

Relationships Among Cultural Competence, Studying Abroad, and Future Career Opportunities

by

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### Abstract

This paper offers a review of literature on the effects of cultural competence and studying abroad on future career opportunities. The concept of cultural competence is explored, especially from the viewpoint of a school study abroad experience. Several fields of study – nursing, mental health, teaching, and engineering – are examined. Finally, the study proposes an experiment to examine further whether the perceived cultural competence gained from a study abroad experience will truly enhance future career opportunities.

*Keywords:* career opportunities, cultural competence, hiring practices, study abroad

### Relationships Among Cultural Competence, Studying Abroad, and Future Career Opportunities

With the increase of globalization and access to resources that allow international travel, study abroad programs have become more of an opportunity for thousands of college students across the nation and across the world. A large number of colleges and institutions are encouraging their students to participate in study abroad experiences, claiming that they offer a range of educational and social benefits. Some colleges require it for all students, no matter their field of study, while other colleges require only specific fields of study to go abroad (Institute of International Education, 2017). Studying abroad offers many social, educational, and professional benefits. For example, studying abroad may lead to increased employability and a higher earning potential in the future (Ahmad, Hassan & Abdulla Al-Ahmedi, 2017; Institute of International Education, 2017). It also provides an opportunity for direct, hands-on language learning and cultural immersion (Taillefer, 2005; Wernicke, 2017). This paper seeks to explore the benefits that a study abroad experience provides as well as the future career benefits that it may present.

According to the Institute of International Education's *Open Doors*® report, more than 300,000 U.S. students studied abroad for academic credit during the 2014-2015 school year. This represented a 2.9% increase from the previous year. The same report showed that the following year, 10% of all U.S. students reported studying abroad at some point during their college years (Institute of International Education, 2017).

Although many fields are represented among the thousands of students studying abroad, this report found that of the total number of students studying abroad during the 2015/2016 school year, 23.9% were in the STEM field, 20.1% in business, 17.3% in

social sciences, 7.7% in foreign language and international studies, and 6.9% in fine and applied arts (Institute of International Education, 2017; Rui, 2013).

One of the biggest attractions of studying abroad is the future career benefits that it provides. The Institute of International Education lists studying abroad as “essential to future employability, earnings potential, and the economic well being of students and communities” (Institute of International Education, 2017, p. 1). Study abroad companies themselves support these notions as well, often advertising study abroad as a key way to secure a future career. The Institute for the International Education for Students (IES) as well as the Start the Adventure (STA) organizations both report that studying abroad leads to an increase in career opportunities later in life (IES Abroad, 2017; STA Travel, Inc., 2017).

Some college students choose to study abroad solely for the purpose of increasing future career opportunities. One survey found that many students reported that they believed getting a global education would lead to an increase in salary in a career in their field (Ahmad, Hassan & Abdulla Al-Ahmedi, 2017; STA Travel, Inc., 2017). The majority of students surveyed listed “cultural enrichment” as a top key motivating factor in deciding to study abroad. According to this study, “future career advancement” was the number one reason for studying abroad (Ahmad, Hassan & Abdulla Al-Ahmedi, 2017).

In order for the study abroad experience to be truly beneficial in career hiring, the employers must also see it as valuable. Previous studies have examined whether employers see studying abroad as a relevant experience when selecting potential employees. As organizations become more diverse, some place emphasis on job

candidates' cultural competency and give hiring preference to applicants that are more globally competent (Suutari & Brewster, 2003; Thomas & Inkson, 2009; Vance, 2005). The 2011 survey conducted by Quacquarelli Symonds Ltd (QS), a global marketing company, affirmed the hypothesis that employers do, in fact, have a tendency to prefer candidates for a job that have studied abroad. When asked if they "actively seek or attribute value to an international study experience when recruiting" (Molony, Sowter & Potts, 2011, p. 10), 60% of companies responded affirmatively. Overall, surveyors reported that students are sure to improve their employability just by participating in a study abroad experience (Molony et al., 2011).

### **Cultural Competence**

The perceived benefit of studying abroad as it relates to increased career opportunities lies in the acquisition of increased cultural competence while overseas (Center for Disease Control and Prevention, 2017). As defined by the Center for Disease Control and Prevention (CDC), cultural competence is the ability to apply behaviors, beliefs, and practices to work effectively in multicultural situations. Truong, Paradies and Priest (2014) measured cultural competence by examining an individual's ability to provide services that serve people from all racial and ethnic backgrounds, with the emphasis on being able to tailor interventions to suit the needs of someone from a different cultural background than the practitioner providing the service (Truong, Paradies & Priest, 2014).

Cultural competence involves becoming knowledgeable and respectful of another person's values, beliefs, and traditions. Not only does this enhance our understanding of people who come from different backgrounds than us, but it also enables us to intervene

professionally in appropriate ways. When working with clients or customers, this is extremely important because their relationship with their practitioner is affected by culture. If a practitioner lacks cultural competence in a professional environment, they may damage or lose their relationship with their client (Livingston et al., 2008; Whealin & Ruzek, 2008). Cultural competence must be a lifelong educational commitment. Since cultural traditions and beliefs change over time, we must be able to keep up with those changes and intervene accordingly (Whealin & Ruzek, 2008).

In higher learning settings, it is expected that students have some sort of capacity for multicultural learning. Since classrooms can be full of students from diverse backgrounds, it is expected that students are able to recognize and address multicultural differences. In some countries, this means that it is required to learn more than one language (Taillefer, 2005; Wernicke, 2017). The goal is not necessarily to become completely fluent and literate in a second language, but instead to at least be able to recognize a second language. For example, German schools require studying two languages at least several hours per week during secondary school. Dutch schools require even more – English, German, and French are all required. In the United States, trends vary greatly throughout different states and school systems. In some areas, more than one language is required; in others, learning a second language is optional (Taillefer, 2005).

Many people who choose to learn a second language do so by immersing themselves in another country. Some will do so immediately after beginning to learn a new language, but most tend to take some courses in their home country before going abroad. Often, this is done through a study abroad experience where the learner's primary goal of being abroad is to learn a second language (Taillefer, 2005; Wernicke, 2017). Hands-on

experience and practice is essential to learning another language, as it cannot be acquired completely otherwise (Wernicke, 2017). It is also important to note that because language is always changing and evolving, language learning is an ongoing process that must be continued over time (Wernicke, 2017).

To study stereotypes of job applicants, Lee and Fiske (2006) researched applicants from different cultural or ethnic backgrounds. Their study showed that companies stereotype job applicants initially based on appearance alone. Factors such as race, ethnicity, perceived socioeconomic status, and age may lead to a negative employer bias. Employers, therefore, may negatively stereotype applicants based on these factors, making it less likely for the applicant to obtain a job that they are qualified and capable of performing.

Lee and Fiske (2006) showed that job applicants who were of higher social status or of Canadian, European, or Asian backgrounds were perceived to have a higher level of cultural competence than those applicants who were poor, elderly, undocumented immigrants, or of Latino or Middle Eastern descent (Lee & Fiske, 2006). The authors confirmed the hypothesis that applicants' cultural competence is judged on initial appearances; however, they did not explore the possibility of cultural competence being judged on actual cultural experiences or education.

### **How Does Cultural Competence Affect Career Opportunities?**

Both the American Psychological Association (APA) and the National Association of Independent Schools (NAIS) emphasize the importance of cultural competence for job applicants. Both sources report that employers see value in cultural diversity and the

ability to apply cultural competence to professional work settings (Kuther, 2013; Scherr, 2018). According to Kuther (2013), employees who have higher cultural competence are more able to understand and work effectively with colleagues, customers, clients, or patients from diverse backgrounds.

The NAIS encourages individuals to seek out jobs that will allow them to work with culturally-diverse clientele in order to expand their knowledge on culturally-sensitive subjects (Scherr, 2018). Additionally, Cullinan (2017) suggests ways in which companies can aim to hire more culturally competent employees. The author suggests finding ways to measure applicants' cultural competence based on their resume, interview, and observed interactions with others. Again, there is emphasis placed on the importance of cultural diversity and awareness in companies' employees (Cullinan, 2017).

Any social service field that involves working with the public directly will inevitably require some sort of cultural competence. Teachers will have students from all different backgrounds while nurses and doctors will see a wide range of diverse patients. Mental health professionals or social workers will see behaviors and thought processes influenced by culture. For this reason, practitioners must be able to address concerns of cultural diversity (Livingston et al., 2008; Whealin & Ruzek, 2008). With all professional clientele, culture will play a role in how they think, act, and interact with others.

Nursing is one field of study that is highly culturally diverse due to the vast amount of patients that are seen by nurses. The 2010 U.S. Census Bureau reported that 83% of Caucasian nurses practicing in the U.S. will work with a population that is approximately 65% Caucasian as well. This leaves a significant number of patients who are from a minority culture (U.S. Census Bureau, 2010). One study examined the nursing profession



and its relationship with cultural exposure. Nursing students were interviewed about their experiences with culturally-diverse patients. The study found that students associated these interactions with an increase in personal growth and learning. The authors reported that the field should therefore embrace these encounters among cultures, which will ultimately lead to an increase in understanding of other cultures (Koskinen et al., 2009).

Another study (Utley-Smith, 2017) conducted its research using online models of cultural competency for nursing students. Students' opinions of cultural competence were gathered before and after taking the course. The students all noted a need for mindfulness about culture when it comes to patient relationships in the healthcare field. The students additionally reported that they intended to continue their education on cultural competence even after the study was over in an effort to increase awareness and promote more culturally diverse and competent environments (Utley-Smith, 2017).

Similar trends are seen with mental health professions. Clients are from all different types of cultural backgrounds. Culture affects the ways in which people think and behave. It is expected that mental health practitioners have some level of cultural competence because their clients' culture may be different from their own (DelVecchio-Good & Hannah, 2015). To increase the effectiveness of mental health services, DelVecchio-Good and Hannah (2015) suggest that mental health practitioners study how mental illnesses vary across cultures. This will allow more effective diagnosis and treatment for clients. If the practitioners have a better idea of culturally-sensitive thoughts and behaviors, then they will be able to better understand and empathize with their clients; therefore, they will have less of a risk of stereotyping or discriminating against clients from different cultural backgrounds (DelVecchio-Good & Hannah, 2015).

One study surveyed college students who sought on-campus counseling. The study measured the importance of a mental health provider's cultural competence from the clients' perspectives. The students were asked to rate the counselor's overall competence in counseling, which was then compared to a rating in just multicultural counseling specifically. The students were of different cultures, all considered minorities. Results showed quite a bit of variance in the ratings of counselor competence.

The author concluded that counselors' multicultural competency is important to the counseling relationship, especially when the clients are from minority cultures (Constantine, 2002). According to the findings of the study, the students placed a great amount of importance on their counselor's multicultural competence. As their ratings of multicultural competence decreased, so did the students' overall satisfaction with their counselors (Constantine, 2002).

Much like healthcare providers, teachers also work with a wide range of people from many different cultural backgrounds. Therefore, teachers must also have a knowledgebase of different cultures in order to work with students from all types of cultures (Festervand & Tillery, 2001; Mena, 2017). Clausen and Greenhaigh (2017) suggest that a class's curriculum be based around the students' cultural backgrounds. They also suggest that the students themselves do some research on multicultural knowledge in order to maintain cultural competency, giving both the students and the teachers a background in multicultural knowledge (Clausen & Greenhaigh, 2017).

In addition to having students who are from culturally-diverse backgrounds, many teachers also have to teach culturally-diverse courses as a part of their curriculum (Mena, 2017; Reynolds, 2011). One study found that even teachers or professors who are not in

multicultural fields of study still teach at least one multicultural course (Mena, 2017).

The authors also reported that faculty who teach multicultural courses will have more of a motivation to continue learning and teaching about culture after the given course (Mena, 2017). Another study found that 93% of teachers who teach multicultural courses reported teaching multicultural awareness. Eighty-two percent reported concentrating mostly on multicultural knowledge and content (Reynolds, 2011). These studies show that multicultural learning and competence is relevant to nearly all fields of study. Additionally, they emphasize the importance of both teachers and students becoming more knowledgeable about culture.

Although many fields of study are socially based and require a great deal of work with a diverse public, this is not the case with all fields or careers. Engineering is not usually expected to involve as much social interaction with clients or customers. Generally, it is believed that engineering is more of an individualized and science-based practice that involves fewer social interactions (Yu, 2012). However, this may not actually be the case. Even the engineering industry is becoming more diverse and globalized.

One study reported that 86% of engineering students agreed with the notion that intercultural communication was important for them to learn. The vast majority (89%) of participants agreed that there were cultural differences in oral communication that should be explored, and 86% indicated they believed there were cultural differences in the writing of professional documents (Yu, 2012). Failure to explore these cultural differences may result in problems among colleagues or customers from different

backgrounds. This study shows that even in fields such as engineering, cultural aspects must still be considered.

### **Assessments of Cultural Competence**

One of the major roadblocks in assessing cultural competence is that there are countless ways to go about it. There is no single test or assessment that is used universally; therefore, the idea of cultural competence itself is quite subjective. There have been several assessments created for this purpose. One of the most widely used is the Inventory for Assessing the Process of Cultural Competency among Healthcare Professionals (IAPCC). This instrument measures multiple dimensions of cultural awareness and understanding (Campinha-Bacote, 2002).

Campinha-Bacote (2002) based her IAPCC on the idea that healthcare practitioners must be able to implement culturally competent interventions and services. It asserts that there are several components to cultural competence: awareness, knowledge, skill, encounters, and desire. According to this model, all of these interconnected components must be applied in healthcare and other social services in order to maximize cultural competence (Campinha-Bacote, 2002). These components are similar to those found in Thomas and Inkson's (2009) book, which named knowledge, mindfulness, and skill as the major components of cultural competence. Both studies placed emphasis on the fact that cultural competence involves not only learning about culture and diversity, but the ability to apply knowledge in practical and clinical settings as well (Campinha-Bacote, 2002; Thomas & Inkson, 2009).

Participating in a study abroad experience is believed to increase cultural competence (Ballestas & Roller, 2013; Koskinen et al., 2009; Rui, 2013). Just by living in a different country, even if only for a short-term experience, individuals are exposed to different cultures. A study conducted by Ballestas and Roller (2013) measured the perceived cultural competency in students before and after a study abroad experience using The Inventory for Assessing the Process of Cultural Competency among Healthcare Professionals-Revised (IAPCC-R). The study found that 88.8% of the students were more culturally competent after studying abroad, as determined by an improvement in scores on the IAPCC-R after their study abroad experience. The authors determined that studying abroad leads to an increase in cultural competence due to the simple fact that when studying abroad, students are provided with firsthand experience in the differing cultural environment (Ballestas & Roller, 2013).

Even though studying abroad is perceived as mostly a positive experience, there are drawbacks as well. Some potential risks to studying abroad include increased vulnerability to disease or illnesses while abroad, involvement in traffic or other travel-related accidents, concern for personal safety (e.g., exposure to crime, violence, or abuse), increased exposure to drug or alcohol use, and discrimination based on race or ethnicity (Angelin, Evengård, & Palmgren, 2015; Pedersen, Neighbors, Atkins, Lee, & Larimer, 2017). When deciding whether to partake in a study abroad experience, one must first weigh the advantages and disadvantages.

### **Proposed Experiment**

This paper has presented literature on cultural competence and studying abroad as they relate to future career opportunities. A strong case can be made in favor of the hypothesis that studying abroad does lead to cultural competence, which therefore increases future career opportunities. To continue expanding on the research, I propose a research study intended to measure the effects of cultural competence on career opportunities after a study abroad experience.

The proposed study would involve several components. Participants would be randomly assigned to receive one of six possible packets. All packets would contain the resume of a fictional college graduate who was applying to a particular job. Participants would then complete a two-part survey assessing the perceived cultural competence of the job applicants and how likely the participants would be to hire the potential applicants. The participants would be asked to complete a demographic survey as well.

The resumes would be modified to fit a 3x2 between participant's factorial design: field of study (Teaching, Engineering, or Nursing) and previous study abroad experience (Yes or No). The fields of study would be reflected in the "Objective" section of the resume, where it would be indicated that the applicant was seeking employment in one of the three fields. The study abroad variable would be manipulated in the "Achievements" section of the resumes. It would be modified to report that the applicant participated in either an "international study away trip" or a "domestic study away trip" during college. Appendices A-F contain examples of how the resumes would be modified to reflect both variables.

The surveys that the participants will complete is based upon the resumes and will consist of two parts. The first part would assess the perceived cultural competence of the

applicants using a set of several questions. The participants will be asked to answer about the applicants based solely on their resumes. Demographic questions at the end of the packet will ask the participants their age, gender, ethnicity, class year, institution of study, past experience with travel (study abroad or non-educational trips), political affiliation, whether they have ever been in a managerial position at work, and the language(s) in which they are fluent.

All participants will begin the experiment by reading and signing an informed consent form. All participants will be given a debriefing form at the end of their participation in the study. They will also be given the chance to ask the experimenter any questions they may have about the study.

It is hypothesized that the results of the proposed experiment will indicate that cultural competence does impact future career opportunities. I hypothesize that participants will be more likely to want to hire job applicants who have participated in an international study abroad trip as opposed to a domestic trip. Additionally, I expect that participants will assign a higher level of cultural competence to job applicants who are applying for a job in the nursing field, followed by teaching and then engineering.

These results would indicate that cultural competence does positively impact future career opportunities. This is significant to both colleges and to students. Colleges may be more inclined to offer a wide variety of options for study abroad trips with data supporting their impact. Additionally, they also may make fundraising options and scholarship opportunities more available in order to make studying abroad a feasible possibility for all students. Students may also be more inclined to participate in study

abroad trips in order to enhance their resume with data supporting its importance for future career opportunities.

### **Conclusion**

This paper has provided a comprehensive overview of the current research on differences among cultural competence, studying abroad, and future career opportunities. It has been noted that cultural competence is an important and relevant concept, especially with increasing globalization. Regardless, more research is required to draw more definite conclusions about cultural competence and its relationship to career opportunities. The subjective nature of the term itself must be defined more clearly. This will enable more universal methods of assessment and allow researchers to better understand cultural competence.

Research must also be expanded on the benefits of studying abroad on future career opportunities. Theoretically, studying abroad does increase cultural competence. However, whether this impacts future career opportunities in measurably beneficial ways has not been concretely demonstrated. Further research could also expand upon whether there are differences between fields. This may impact students' decisions about studying abroad. Students may more inclined to participate in a study abroad trip if they are in fields that include greater levels of social involvement.



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## Appendix A: Proposed Resume (1 of 6) for Potential Subjects

[REDACTED]  
 6709 Prospect Court, Frederick, MD 21701  
 (240) 288-7777 – [REDACTED]@gmail.com

**OBJECTIVE:** To obtain employment in the Nursing field following my recent graduation from college in order to strengthen my work experience and skills.

**SKILLS SUMMARY**

- Excellent communication skills and desire to work with others
- Willingness to develop and grow as an employee
- Advanced knowledge of Microsoft Word, Excel, and PowerPoint

**EDUCATION**

**Hood College – Frederick, MD** May 2016  
 Bachelor's degree  
 Cumulative GPA: 3.5

**Frederick Community College – Frederick, MD** May 2014  
 Associate's degree  
 Cumulative GPA: 3.7

**ACHIEVEMENTS**

- Graduated Community College with honors
- Received Joseph Henry Apple Scholarship from Hood College for academic achievement
- Made Dean's List at Hood College (Spring 2014 through Spring 2016)
- Participated in an international study away trip with Hood College (Summer 2015)

**EMPLOYMENT HISTORY**

**Target, Germantown, MD** Aug. 2014 – Jan. 2015  
 Receptionist/Customer Service Associate

- Responded to customer complaints
- Monitored fitting room
- Trained other employees on how to provide customer service

**Northwest High School Soccer, Germantown, MD** Aug. 2014 - Present  
 Assistant Coach

- Employee of Montgomery County Public Schools, coaching high school athletes aged 14 – 18 years, in groups of up to 20, AED/CPR certified, counsel youth on eating habits, weight management, and how to avoid injury

**Hood College, Frederick, MD** Aug. 2015 – Dec. 2015  
 Teaching Assistant – (Psychology Course)

- Assisted faculty with grading papers, consulted one-on-one with students regarding assignments and grades

**Kohl's, Frederick, MD** May 2015 – Present  
 Support Specialist

- Received formal training in national-level retail management
- Responsible for pricing items and running clearance sales
- Provided excellence in customer service

## Appendix B: Proposed Resume (2 of 6) for Potential Subjects

[REDACTED]  
 6709 Prospect Court, Frederick, MD 21701  
 (240) 288-7777 – [REDACTED]@gmail.com

**OBJECTIVE:** To obtain employment in the Nursing field following my recent graduation from college in order to strengthen my work experience and skills.

**SKILLS SUMMARY**

- Excellent communication skills and desire to work with others
- Willingness to develop and grow as an employee
- Advanced knowledge of Microsoft Word, Excel, and PowerPoint

**EDUCATION**

**Hood College – Frederick, MD** May 2016  
 Bachelor's degree  
 Cumulative GPA: 3.5

**Frederick Community College – Frederick, MD** May 2014  
 Associate's degree  
 Cumulative GPA: 3.7

**ACHIEVEMENTS**

- Graduated Community College with honors
- Received Joseph Henry Apple Scholarship from Hood College for academic achievement
- Made Dean's List at Hood College (Spring 2014 through Spring 2016)
- Participated in a domestic study away trip with Hood College (Summer 2015)

**EMPLOYMENT HISTORY**

**Target, Germantown, MD** Aug. 2014 – Jan. 2015  
 Receptionist/Customer Service Associate

- Responded to customer complaints
- Monitored fitting room
- Trained other employees on how to provide customer service

**Northwest High School Soccer, Germantown, MD** Aug. 2014 - Present  
 Assistant Coach

- Employee of Montgomery County Public Schools, coaching high school athletes aged 14 – 18 years, in groups of up to 20, AED/CPR certified, counsel youth on eating habits, weight management, and how to avoid injury

**Hood College, Frederick, MD** Aug. 2015 – Dec. 2015  
 Teaching Assistant – (Psychology Course)

- Assisted faculty with grading papers, consulted one-on-one with students regarding assignments and grades

**Kohl's, Frederick, MD** May 2015 – Present  
 Support Specialist

- Received formal training in national-level retail management
- Responsible for pricing items and running clearance sales
- Provided excellence in customer service



## Appendix C: Proposed Resume (3 of 6) for Potential Subjects

[REDACTED]  
 6709 Prospect Court, Frederick, MD 21701  
 (240) 288-7777 – [REDACTED]@gmail.com

**OBJECTIVE:** To obtain employment in the Teaching field following my recent graduation from college in order to strengthen my work experience and skills.

#### SKILLS SUMMARY

- Excellent communication skills and desire to work with others
- Willingness to develop and grow as an employee
- Advanced knowledge of Microsoft Word, Excel, and PowerPoint

#### EDUCATION

**Hood College – Frederick, MD** May 2016  
 Bachelor's degree  
 Cumulative GPA: 3.5

**Frederick Community College – Frederick, MD** May 2014  
 Associate's degree  
 Cumulative GPA: 3.7

#### ACHIEVEMENTS

- Graduated Community College with honors
- Received Joseph Henry Apple Scholarship from Hood College for academic achievement
- Made Dean's List at Hood College (Spring 2014 through Spring 2016)
- Participated in an international study away trip with Hood College (Summer 2015)

#### EMPLOYMENT HISTORY

**Target, Germantown, MD** Aug. 2014 – Jan. 2015  
 Receptionist/Customer Service Associate

- Responded to customer complaints
- Monitored fitting room
- Trained other employees on how to provide customer service

**Northwest High School Soccer, Germantown, MD** Aug. 2014 - Present  
 Assistant Coach

- Employee of Montgomery County Public Schools, coaching high school athletes aged 14 – 18 years, in groups of up to 20, AED/CPR certified, counsel youth on eating habits, weight management, and how to avoid injury

**Hood College, Frederick, MD** Aug. 2015 – Dec. 2015  
 Teaching Assistant – (Psychology Course)

- Assisted faculty with grading papers, consulted one-on-one with students regarding assignments and grades

**Kohl's, Frederick, MD** May 2015 – Present  
 Support Specialist

- Received formal training in national-level retail management
- Responsible for pricing items and running clearance sales
- Provided excellence in customer service



## Appendix D: Proposed Resume (4 of 6) for Potential Subjects

[REDACTED]  
 6709 Prospect Court, Frederick, MD 21701  
 (240) 288-7777 – [REDACTED]@gmail.com

**OBJECTIVE:** To obtain employment in the Teaching field following my recent graduation from college in order to strengthen my work experience and skills.

**SKILLS SUMMARY**

- Excellent communication skills and desire to work with others
- Willingness to develop and grow as an employee
- Advanced knowledge of Microsoft Word, Excel, and PowerPoint

**EDUCATION**

<b>Hood College – Frederick, MD</b>	May 2016
Bachelor's degree	
Cumulative GPA: 3.5	
<b>Frederick Community College – Frederick, MD</b>	May 2014
Associate's degree	
Cumulative GPA: 3.7	

**ACHIEVEMENTS**

- Graduated Community College with honors
- Received Joseph Henry Apple Scholarship from Hood College for academic achievement
- Made Dean's List at Hood College (Spring 2014 through Spring 2016)
- Participated in a domestic study away trip with Hood College (Summer 2015)

**EMPLOYMENT HISTORY**

<b>Target, Germantown, MD</b>	Aug. 2014 – Jan. 2015
Receptionist/Customer Service Associate	
<ul style="list-style-type: none"> <li>• Responded to customer complaints</li> <li>• Monitored fitting room</li> <li>• Trained other employees on how to provide customer service</li> </ul>	

<b>Northwest High School Soccer, Germantown, MD</b>	Aug. 2014 - Present
Assistant Coach	

- Employee of Montgomery County Public Schools, coaching high school athletes aged 14 – 18 years, in groups of up to 20, AED/CPR certified, counsel youth on eating habits, weight management, and how to avoid injury

<b>Hood College, Frederick, MD</b>	Aug. 2015 – Dec. 2015
Teaching Assistant – (Psychology Course)	

- Assisted faculty with grading papers, consulted one-on-one with students regarding assignments and grades

<b>Kohl's, Frederick, MD</b>	May 2015 – Present
Support Specialist	

- Received formal training in national-level retail management
- Responsible for pricing items and running clearance sales
- Provided excellence in customer service

## Appendix E: Proposed Resume (5 of 6) for Potential Subjects

[REDACTED]  
 6709 Prospect Court, Frederick, MD 21701  
 (240) 288-7777 – [REDACTED]@gmail.com

**OBJECTIVE:** To obtain employment in the Engineering field following my recent graduation from college in order to strengthen my work experience and skills.

#### SKILLS SUMMARY

- Excellent communication skills and desire to work with others
- Willingness to develop and grow as an employee
- Advanced knowledge of Microsoft Word, Excel, and PowerPoint

#### EDUCATION

**Hood College – Frederick, MD** May 2016  
 Bachelor's degree  
 Cumulative GPA: 3.5

**Frederick Community College – Frederick, MD** May 2014  
 Associate's degree  
 Cumulative GPA: 3.7

#### ACHIEVEMENTS

- Graduated Community College with honors
- Received Joseph Henry Apple Scholarship from Hood College for academic achievement
- Made Dean's List at Hood College (Spring 2014 through Spring 2016)
- Participated in an international study away trip with Hood College (Summer 2015)

#### EMPLOYMENT HISTORY

**Target, Germantown, MD** Aug. 2014 – Jan. 2015  
 Receptionist/Customer Service Associate

- Responded to customer complaints
- Monitored fitting room
- Trained other employees on how to provide customer service

**Northwest High School Soccer, Germantown, MD** Aug. 2014 – Present  
 Assistant Coach

- Employee of Montgomery County Public Schools, coaching high school athletes aged 14 – 18 years, in groups of up to 20, AED/CPR certified, counsel youth on eating habits, weight management, and how to avoid injury

**Hood College, Frederick, MD** Aug. 2015 – Dec. 2015  
 Teaching Assistant – (Psychology Course)

- Assisted faculty with grading papers, consulted one-on-one with students regarding assignments and grades

**Kohl's, Frederick, MD** May 2015 – Present  
 Support Specialist

- Received formal training in national-level retail management
- Responsible for pricing items and running clearance sales
- Provided excellence in customer service

## Appendix F: Proposed Resume (6 of 6) for Potential Subjects

[REDACTED]  
 6709 Prospect Court, Frederick, MD 21701  
 (240) 288-7777 – [REDACTED]@gmail.com

**OBJECTIVE:** To obtain employment in the Engineering field following my recent graduation from college in order to strengthen my work experience and skills.

**SKILLS SUMMARY**

- Excellent communication skills and desire to work with others
- Willingness to develop and grow as an employee
- Advanced knowledge of Microsoft Word, Excel, and PowerPoint

**EDUCATION**

**Hood College – Frederick, MD** May 2016  
 Bachelor's degree  
 Cumulative GPA: 3.5

**Frederick Community College – Frederick, MD** May 2014  
 Associate's degree  
 Cumulative GPA: 3.7

**ACHIEVEMENTS**

- Graduated Community College with honors
- Received Joseph Henry Apple Scholarship from Hood College for academic achievement
- Made Dean's List at Hood College (Spring 2014 through Spring 2016)
- Participated in a domestic study away trip with Hood College (Summer 2015)

**EMPLOYMENT HISTORY**

**Target, Germantown, MD** Aug. 2014 – Jan. 2015  
 Receptionist/Customer Service Associate

- Responded to customer complaints
- Monitored fitting room
- Trained other employees on how to provide customer service

**Northwest High School Soccer, Germantown, MD** Aug. 2014 - Present  
 Assistant Coach

- Employee of Montgomery County Public Schools, coaching high school athletes aged 14 – 18 years, in groups of up to 20, AED/CPR certified, counsel youth on eating habits, weight management, and how to avoid injury

**Hood College, Frederick, MD** Aug. 2015 – Dec. 2015  
 Teaching Assistant – (Psychology Course)

- Assisted faculty with grading papers, consulted one-on-one with students regarding assignments and grades

**Kohl's, Frederick, MD** May 2015 – Present  
 Support Specialist

- Received formal training in national-level retail management
- Responsible for pricing items and running clearance sales
- Provided excellence in customer service

## Appendix G: Proposed Survey for All Potential Subjects

Please respond to the following questions using the provided scale.

	Strongly disagree	Mostly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Mostly agree	Strongly agree
1. The applicant appears to be able to analyze data in ways that enhance his or her understanding of the relationship between culture, public policy, and public service delivery	1	2	3	4	5	6	7
2. The applicant appears to be able to lead and manage in the context of cultural diversity	1	2	3	4	5	6	7
3. The applicant appears to be able to define culture and list various factors that influence culture	1	2	3	4	5	6	7
4. The applicant appears to be able to communicate how and why culture matters	1	2	3	4	5	6	7
5. The applicant appears to be able to understand how his or her own cultural background influences their interactions with people of different cultures	1	2	3	4	5	6	7
6. The applicant appears to be able to understand the cultural aspects of interpersonal communication	1	2	3	4	5	6	7
7. The applicant appears to be able to understand the influence of a client's culture on public service delivery	1	2	3	4	5	6	7

	Strongly disagree	Mostly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Mostly agree	Strongly agree
8. The applicant appears to be able to describe the cultural practices of different ethnic and racial groups	1	2	3	4	5	6	7
9. The applicant appears to be able to incorporate culturally relevant information into policy analysis	1	2	3	4	5	6	7
10. The applicant appears to know how to ask others if there are culturally relevant dimensions to their needs	1	2	3	4	5	6	7
11. The applicant appears to be able to communicate well with culturally diverse populations	1	2	3	4	5	6	7
12. The applicant appears to be able to describe the racial and ethnic composition of the city where he or she currently resides	1	2	3	4	5	6	7
13. The applicant appears to feel uncomfortable interacting with people whose cultural background is different from his or her own	1	2	3	4	5	6	7
14. The applicant appears to have regular social interactions with people of different ethnic or racial groups outside of the classroom or work	1	2	3	4	5	6	7

	Strongly disagree	Mostly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Mostly agree	Strongly agree
15. The applicant appears to seek out books, articles, movies and other media on cultural dimensions of public policy and public service provision	1	2	3	4	5	6	7
16. The applicant appears to be able to use a variety of sources to learn about the cultural heritage of other people	1	2	3	4	5	6	7
17. The applicant appears to be able to learn from others about different cultural heritages	1	2	3	4	5	6	7
18. The applicant appears to avoid using generalizations to stereotype people	1	2	3	4	5	6	7
19. The applicant appears to feel unsafe within communities of color	1	2	3	4	5	6	7
20. The applicant appears to believe that when people immigrate to the US, they should learn enough English to manage basic daily transactions on their own	1	2	3	4	5	6	7
21. The applicant appears to believe that public administrators need to be aware of different cultures that exist within their communities	1	2	3	4	5	6	7

	Strongly disagree	Mostly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Mostly agree	Strongly agree
22. The applicant appears to believe that public administrators have a responsibility to learn about different groups of people that make up society	1	2	3	4	5	6	7
23. The applicant appears to be open to feedback about how he or she relates to people of different cultures	1	2	3	4	5	6	7
24. The applicant appears to believe that access to public services is not a privilege but a right, regardless of one's social or political status	1	2	3	4	5	6	7

25. When picturing this applicant, do you see them as a male or a female?

Male

Female

Other

Undecided

26. How likely would you be to hire this applicant? **(Please respond using a percentage; 0% meaning completely unlikely and 100% meaning definitely would hire)**

\_\_\_\_\_

27. How qualified does this applicant appear to be for the job? **(Please respond using a percentage; 0% meaning completely unqualified and 100% meaning entirely qualified)**

\_\_\_\_\_

28. Of the following list, please select the **top three (3)** attributes that you believe are the best or most helpful to this applicant (you do NOT need to rank your choices).

- ☐ Their status as a college graduate
- ☐ The scholarship they earned
- ☐ Their cultural competence
- ☐ Their willingness to grow as an employee
- ☐ Their work history
- ☐ Their study away experience
- ☐ Their GPA at the time of graduation
- ☐ Their experience with coaching of a high school team
- ☐ Their Dean's List and/or Honors student standing
- ☐ Other (Please list): \_\_\_\_\_

29. Based on past work experience, how many years of professional experience does this applicant appear to have?

\_\_\_\_\_



## Appendix H: Proposed Demographic Survey for All Potential Subjects

1. What is your gender? (Please circle)

Male                  female                  other                  prefer not to answer

2. What is your age? \_\_\_\_\_

3. What is your ethnicity? (Please circle all that apply)

African American                  Asian American                  Caucasian  
Hispanic/Latino                  Other

4. At what college or university are you currently a student?

\_\_\_\_\_

5. What is your class year?

Freshman                  Sophomore                  Junior                  Senior

6. What is your major? \_\_\_\_\_

7. Have you ever studied abroad with any school-run program? (Please circle)

Yes                  No                  Prefer not to answer

8. Are you an international student?

Yes                  No                  Prefer not to answer

9. How many times **per year** do you travel, on average, for trips not related to education? (i.e. vacations)

\_\_\_\_\_

10. Please list all of the countries that you have been to, including the United States.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11. Please list all of the U.S. states that you have been to, including the one where you currently reside. (Abbreviations are fine)

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12. Have you ever been in a managerial position in the workplace?

Yes      No      Prefer not to answer

13. What is your first/primary-spoken language? \_\_\_\_\_

14. How many years of a foreign language class have you taken? (**total** number of years including junior high, high school, and college)

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15. Are you fluent in any other languages besides your primary one?

Yes      No      Prefer not to answer

If yes, please list what other(s):

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Emily Kefauver