating an understanding of the student mobility issues, student experiences, and recruitment strategies globally through thorough research-based inquiry and use of services is critical to effective inclusion of this growing population into university settings and understanding how higher education policy affects the international student population in general.

International Student Mobility and Opportunities in the Global Marketplace presents the emerging challenges and critical perspectives on cross border mobility issues, international student challenges, recruitment initiatives, and importance of cross cultural competency and global perspectives. This book provides resource material to benefit educators, policymakers, and staff who work closely with the mobile student population in higher education. This book presents a set of critical views about international student mobility globally, student experience, challenges, and programs and policies setting the context for emerging voices. It offers a critical lens in various chapters contributed by our colleagues. This book includes research-based findings and perspectives into student mobility trends, study aboard programs, student experiences, recruitment strategies, support services and educational policies in the present socio-political contexts of higher education.

TARGET AUDIENCE

The target audience of this book includes professionals and researchers, including faculty and scholars who closely work with exchange students, as well as international student populations. Also, college and university offices that serve international students or prepare students to study abroad may use the book as a resource tool. Policy makers, academicians, researchers, advanced-level students, and government officials may find this text useful in furthering their research exposure to pertinent topics in international student studies and assisting in furthering their own research efforts in this field.

This book may be used as an academic text or additional resource for college courses such as comparative education, academic affairs topics, and or higher education administration programs. Recently a few universities in the United States have included international student topics in the graduate programs. For instance, Kent State University's "HIED 76672: International Students and American Colleges" (3 credits), and Western Kentucky University's "CNS 581 International Students and Services in Higher Education" (3 credit) teach advanced concepts and topics related to international student mobility and services on campus. The contributors in this volume offer a variety of ideas, programs, and initiatives related to international student mobility, cross cultural competency, recruitment marketplace, and study abroad programs. I hope this book will be useful resource for ideas and programs to those who wish to develop and strengthen new programs in their institutions.

BOOK ORGANIZATION

International Student Mobility and Opportunities in the Global Marketplace consists of 17 chapters spread across four sections. The contributors of this volume bring many years of experience teaching and mentoring teaching international and domestic. In addition to the authors' experiences as mentors and teachers of international students, other chapter contributors work as administrators in student affairs and international student services and bring personal and professional voices to the chapters. The book is organized in the following chapters:

In Chapter 1, Krishna Bista, Ghanashyam Sharma, and Uttam Gaulee critically evaluate international student mobility trends and enrollment patterns in the context of socio-political world events and new emerging destinations of international students. They urge scholars and practitioners of international education to pay attention to new trends, develop new perspectives, and rethink established wisdom and practices about globally mobile students.

In Chapter 2, Rashim Wadhwa reviews past studies related to international student mobility approaches, pros and cons of mobility programs and policies, and suggests the important determinants that influence decision-making process of international students.

In Chapter 3, Enakshi Sengupta presents a case of Kurdish student mobility from Northern Iraq. Her study indicated that students particularly from Muslim countries did not feel comfortable to pursue higher education in European and American universities because of the existing unwelcoming politics and visa restrictions. Instead, student participants preferred other Islamic destinations such as UAE, Lebanon or Qatar which they consider relatively safe zone for study.

In Chapter 4, Jie Zheng reflects on government policies pertaining to international student mobility in China. She also highlights results from a qualitative case study of Chinese graduate students attend-

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ing at a Canadian university. She found that Chinese traditional culture and values influence Chinese student mobility across borders for pursuing higher education.

In Chapter 5, Sara Bano explores the brain drain to reverse brain drain situation in South Asia and highlights the implications for South Asia and the United States of America through an extensive literature review.

In Chapter 6, Mila Arden and Matthew Piscioneri examine on the Australian Government's New Colombo Plan policy and the relevant discourse in institutional and scholarly sources as it adds a positive value in employability and self-development of students. They pointed out this new initiative seems to be a promising path for Australian students who are interested in studying aboard or intern across the Indo-Pacific region.

In Chapter 7, Jing Li examines a relationship between study abroad and global perspectives. Using data from the National Survey of Student Engagement, she found that institution type and students' major would make difference in study aboard participation rate; and study abroad fosters a positive impact on student global perspectives across ethnic groups.

In Chapter 8, Joost Bücker, Rens Bouw, and Alain De Beuckelaer examine issues and challenges of cross-cultural integration between international and domestic students in eight business schools in Dutch research universities. Authors present rationale and multiple perspectives to build a cross cultural competency program that may include a language training, cultural awareness training for both teachers and students, institutional support and the business need to participate in internationalization of higher education.

In Chapter 9, Dorota Silber-Furman and Lisa Zagumny explore graduate international students' academic experience. While examining students' writing samples, university policy, and website, their results indicated that international students reported struggle in academic English proficiency. Students also reported the university website being incomplete and/or outdated for academic information.

In Chapter 10, Tsz Kin Kwok reports the acculturative experiences of international graduate students through a summer bridge program. His findings suggest that students attending the summer program via webinar received primary information in preparation for the socialization process such as the pre-departure materials and developed a positive perception about the university. These students also requested additional assistance with opening a financial account, understanding health insurance plans and pairing them with an experienced mentor.

In Chapter 11, Renaude Saint-Phard and Gustavo Gregorutti study the cultural, linguistic, curricular, and financial experiences of international undergraduate students and their coping strategies at a faith-based university in the United States. Their results indicated that the majority of the participants encountered various challenges and coped with them because of their resilience through their faith in God, motivation, determination, and community support.

In Chapter 12, Yang Wang reports how international teaching assistants learn English language and teaching skills within a course they take about teaching. Her results suggest that the participants in her research acquired communication and teaching skills by practicing, sharing, getting feedback, and reflecting with their peers.

In Chapter 13, Cody J. Perry, David W. Lausch and Jennifer Weatherford examine the academic experiences and issues of both international and domestic students such as class discussions, collaborative nature, and understanding the requirements of degree program. Their results suggest that international students reported a higher degree of difficulty knowing on whom to rely in the academic support services when compared to domestic students.

In Chapter 14, Gökçe Bulgan and Ayşe Çiftçi highlight student support services such as the need of career counselling for international students. They argue that international students undergo through some degree of psychological and sociocultural adjustment issues, language barriers, sense of loss, financial problems, getting used to a new educational system when they go to study in another country.

In Chapter 15, Genshu Lu, Mei Tian, and Man Hong Lai presents Chinese students' intention to seek foreign postgraduate education. Their results show that personal academic performance, foreign language proficiency, family socio-economic status, institutional factors, and quality of foreign education, had significant impact on students' intention to study abroad. Participants prefer to study in the USA, followed respectively by the UK, Hong Kong and Australia.

In Chapter 16, Michelle Welsch examines variables affecting Nepalese students' study abroad decision making behaviors including subject of choice, sources used for information seeking, motivation, and anticipated means of financial support to overseas. Participants preferred studying in Australia, the United States, and the United Kingdom where students were interested in business and management subjects followed by technology, math and science.

In Chapter 17, Ashley Sansotta studies the role that agents play through marketing community colleges in the Swedish education market and recruiting Swedish students to U.S. community colleges. The findings of her qualitative study suggest that agents indicated the key benefits of attending a U.S. community college: affordability, simple admissions process, and university transfer options.

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Chapter 14

Career Counseling for International Students: Using the Framework of Social Cognitive Career Theory

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ABSTRACT

International students are a group with diverse career needs and concerns. The challenges international students face (e.g., psychological and sociocultural adjustment issues, language barriers, sense of loss, financial problems, getting used to a new educational system) when they come to study in the United States, as well as their expectations of coming to a new country, may significantly influence their career needs and decision-making processes. In this chapter, the authors suggest social cognitive career theory (SCCT) as a framework for working with the undergraduate and graduate international student population by emphasizing intervention strategies and making specific recommendations.

INTRODUCTION

This chapter examines the use of the Social Cognitive Career Theory (SCCT) as the framework for engaging career counseling interventions and strategies for international students in U.S. undergraduate and graduate education. The term *international student* refers to students who study at an educational institution in a country other than their country of citizenship (Paige, 1990). Several colleges and universities in the U.S. may have seen their highest number of enrollments of international students in academic year 2016-2017 with an overall total of 1,078,822 (Institute of International Education, 2017). This figure represents a 3.4% increase in the total number of international students over the previous academic year.

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The growing number of international students suggests that there is greater diversity of career needs and interests to which U.S. institutions must respond. The Institute of International Education reported that in 2017 of the total number of international students, 40.7% were in undergraduate studies, 36.3% were in graduate studies, 16.3% were in optional practical training, and 6.8% were in non-degree programs. Considering that moving to another country to pursue undergraduate or graduate education is an important career decision, there is need for greater understanding of the role of career counseling in international students' success. Therefore, the authors present SCCT as a framework for better understanding and addressing the career needs of international students.

International Students' Career Needs and Challenges

Coming from different cultural groups, international students represent a heterogeneous group of people with diverse career needs and concerns (Paige, 1990; Yang, Wong, Hwang, & Heppner, 2002). First, international students face the immense challenge of cultural and emotional adjustment when they come to study in the U.S. (Bulgan & Çiftçi, 2017; Cozart & Rojewski, 2015; Nilsson & Anderson, 2004; Wang, et al., 2012; Wei et al., 2007). Previous studies have indicated that international students' common difficulties include lack of social support, sense of loss, culture shock, language barriers, financial problems, and adjusting to a new educational system (Arthur, 2016; Carr, Koyama, & Thiagarajan, 2003; Kilinc & Granello, 2003; Lee, Koeske, & Sales, 2004; Mori, 2000; Russell, Thomsom, & Rosenthal, 2008).

Second, taking into account that the choice of studying in another country is a significant career decision, international students need support to deal with their career needs and goals. Fortunately, studies addressing the career-development needs of international students are increasing in number (Cozart & Rojewski, 2015; Nunes & Arthur, 2013; Popadiuk & Arthur, 2014). Specifically, international students need to make sure that their academic and vocational training in the U.S. will be of use to their future status either in the U.S. or in their home country (Leong & Sedlacek, 1989). Thus, career counseling will prove useful in guiding their choices.

Third, international students face numerous vocational challenges like language and cultural barriers in job search and legal requirements and bureaucratic procedures for employment in the United States (Spencer-Rodgers, 2000; Spencer-Rodgers & Cortijo, 1998). Spencer-Rodgers (2000) found that vocational needs of international college students are focused on getting work experience, overcoming interview barriers, and developing job-search skills. In another study, international students felt that they need help with preparing for careers of interest and exploring job opportunities (Manese, Leong, & Sedlacek, 1985). In addition, Leong and Sedlacek (1989) found that career needs of international students are different from those of American students. Particularly, international students are more interested and in need of vocational guidance compared to American students. The career needs of international students become more complicated since they consider employment in the U.S., in their country of origin, or even other foreign countries (Shen & Herr, 2004; Spencer-Rodgers, 2000). In other words, international students' career development needs tend to focus on the U.S. or on foreign job markets (Spencer-Rodgers, 2000). Given their future plans, they require different steps for the counseling process.

Fourth, career needs of international students also vary due to their developmental stage and level of career planning and preparation (Arthur, 2016; Shen & Herr, 2004). Shih and Brown (2000), in a study on undergraduate and graduate Taiwanese international students in the U.S. found that age and acculturation levels were important predictors of vocational identity. Specifically, older students were more likely to have a clearer understanding of their career interests, abilities, and goals (Shih & Brown,

2000). For graduate international students, Shen and Herr (2004) found that the factors influencing students' future plans regarding employment in the U.S. ranged from individualism (e.g. chances of career promotion) to collectivism (e.g., needs of the home country). More specifically, participants discussed the need to be with family and relatives (e.g., parents needing them to stay) and need to advance their career individually in the U.S. with more possibilities and resources. Thus, on one hand, if international students' vocational needs are focused on employment in the U.S., their career concerns would include the need to get practical training in the U.S., prepare an American-style resume, and obtain the necessary rules and regulations for work as a foreigner (Spencer-Rodgers, 2000). On the other hand, going back to one's own country or to another foreign country would require culturally sensitive career planning, that is, developing country-specific curriculum vitae, or obtaining permanent employment in the selected country. Further, Shen and Herr (2004) found that work experience—internship, teaching assistantship—in the students' fields as well as general career services—training in resume writing and American style interviewing skills—helped improve the students' career foundation. However, international students, especially those in need of assistance with returning home, criticized campus career services as mostly U.S. in focused.

International students coming from countries that do not have an established career counseling systems that function will have limited career exploration, search, and planning experiences (Singaravelu, White, & Bringaze, 2005). Furthermore, some international students may feel the need to reassess their career choices and majors, particularly if there is incongruence among their interests, abilities, and cultural and parental expectations (Singaravelu, White, & Bringaze, 2005). Cultural and parental expectations may be prioritized for some international students rather than their personal interests and goals. For example, Tang, Fouad, and Smith (1999) in a study on Asian American college students found that parental preferences and self-efficacy beliefs were the major components of career choices rather than students' interests.

Considering different career development concerns, career counseling for international students may be challenging (Spencer-Rodgers & Cortijo, 1998). In this chapter, Social Cognitive Career Theory (SCCT; Lent, Brown, & Hackett, 1994) is used as the approach to offer career counseling to international students at undergraduate and graduate levels.

Social Cognitive Career Theory

Lent, Brown, and Hackett (1994) developed SCCT as a framework of career development to explain (a) the development of academic and career interests, (b) the performance of career related choices, and (c) achievement of performance outcomes. Social Cognitive Career Theory is mainly based on Bandura's (1986) general social cognitive theory, with a focus on self-efficacy, expected outcomes, and personal goals and how they connect to other personal, contextual, and learning factors (Lent, Brown, & Hackett, 1994). In other words, SCCT is based on the idea that personal attributes, the environment, and overt behaviors influence each other while working together. Social Cognitive Career Theory also highlights the role of proximal and distant factors that can be either supports or barriers for the individual's career development.

Bandura (1986) defined self-efficacy beliefs as "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances" (p. 391). According to the social cognitive view, self-efficacy beliefs are dynamic and specific to certain performance domains (Lent, Brown, & Hackett, 1994). They provide answers to questions related to if individuals can

perform specific tasks. For example, “Can I defend this dissertation?”. Individuals’ self-efficacy beliefs are important in the career decision-making process. For example, people move toward occupations for which they think they possess the required capabilities and move away from those for which they think they lack the necessary capabilities (Niles & Hartung, 2000).

Next, outcome expectations are beliefs regarding the outcomes of performing certain behaviors (Lent, 2005). They involve imagined consequences of certain courses of action (e.g., What job opportunities will I have if I get a degree in sociology?). Self-efficacy beliefs and outcome expectations are related to each other in the sense that individuals expect to receive positive outcomes in performing tasks for which they feel competent (Lent, 2005).

Finally, personal goals, which are a person’s determination to engage in particular activities that lead to certain outcomes, influence career behaviors (Niles & Hartung, 2000). Setting goals help individuals organize, direct, and maintain their behavior over long periods of time even without external reinforcement (Lent, 2005; Lent, Brown, & Hackett, 1994). According to SCCT, people’s personal goals are significantly influenced by their self-efficacy beliefs and outcome expectations (Lent, 2005). Personal inputs (e.g., age, gender, education level) interact with contextual factors (e.g., culture, family) and learning experiences to affect self-efficacy beliefs and outcome expectations, which in turn form interests, goals, actions, and achievements (Niles & Hartung, 2000).

Due to the fact that the preparation and implementation of career choices are generally associated with late adolescence and early adulthood (Lent, Brown, & Hackett, 1994), international students at the university level were selected as the target population of the current chapter. When working with international students in the career counseling process, it would be important to take into account the students’ cultural factors and how these factors might influence their career choices. Depending on where the student is on the continuum of individualism to collectivism, his/her needs and expectations might have different levels of influence on his/her career choices. Social Cognitive Career Theory emphasizes the influence of the individual’s inputs in addition to his/her background contextual factors (Lent, Brown, & Hackett, 2000), which makes it relevant to use with the international student population. The following section will explain how to use this theory on the career needs of the international student population.

SOLUTIONS AND RECOMMENDATIONS

Application of Social Cognitive Career Theory to Counseling International Students

Career counseling is a significant intervention that helps guide international students in planning their current and future career options (Shih & Brown, 2000). Social Cognitive Career Theory has been successfully applied to unique career needs of diverse populations such as first-generation college students (Gibbons & Shoffner, 2004), immigrants and refugees (Yakushko, Backhaus, Watson, Ngaruiya, & Gonzalez, 2008), and female offenders (Chartrand & Rose, 1996). Although there have been research studies using SCCT as the framework for studying the international student population such as Korean-Americans (Chang, 2005) and Asian-Americans (Tang, Foad, & Smith, 1999), applied studies focusing on SCCT for counseling international students are lacking in the literature. Therefore, this chapter aims to highlight some important points for counseling international students for career development needs.

To begin with, it would be important to include a strong cross-cultural component to the counseling process while working with international students (Paige, 1990). The cross-cultural component for international students could be thought as part of the clients' contextual factors in SCCT. While working with international students, it would be helpful for the counselor to be aware of the different counseling needs of this diverse student population as well as ways to reach these students. Therefore, being aware of the basic propositions of Multicultural Counseling and Therapy (Sue, Ivey, & Pedersen, 1996) such as both the counselor and the client having multiple identities at the individual, family, group, and cultural levels; cultural identity playing a major role in one's attitudes toward self and others; the importance of taking into account the client's culture while working with him/her; and respecting clients with different cultural backgrounds are important. Establishing good rapport and working alliance with the international student is also important for better understanding his/her needs and expectations (Gysbers, Heppner, & Johnston, 2003).

Considering the basic components of SCCT, counselors could help clients with assessing their level of self-efficacy, evaluating their outcome expectations, and looking at their actual and perceived supports and barriers concerning their goals (Wachter, Shoffner, & Newsome, 2009). For an international college student who is indecisive about his/her major, focusing on career interests, exploring different career options, and setting short- and long-term goals could be helpful. After getting the necessary information regarding the client's goals and expectations of the counseling process and of the counselor, the client could be given an interest inventory to help understand his/her interests better. After getting a sense of the client's interests, different career occupations could be explored with the client. During discussion of different career options, it is also important to take into account whether or not the client's abilities and skills are in line with his/her interests. While walking through the steps with the student, it is important to consider his/her values (i.e., cultural, parental, and personal), especially whether or not his/her personal values are congruent or conflicting with his/her parental and cultural values. The student's indecision could be due to conflicting value systems that s/he may not even be aware of. For example, for an undergraduate international student who is studying in a field that is not aligned with his/her interests but with his/her family's expectations of him/her, exploring personal and familial value systems and conflicts could be very helpful. If the client is a graduate student, his/her career needs might be different because of his/her developmental stage, which requires a different focus on career planning and preparation (Arthur, 2016; Shen & Herr, 2004). For example, a graduate student might be struggling with career indecision about job opportunities after graduation. More specifically, s/he may want to stay in the U.S. for a couple of years after graduation but is not sure how to go through the process and may be struggling with the status of being an international student—visa, work permits (Buchanan & Lee, 2008). Two student examples (i.e., an international male undergraduate student and an international female graduate student) will be used to explain different intervention strategies discussed in the following section.

Intervention Strategies Based on SCCT Components

The counselor could assess clients' needs within the systematic thinking process of SCCT by focusing on their self-efficacy beliefs, outcome expectations, goals, as well as their supports and barriers (Brown & Lent, 1996; Lent, Brown, & Hackett, 1994). In other words, the counselor could assess clients' self-efficacy level due to its importance in the decision making process. The client might have low self-efficacy because of going through some challenges as an international student. However, it is important for the

counselor to keep in mind that international students also have strengths such as strong motivation for learning and working, global perspectives and experiences, international connections, and adaptability (Fuhrman, Lee, & He, 2007). It would be beneficial for the counselor to be able to use these and the client's personal strengths to increase the client's self-efficacy level. An intervention strategy that career counselors could use to help increase clients' self-efficacy beliefs is asking the client to create a lifeline that includes significant past experiences and anticipated future events (Chartrand & Rose, 1996). This lifeline could be used to explore the strengths and accomplishments in the client's life and could provide further discussion. The graduate student in our example might have low self-efficacy beliefs such as "I will not be able to manage the job application process." or "I cannot go through the bureaucratic paperwork all over again." After drawing the lifeline and exploring it with the counselor, the client may come to realize that she has accomplished so much in life than she thought she had and feel motivated to plan her career. After the intervention strategy is successfully implemented the client's self-efficacy beliefs could increase to the level that she would say "I will be able to manage the job application process because this is what I want to do and I have done similar things in my life before." or "I can go through the bureaucratic paperwork once more." As seen in the example, this strategy could help increase self-efficacy beliefs and motivate the client to take further steps in career planning (Chartrand & Rose, 1996).

Outcome expectations could also be evaluated with the client. Some of the negative outcome expectations for international students thinking about changing majors could be staying for an additional year, financial strains, disapproval of their family members, and additional paperwork to stay in the U.S. for an extra year. On the other hand, some positive outcome expectations could be enjoying the career to be pursued, having higher levels of work and life satisfaction as well as psychological well-being. The counseling process should be built on ways to help the client reach positive outcome expectations. Some of the interventions that could be used are identifying the client's coping mechanisms to deal with negative outcome expectations (Wachter, Shoffner, & Newsome, 2009), discussing pros and cons regarding different academic majors and career options, focusing on the strengths of the client, and looking at the big picture including the personal and contextual factors of the client together.

Let us turn back to our undergraduate student example at this point. The international student at the undergraduate level who is undecided about his major and is considering changing majors could have negative outcome expectations such as "I might have to stay for an additional year if I switch majors." or "My parents will probably disapprove my decision to change majors." An intervention strategy that could be helpful in this situation is creating a career genogram (Gibson & Taylor, 2017; Okiishi, 1987) and talking about family members' career paths and their worldviews. Because the client has brought up the probable parental disapproval regarding his decision to change majors, this intervention could help the client explore parental and cultural values, which could be influencing his career options. While going through the genogram, the counselor and the client could talk about what careers the client's relatives have, how they view education and work, and how gender roles are perceived as in the client's culture. After discussing these and similar topics in detail, the client could come to the realization that the biggest thing which is holding him back from changing his major is the internal conflict of personal and parental values and aspirations and that he actually wants to change majors. This intervention strategy could make a change in the client's outcome expectations. For example, the client might be able to say "Staying for an additional year will make me happy and satisfied with my major and future career, so it is worth it." or "My parents will eventually understand and approve my decision to change majors because

this is what I want to do in life.” However, the client might not change his negative outcome expectations directly to positive ones. In that case, the counselor could help the client realize some positive outcome expectations that he has and at the same time could work on ways to recognize coping mechanism (e.g., the client’s strengths) that could help deal with negative outcome expectations. As counseling is a process, the client will be able to change his negative outcome expectations to positive as he continues to gain self-awareness and feel understood and supported throughout the counseling process.

Furthermore, it is important to identify the client’s perceived supports and barriers along the way. Some of the support systems for the graduate student who wants to stay in the U.S. for a few years after graduation could be future job opportunities, possibility of higher income, quality of life, professional network opportunities, supportive family members, friends, and any environmental resources (Han & Appelbaum, 2016). Some of the barriers could be family (depending on whether or not they are supportive), alternative job opportunities in her home country, bureaucratic paperwork, and legal issues. The counselor could help the client overcome the barriers and identify further support systems that could guide the client through the decision making process. A way to do this could be simply writing down the barriers and supports in the client’s life and discussing how the barriers could be dealt with and even turned into supports (e.g., finding appropriate ways to talk with family members and being able to explain the client’s point of view could change an opposing family into a supportive family). The counselor and the client could brainstorm alternative ways to cope with the barriers in the client’s life. It is important for the counselor to work on helping the client discover her strengths and resources, and to build on them for dealing with the barriers. Arthur (2017) in her recent paper talks about the power of fostering three types of social resources for international students, which are academic faculty, counselors, and local students. Talking to faculty members could help international students learn about their experiences with career decision making, job search and recruitment processes; getting help from counselors could increase their self-awareness, which would lead to making decisions that are more aligned with themselves; and having local students as friends could be supportive in their experiences with the U.S. educational and employment systems as well as having social and emotional support. Making use of these and similar resources could help the client feel even more supported. The counselor could also give constructive feedback and continuously empower the client through counseling.

Throughout the counseling process, the counselor and the client could work on setting short-term goals that could help the client reach his/her long-term career goals. For instance, some of the short-term goals for the graduate student who is U.S. employment focused could be identifying job openings from the internet, updating his/her resume, writing a cover letter for a job opening s/he is interested in, and getting information about the bureaucratic paperwork that needs to be done for extending his/her stay in the U.S. If the counselor could help the client set realistic short-term goals and follow him/her up in terms of achieving those goals, things that need to be done in order to reach the ultimate goal may seem less burdensome for the client. It is important to go step-by-step and achieve relatively simple and short-term goals that will lead to the client’s long-term goal.

It is important that the counselor spends time and energy to build and maintain a trusting and supportive relationship with the client. Having a good working alliance and trusting relationship will let the client explore his/her conflicts and/or emotions regarding the decision making process. Another point to keep in mind is that it is important to incorporate the client’s personal inputs, cultural background, past and present experiences, important life events, and current life situation in SCCT (Chartrand &

Rose, 1996) to get the whole picture and interactions among different variables. Different intervention strategies explained throughout this chapter could be used through the counseling process to help explore and provide discussion as well as to give an idea and help generate new interventions in working with international students. Whatever strategies are used as tools in counseling, it is important to keep in mind that clients need to be continuously encouraged to explore, think about, and discuss different issues that could be relevant to their career needs during the counseling process.

FUTURE RESEARCH DIRECTIONS

Future research could focus on examining the current state of career counseling services provided for international students in the U.S. How international students perceive the career counseling services, what they find most useful for them, and how these services could be further developed to better meet their needs could be studied. Researchers could also focus on investigating the effectiveness of different career counseling strategies used with the international student population. Continuing to conduct studies on international students studying at the undergraduate and graduate levels would enable career counselors to better understand and help these students with their specific career needs.

CONCLUSION

Career needs of international students could be further complicated due to the challenges they face in the United States. The current chapter focused on some intervention strategies that could be used within the framework of SCCT for addressing the career developmental needs of international students at the undergraduate and graduate levels. It is important that career counseling focuses on empowering these students by concentrating on their strengths to increase self-efficacy beliefs, which in turn may change their perceptions of outcome expectations, supports, barriers, and goals.

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