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# Making a Diplomat: Study Abroad Pathways to International Relations Occupations

Anthony E. Ciero

*SIT Graduate Institute - Study Abroad*

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Making a Diplomat: Study Abroad Pathways to International Relations Occupations

Ciero, Anthony E., PIM 74

Advisor: Dr. Lynée Connelly

SIT Graduate Institute

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Student Name: Anthony Ciero

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### **Abstract**

This case study surveys and interviews alumni of International Student Exchange Programs (ISEP) direct enroll study abroad programs to learn about their post-program career path. ISEP alumni study from and in over 50 countries worldwide. Survey and data analysis methodology for this study used Cognitive Information Processing, Social Cognitive Career Theory, Chaos Theory, and Systems Theory of career development to determine what guides alumni toward or away from international relations (IR) related occupations.

Alumni in IR-related careers usually had an internationalized personal history prior to university and reported that their ISEP program improved their ability to secure and perform their job duties. Participants not engaged in IR-related occupations reported a low comfort level living abroad or unsureness of IR-related career pathways.

This work recommends increased investment in pre-university internationalization, IR-related employment resources, and more robust program-related support, particularly for students who identify ethnic or racial minorities in either their home or host culture.

*Keywords:* Professional Development, Social Cognitive Career Theory, Cognitive Information Processing Theory, Chaos Theory, Systems Theory, Internationalization, International Relations, Diplomacy, International Student Exchange Programs, Study Abroad, Exchange, Direct Enroll

## Making a Diplomat: Study Abroad Pathways to International Relations Occupations

### **Introduction**

This IPIC case study surveys and interviews alumni of International Student Exchange Programs (ISEP) to learn about their post-program career path, and their involvement specifically in careers related to international relations (IR). Located in Arlington, Virginia, International Student Exchange Programs (ISEP) provides study abroad access to a wide body of students by administering study abroad programs through its membership of over 300 sending and hosting university partners. ISEP alumni study from and in over 50 countries worldwide on a direct enroll-style study model, which makes ISEP alumni an ideal case study population from which to draw conclusions about alumni who study on the direct enroll model.

This case study uses Cognitive Information Processing, Social Cognitive Career Theory, and Chaos and Systems Theory of career development as a framework to understand what guides ISEP's alumni toward, or away from, IR-related occupations after they finish their ISEP programs. This inquiry provides a better understanding of ISEP's alumni as the organization continues to engage with them through the new ISEP Alumni Network and guide them through ISEP's new career integration course. Outcomes of this IPIC will help ISEP to better serve the IR community by more intentionally preparing a diverse body of quality alumni for these careers.

### **Needs Assessment**

Most of ISEP's students pay room, meals and tuition costs to their home university along with a modest ISEP enrollment fee to study through an ISEP Exchange member internationally. Others pay a fee directly to ISEP to bypass the organization's exchange balance system and study on ISEP Direct programs. Exchange programs allow students with more financial

restrictions to accomplish their study abroad goals, while the Direct programs allow students with more financial capability to find the experience they want. ISEP Direct revenue also provides operational revenue necessary to continue providing ISEP Exchange programs for students who could not study abroad otherwise. Both program formats are direct enroll, which allows students to study alongside locals and access the courses in the university's regular catalog.

Until an organizational restructure in 2015 and a leadership change in 2016, ISEP was mainly an administrative body that enforced membership policy and administered the finances and exchange balances that kept the ISEP network functioning. Leading up to the organization's changes in 2015, its role as a silent facilitator meant its student numbers suffered. While ISEP doesn't publish enrollment numbers in its annual reports, its student-generated revenue declined every year from 2012 to 2016 (ISEP, 2013; ISEP, 2014; ISEP, 2015; ISEP, 2016; ISEP, 2017). Aside from creating financial difficulty, this decline blunted ISEP's impact as fewer students attended the programs ISEP strives to provide access to. The organization began to reverse this trend in 2017 (ISEP, 2018) after its restructure and leadership changed dedicated more resources to marketing and student-facing services. The key to this success, therefore, was asserting ISEP's impact to students, prospective members, potential partner organizations and the international education industry at large.

As it continues to maximize its contribution to the students and community it serves, ISEP has strived to measure and communicate its impact more thoroughly. For example, 2017's ISEP Conference: Advancing Inclusive Communities signaled to its members that it was devoting more time and resources to creating a truly inclusive community and sought to empower a student body that did the same. As of 2016, ISEP's annual reports moved beyond

financial statements and executive summaries to become the annual “Impact Report” (ISEP, 2017). The new report dedicated more space to expressing the organization’s community and global impact.

One measurement of ISEP’s impact is the continuing contribution of ISEP’s alumni to the global community. Anecdotally, ISEP alumni participate in grassroots exchange programs like the Japan Exchange and Teaching (JET) Program and English Program in Korea (EPIK). Students often mention their intent to apply to these programs after graduation in ISEP applications and reach out to these programs’ alumni among the ISEP staff for advice as they move through the application process. This research seeks to achieve the goal of measuring ISEP’s impact, specifically on the global community and its relationship with international relationship-building occupations like grassroots exchange organizations or foreign ministries.

ISEP’s Student Success Officer, who manages ISEP’s alumni relations, reinforced the merit of this research during a 2018 conversation, noting that any research related to career outcomes would benefit ISEP. Because of the regular student interest in these grassroots exchange programs, and because of ISEP’s stated belief in the contributions of student mobility to global understanding and peace (ISEP 2017), This research focuses specifically within the scope of occupations that further international diplomatic relationships—defined in the literature review under “Study Abroad and Diplomacy”—and the relationship that ISEP’s programs have with those occupations. Understanding that contribution will help both ISEP and organizations that offer similar direct enroll-format programs better defend the belief that these programs contribute to global understanding and peace, and leverage the outcomes of this research to accomplish its organizational objectives.

## Research Question

This IPIC seeks to ascertain in causative terms the continuing impact of ISEP and similar direct enroll programs on international diplomatic efforts through the testimony of participants who chose to, or chose not to, involve themselves in these efforts as a career. In other words, participating in ISEP and similar direct enroll programs either enables, encourages, disables, discourages, or has no effect on participants' later choice to enter careers that contribute to overall global understanding and peace. As such, the principle question of this research is a pragmatic one: *What factors have led ISEP alumni toward, or away from, an occupation that furthers international diplomacy?*

These diplomacy-related occupations are defined in the literature review under "Study Abroad and Diplomacy." To more specifically measure the nature of these occupations and their impact on the global community, the research also seeks to answer:

- What types of occupations -- foreign service ministries, grassroots exchanges, or private companies and organizations with diplomatic functions -- do these alumni ultimately work in?

The IPIC will also ask:

- How does a student's personal history and identity (racial, ethnic, sexual, gender or class identity) affect their path toward or away from these occupations?

As ISEP seeks to more deliberately manifest their commitment to inclusivity and a more diverse pool of study abroad participants, this research also strives to include diverse career

development stories. Understanding participants' personal histories and identities will provide more relevant guidance to job seekers and alumni who share these histories and identities.

Knowledge of participants' history and identity will also ensure the conclusions in this work contextualize participants' career journeys within their lifelong experience and avoid incorrectly attributing alumni career outcomes to the single variable of their ISEP study abroad program.

## **Literature Review**

### **Career Development Theory**

Career development theories are useful for basing career outcomes studies, as they outline measurable factors that lead to positive career outcomes. However, these theories are increasingly diverse while convergence remains elusive (McMahon & Patton, 2018). As such, there is no single widely recognized framework to analyze student and alumni career paths. At least one study used Cognitive Information Processing Theory of career development (CIP) to evaluate the career impact of students' study abroad programs (Kronholz & Osborn, 2016). CIP holds that career aspirants base their career decisions on knowledge of self and one's career options, and processes this information via the CASVE cycle -- "the process of career problem solving and decision making, involving the phases of communication, analysis, synthesis, valuing, and execution" (Sampson, Peterson, Reardon, & Lenz, 2003, p. 1) This "thinking and doing" approach analyzes self-knowledge and career-related knowledge, then allows career counsellors to plan interventions to process that knowledge using the CASVE cycle as a guideline.

Another career theory, Social Cognitive Career Theory (SCCT), frames this knowledge differently. SCCT grounds career choice in self-efficacy, one's belief in their ability to perform in a career context; and outcome expectations, the consequences they believe will result from

that performance (Lent & Brown, 1996). Lent and Brown tie aspects of career-related cognition like achievement and personal goals into this framework as part of a feedback loop that influences self-efficacy and outcome expectations. One's achievements, for example, would factor into their belief in their career performance ability, while they would base their personal goals on what they believed they could achieve. Outcome expectations would further tailor these goals. SCCT also ties social environment to these cognitive factors. For example, Brown & Lent link different learning experiences and both implicit and explicit cultural barriers that oppressed groups experience as affecting an individual's self-efficacy beliefs and stunting one's outcome expectations (Lent & Brown, 1996).

While both cognitive models are clear and useful for understanding the core influencers of a student's ultimate career path, the changing nature of work in the 21st century has made room for other nonlinear factors to more greatly influence these paths (Schlesinger & Daley, 2016). Chaos Theory and Systems Theory contextualize these influences (McMahon & Patton, 2018). In this modern context, studying the direct impact that study abroad might have on a student's career development through self-efficacy building, self-knowledge, and exposure to career paths that influence expected outcomes is a vital tool for understanding study abroad's impact on participants' future career outcomes. However, study abroad programs also constitute a drastic change in environment, which introduces countless smaller attractors -- chance meetings, moments of inspiration, networking opportunities or unexpected elective courses, for example -- that may nonlinearly impact the larger system that is a student's career path (Schlesinger & Daley, 2016). Some of these less predictable events may represent *phase shifts* -- significant changes in one's career decision-making process (p. 91).

### **Study Abroad and Career Path**

Employability studies of study abroad participants generally report a positive correlation between study abroad and future employment success. The Institute of International Education (IIE) and the AIFS Foundation co-authored a white paper that showed a quicker path to employment for study abroad alumni, and encouraged wider inclusion of career advising in relation to students' study abroad programs (Institute of International Education, 2018). At ISEP, many students enter their programs with explicit career goals in mind. These students often seek unique coursework or experiences that contrast with their field of study at home. For example, many students going to Japan plan to complement a STEM-related field with language and culture experience for a semester. IIE finds that STEM majors who studied abroad outside of their academic track reported that it contributed to a job offer, while only 28% of science-focused study abroad students reported the same (Institute of International Education, 2018, p. 13).. IIE asserts longer-term students, of which the majority of ISEP participants are, will receive the greatest impact on their transferrable skills and employability (Institute of International Education, 2018, p. 13).

Norris & Gillespie studied 3,723 Institute for International Education of Students (IES) study abroad program alumni in a 2002 retrospective longitudinal survey. Most respondents reported their study abroad program either ignited an interest in a new career path, or provided them with skills, such as language skills, that enabled a career path (Norris & Gillespie, 2008). Kruze, Orahood and Woolf studied graduates of the Indiana University Kelley School of Business five to ten years after graduation, and determined that students who studied abroad were more interested in working at a company with an international focus, or even in a foreign country (Orahood, Woolf, & Kruze, 2008). An Erasmus impact study emphasizes this

international inclination with a large population of semester-long and year-long direct enroll students; 40% of Erasmus alumni who participated in the 2014 study moved to another country after graduation, compared to 23% of non-mobile alumni (Directorate-General for Education, Youth, Sport and Culture (European Commission), 2017, p. 15). This suggests that study abroad students may be more inclined to participate in IR-related occupations.

Kronholz & Osborn's (2016) work shows that career development theories can be used as a metric framework for analyzing students' career outcomes. They used Cognitive Information Processing (CIP) theory as a metric framework to study responses of 106 study abroad alumni of a southeastern university's study abroad cohort. A large majority of respondents reported that their study abroad experience had a positive impact on all factors of CIP -- their self-knowledge, knowledge of vocational options, their career processing via the elements of the CASVE cycle, and their ability to consider their own cognitive process in career decision-making. 79% of respondents specifically reported a direct connection between study abroad, their vocational identity and career decision-making (Kronholz & Osborn, 2016).

The above literature provides strong evidence that study abroad experience positively influences students' knowledge of available careers, career self-efficacy, in-demand career skills, and employability in general. In theory, the international inclination of study abroad alumni would indicate higher suitability for IR and diplomatic occupations.

### **Study Abroad and Diplomacy**

Noé Cornago's work *Plural Diplomacies: Normative Predicaments and Functional Imperatives* defines diplomacy as an expression of wider social interactions among humans across states -- and sometimes in conflict with the "symbolic power and social constraints" national boundaries impose -- rather than exclusively an organ of state-to-state official

interactions (Cornago, 2013). Cornago describes a continuity between official diplomacy and social life and makes room for everything from official foreign ministry activities to everyday social interactions like those of grassroots ambassadors, or even individuals interacting across borders as part of their daily life.

Madalina Akli outlines the history of study abroad as a form of cultural diplomacy in itself (Akli, 2012), describing its diplomatic rationales as early as 1965 (Akli, 2018, p. 36). Akli goes on to create a model of study abroad that outlines students' roles as cultural ambassadors, and encourages empowering students to be effective in this role (2012, p. 38-46). In this way, students represent their home countries alongside those participating in government-sponsored grassroots diplomacy programs such as Peace Corps, JICA, Fulbright, Boren and government-sponsored language teaching programs.

Prominent industry professionals like IIE President Allan Goodman continue to assert the importance of study abroad in diplomatic efforts in their public discourse (Goodman, 2013). Governments dedicate resources to study abroad to forward national aims, apparent from scholarships like the Gilman Award and Critical Language Scholarship. Though these programs usually cite defense, globalization and the aforementioned grassroots diplomacy as the primary goal, (Bureau of Education and Cultural Affairs Exchange Programs, n.d.) (Institute of International Education, 2018) the fact that the U.S. State Department itself funds many of these programs is evident that diplomacy is a strong motivator for their continued support. The Gilman Scholarship specifically emphasizes its role in creating both grassroots and official ambassadors. Gilman's 2016 evaluation reports that 66% of its participants took on bridging roles between people from different cultures or countries after finishing their program. 84% maintained

relationships with people from the country where they studied (Bureau of Educational and Cultural Affairs, 2016).

Many of these programs actively recruit at study abroad fairs, which indicates a perception that study abroad participants are equipped for these programs. However, no research is available on how many study abroad alumni join them, or become foreign service officers of any country, after graduating. This lack of published study represents a significant gap in the literature of the relationship between study abroad and diplomacy.

Beyond foreign ministries and grassroots diplomats, Elena Georgiadou outlines five models of economic or commercial diplomacy that involve foreign ministries taking a larger or smaller role in international commercial efforts. Georgiadou suggests moving toward a model that integrates this effort under the foreign ministry, but the nature of commercial diplomacy in all its forms involves cooperation with private sector actors to promote a state's commercial interests (Georgiadou, 2018). The role of these private contributors cannot be discounted when considering the wide corps of individual, corporate and state actors worldwide who contribute to global diplomatic efforts.

Multinational public-private cooperative organs like CULCON, a bi-national advisory board between the U.S. and Japan, represent government-level efforts to foster public-private cooperation and nurture mutually beneficial relationships among private and non-government organizations. CULCON brings together stakeholders from across sectors to further educational and cultural underpinnings to the U.S.-Japan relationship (CULCON, n.d.). CULCON panelists include former ambassadors, members of major corporations, university presidents, and private diplomatic organization presidents (CULCON, 2012). CULCON also convenes an annual U.S.-Japan Related Organizations Summit to collaborate with, and maintain relationships among,

organizations that have a U.S.-Japan focus, which ISEP regularly attends. These non-governmental bodies are important diplomatic contributors.

### **Conclusion**

The literature review demonstrates that career development professionals have established a variety of frameworks to measure career aspirants' preparedness to enter the workforce, and to stage interventions to maximize their competent career decision-making ability and job candidacy. Study abroad increases self-efficacy and practical skills both to succeed in a wider variety of jobs, and to obtain desired positions. Additionally, the conceptual relationship between study abroad experience and diplomacy across all dimensions of the field are clear; students already practice grassroots diplomacy during and after their programs and are well-suited for diplomatic actions in their professional lives after they graduate. However, there has been little to no scholarship on the professional-level diplomatic involvement of study abroad alumni. Studying a population of study abroad alumni such as those of ISEP programs would provide a window into how study abroad alumni see themselves in relation to the web of international relationships that makes up international diplomacy. Researching ISEP's alumni will determine how many participate in a career that participates in diplomatic efforts, what those efforts are, and even how to foster those career paths among current and future ISEP students.

### **Research Design and Methodology**

This case study consists of a survey of ISEP program alumni and follow-up interviews with key participants. This study population is immediately relevant to ISEP as an organization. ISEP is a study abroad network that offers both full (room, meal and tuition) exchange programs, and fee-based study abroad programs in 57 countries. ISEP's programs are mostly "direct enroll"

programs, which allow students to enroll as non-degree-seeking international students directly in host universities, with access to most or all courses offered at the university. Because the study abroad community still widely uses the direct enroll program format for bilateral university exchange agreements, both the study abroad community and the international relations (IR) community will benefit from this inquiry, along with current and future study abroad alumni exploring occupations with an IR element.

### **Design Methodology**

The initial survey was distributed to the ISEP alumni network using Google Forms. The Network is an online community consisting of over 1,000 ISEP alumni who have Alumni indicated their interest in being contacted by ISEP for alumni events, webinars, and access to resources such as job and internship opportunities

19 out of the 57 Participants who offered their contact information were identified for interviews to provide more information about their responses. Intention was given to include a balance of participants who had and had not begun their careers, as well as those who had and had not been interested or engaged in IR-related positions. Others who indicated a significant change in their career path because of their ISEP program were identified. Three responded and were interviewed. Two participants were employed, both in IR-related jobs, and one was seeking a job as an art therapist across borders. No participants without interest or who were not currently engaged in an IR-related position responded.

### **Survey and Interview Design**

The survey used concepts from CIP, SCCT, and Chaos and Systems Theories as they apply to career development, and responses were analyzed using those theories as a conceptual framework. Responses were coded according to how respondents' ISEP programs affected their

knowledge of themselves and their career options per CIP career development theory, or similarly SCCT's concept of self-efficacy and outcome expectations. Considering SCCT's social dimension, information about participants' personal histories and demographic backgrounds was solicited to capture any societal or environmental factors participants may have considered relevant to their experience, and about specific events or influences that may have served to initiate phase shifts, disproportionately altering participants' career outcomes.

The survey questions were split to target two separate populations – alumni who have started their first job after graduating from their degree program, and those who have not –and solicited either the participant's actual career or career intentions, respectively. Respondent pools were then asked about their current or prospective job and if it entailed interacting with entities from other countries. Survey questions then focused on how participants' ISEP program affected their career or career aspirations. Separately from their current career or career goals, participants were asked about their interest in an IR-related job and how their ISEP program affected their interest or perception, as well as their ability to perform in such a job. (See survey questions on Appendix A)

ISEP participants are overwhelmingly speakers and writers of academic-level English as a requirement for their programs, and so the survey was distributed in English with attention to readability for students who speak English as a Second Language. Roughly 35% of responses were from students who indicated countries that primarily spoke a language other than English as their home country.

Once the surveys were collected and coded, 19 out of 57 Participants who offered their contact information were identified for interviews based on the survey data. Attention was kept to the balance among employment status and IR-related career interest/participation.

Participants who had not begun their careers and were not interested in IR-related occupations were invited, but none responded for an interview.

Three participants responded and were interviewed. One participant who indicated they were not engaged in an IR-related occupation was interviewed, but indicated during the interview they were in a position that qualified as IR-related. Another participant was also employed as a research assistant at their ISEP program host university, and a third was not employed, but was seeking employment as an art therapist in an international setting.

Participants were asked to go into greater detail about the short answer questions from the survey. Specifically, they were re-asked to explain their occupation or career goal in greater depth, and were asked about ISEP's role in their current career trajectory. They were also asked questions about how their ISEP program changed their perception of, and their ability to perform, in the IR-related careers they indicated an interest in. They were also asked to go into greater depth about their personal or family background as it relates to their path toward or away from an IR-related occupation.

To encourage anonymity and allow participants to fully explore the subject matter, each response was assigned an identification number and were not asked any identifying information other than the contact information for students who elected to be contacted for a follow-up interview. Surveys, interview transcripts, recordings, notes, and consent forms were kept behind password protection, and coding documents identify participants only by number, and only when differentiation is necessary.

### **Data analysis methods**

To analyze the survey data, the Google Forms data was exported into the data analysis software Dedoose for analysis. Data was marked and described using set of codes based on

SCCT, CIP, Chaos and Systems career development theories and the responses were analyzed using those theories as a conceptual framework. After beginning to classify the survey data and discovering where gaps lie in the response information, interview participants were selected among respondents who elected to be contacted and offered contact information. Interviewees clarified and expanded upon questions in the survey, which clarified the survey response data.

### **Limitations**

While a longitudinal study is ideal for career development study, it is not feasible to communicate with students from before their program through their mid-career for a capstone project. However, given the success and ease of continued implementation of this inquiry format, this IPIC should provide ISEP and other researchers with a template to develop a more consistent and robust research tool as it continues to evaluate the success of its programs.

Also, while demographic data was collected on race and ethnicity, sex and gender identity, and ability status were collected, many of the responses skewed largely in favor of “White/Caucasian,” “female” and “no disability,” respectively. Because responses from participants of minority study abroad populations – U.S. American People of Color, ethnic minorities in their respective home countries, males, and students with disabilities specifically – were comparatively rare, this study may not represent these study abroad minorities with the same robustness. Because the understanding of race or ethnicity outside the United States varies by geography, many respondents answered this within their own cultural context, or simply stated their nationality. While some of this demographic data was used for qualitative analysis, more specific study will be warranted in the future to adequately represent these study abroad alumni.

Also notable is that all respondents studied abroad for at least one semester, with the longest period of study being two years. This means that the data here may not apply to alumni of short-term programs such as ISEP Summer or J-term programs, which run between two weeks and two months long.

### **Findings**

Of the 75 responses deemed usable, the vast majority (42 out of 75) listed the United States as their home country. 46 participants had begun their career, while 29 were still searching (Appendix D, Graphic 5). Of the respondents who had begun their careers, 31 were in an IR-related field, and 15 were not. Of those still searching, 20 were searching for IR-related careers and 6 were not. A high level of interest and engagement in IR-related careers is in line with literature like the ERASMUS Impact Study, which reports “93% (compared with 73% of the non-mobile students) could envisage living abroad and 95% of mobile students (compared to 78% of non-mobile students) wished to work in an international context” (Directorate-General for Education, Youth, Sport and Culture (European Commission), 2017).

20 respondents had not started their career but were interested in IR-related professions. (Breakdown of interested professions on Appendix D, Table 1)

### **Participants Engaged in International Relations-Related Occupations**

By far, the most ubiquitous factor that correlated with interest or engagement in IR-related occupations was their pre-ISEP history. All but one participant searching for or engaged in an IR-related occupation had an internationalized background. Participants had histories of personal or family travel, involvement in optional language programs, or a group of friends from other countries prior to entering university. Only two respondents interested in an IR-related occupation specifically mentioned a background that did not include any international influence.

Many of the respondents mentioned family members who spent significant time abroad, or general encouragement from their family from a young age. For those without that environment, extra-curricular internationalization opportunities provided their impetus to consider studying abroad. One survey respondent writes:

“I grew up in a multi-cultural home and while I'm not Korean/Asian, I developed an interest in Korean culture and beauty products during high school. I was also part of AVID, so I was able to visit many college campuses as a teenager. Our campus tour guides would always mention Study Abroad which peaked my interest in living in Korea.” (Survey, June 2019)

Interview participant Mary (pseudonym) relayed the story of how her involvement in French Honors Society required her to speak with French speakers online, one of whom was an Egyptian. Ultimately, her conversations with them during the Arab Spring protests inspired her to become a human rights lawyer, which is the track she is on today (Personal Communication, July 7, 2019). She mentioned she was from a relatively culturally homogeneous small town in Indiana, and she is not alone; 5 other respondents mentioned a lack of internationalization in their rural U.S. American towns.

These people-to-people connections were reinforced through the network alumni built while on their ISEP programs. Approximately half (13 respondents) mentioned developing a wider network through their ISEP program -- friends they met abroad, influential faculty members, or specific job opportunities they were connected to through people they met overseas.

Of the codes related to the Social Cognitive Career Theory (SCCT) descriptors, self-efficacy was the most commonly referenced. 27 respondents currently engaged in IR occupations indicated their ISEP program increased their ability to obtain or succeed in their position. Ten

specifically mentioned an easier job search, with employers considering them above other candidates. Participants also mentioned on-the-job skills that helped them maintain or work within their current positions. This overwhelmingly referred to languages, but students also mentioned increased adaptability and skills specific to their current occupation (Appendix D, Graphic 2).

12 participants indicated they developed greater outcome expectations (SCCT) because of their programs. This was closely tied to goal-setting. Specifically, 5 participants mentioned they were more confident in their ability to secure jobs, and 11 realized jobs were available or obtainable in the IR field -- in other words, they discovered that they could succeed in careers that delivered on their international interests, and their program developed their perception that pursuit of this job would result in a more successful job hunt and meaningful career outcomes.

This is closely related to the Cognitive Information Processing (CIP) Theory dimension of occupational knowledge, in which 21 participants mentioned an expanded understanding of available IR careers. 16 participants who obtained IR-related jobs mentioned a change of career goals as a direct result of their program. While some participants mentioned a wider perception of career opportunities, others mentioned specific opportunities. One survey participant shared, “I met a guy in ISU during my experience abroad, who was applying for the Peace Corp and he made it. He went teaching abroad and learned so much from the Kazakhstan culture. And I always [admired] him for that. My dream is to help people no matter where, so I'd love to have that opportunity [someday]” (Survey, June 2019).

Some respondents mentioned seeing the entire world as an opportunity to work and degree-seeking education instead of their home country. Others noted that working with international cohorts stoked an interest in working with international students in their careers,

which resulted in. One alum began her program as a pharmacy student, and marketing electives drastically changed her career choices. She now works in Singapore for eight different markets in Asia on behalf of a major fashion company (Survey, June 2019).

The most widely-reported ways that ISEP programs influenced the dimension of self-knowledge (CIP) were through a change in interest. Of 12 participants in IR-related occupations whose self-knowledge changed because of their programs, 8 specifically mentioned they were now more interested in IR-related careers, or that it opened their eyes to an IR-related occupation.

Unsurprisingly, all ten participants in international student mobility cited a change in occupational knowledge. All respondents who work in international mobility credit their career in whole or in part to their ISEP program. These respondents were also the most likely to indicate job-specific ability changes as part of how ISEP influenced their self-efficacy.

When viewing responses through the lens of Chaos and Systems theories, chance occurrences -- both phase shifts that drastically altered a participant's career trajectory and the wide array of more expected attitude-changing experiences that are expected on a study abroad program -- also played a part in what led participants to their IR-related careers. Some career-changing program experiences were more predictable: twelve students cited more expected experiences like taking unique coursework, getting to know a wider group of friends or professors, and understanding different education systems. These occurrences represent less controlled aspects of a study abroad program that nevertheless translate to changes in participants' career trajectories. In an interview, one participant cited her interactions with people in her host country of Malaysia as contributing to her belief that she could pursue an international career. She mentions, "I really had no idea what it would be like to live someplace

like that, in that climate, and like I said, the people were so nice...I think that I did really well as far as adapting...I just watched and learned. That was really good for me, and I just absolutely loved their culture, so I would like to do that again” (Survey, June 2019).

In more drastic occurrences, participants mentioned phase shifts like a last-minute decision to take a research opportunity after the end of their program or meeting a friend with a career connection. 8 students mentioned specific career opportunities they learned about or obtained through meeting someone on program. One participant met their significant other while on program, drastically changing her career and life trajectory:

“I met my husband during study abroad who was from Lebanon, which inspired me to study Arabic. Following my study of Arabic I received a Fulbright grant and lived and worked in Morocco. Without a doubt this is how I was able to obtain employment in my current job, because I bring skills of cultural competency including knowledge of language, religion, gender roles, body language, etc.” (Survey, June 2019).

Of participants who currently work in IR-related positions, 23 noted they have considered other IR-related positions aside from the one they were already in. This indicates a strong interest in exposure to other fields within the IR community, and an opportunity to foster mobility among these fields. Enabling this mobility would entail more education, networking and professional development efforts among these related fields.

### **Barriers to International Relations-Related Work**

13 of the 46 respondents who have started their career are not in an IR-related position. These participants generally cited less growth related to the self-efficacy (SCCT) and occupational knowledge (CIP) dimensions, mainly because their current occupations wouldn't be as immediately applicable as to those engaging in IR-related occupations. Proportionally, when

compared to participants in IR-related occupations, self-knowledge (CIP) and outcome expectations (SCCT) were similar between participants engaged and not engaged in IR-related occupations (Appendix D. Graphic 2). Many non-IR participants coded with these dimensions often cited a knowledge of their own comfort level or personal limits related to living or working abroad, or expectations of negative outcomes in these fields. One participant writes about how their ISEP program tempered their interest in working abroad: “My program experience led to me realize that I could/would live abroad for a few years, but would not want to move permanently” (Survey, June 2019).

Not all these participants have counted out IR-related occupations, however. 11 out of these 13 participants noted they have considered IR-related positions aside from their current occupation. 6 indicated they are either IR alumni or are still interested or working toward these occupations. Two others simply prioritized different occupations. One survey participant believed they would make a “bigger and better impact as a physician than a diplomat,” (Survey, June 2019) while another felt their skills and interests were more suited to their long-time dream job of acting (Survey, June 2019).

9 others indicated a logistical or perceptual barrier to IR-related occupations. One participant mentioned a spouse whose security clearance precluded the participant from engaging in work with foreign governments. Another mentioned they would like to be near family in case of emergencies.

Most barriers were related to perception of IR-related occupations, or difficulty conceptualizing IR-related careers. Most of this was related to participants’ personal history and social background, or how this background influenced their program experience. Participants indicated that their life pre-program did not foster an interest or example of working in an

international setting. In contrast, only 3 of 29 respondents in IR-related fields noted they did not have that foundation, with two noting an opportunity for internationalization -- an extra-curricular language class and a secondary school study abroad program respectively -- that fostered their interest in international cultures despite a family or local environment that did not actively promote it (Appendix D, Graphic 3).

While many participants not currently engaged in IR-related positions are still actively pursuing these opportunities, some participants do not see a path toward these opportunities. Mary's interview reveals that, while she was not currently engaged in an IR-related profession, it was still an end goal. The participant had just applied for a job as an international admissions counselor, and still considers a long-time dream of becoming a human rights attorney for the UN. While she was heavily involved in the UNHCR committee for her host university's Model United Nations, she did not see a clear career path toward that goal right now. "since I started my collegiate career I had this far-away dream of becoming an attorney and working for the UN. I still have that dream. I don't know in what capacity besides I want to be a human rights attorney, so I don't even know what the next step would be...So I'm still open to that but it's not really close, and it's not within reaching distance at this point, I think." (Personal Communication, July 7, 2019) Another interview subject, Jane (pseudonym) echoed similar apprehensions. While Jane had hoped to use her skills as an art therapist abroad, she was unaware of opportunities available beyond the Peace Corps, from which a lack of teaching credentials precluded her. (Personal Communication, July 7, 2019)

Though many of these participants simply noted a lack of active internationalization in their pre-university background or insecurity on how to achieve their IR-related career goals, the strongest survey example cited a participant's difficulty assimilating to life in the UK as an

Asian: “I think [Asians are] a second class citizen in western [countries]. Subtle racism is still valid...My lack of [English] proficiency frustrates me as I could not communicate with others perfectly...” (Survey, June 2019) Another survey respondent cited her “race, gender, and religious beliefs” and language ability as affecting her level of comfort in certain countries (Survey, June 2019), identifying elsewhere as a Black woman.

These responses indicate either a lack of career knowledge (CIP), or social barriers that have negatively affected these participants’ self-efficacy beliefs with regards to an occupation and healthy life abroad. Rather than lacking something that enabled their entry into IR, social barriers influenced them to avoid it. One survey response went on to note a long and difficult selection process for government occupations: “Unfortunately, life doesn’t wait. Student loans come due and bills must be paid.” (Survey, June 2019)

### **Conclusion & Recommendations**

IR-related career options are reliably popular among study abroad alumni. Among respondents, interest in an IR-related career was overwhelming, with 70 of 75 participants having at least considered an IR-related occupations, and most of the respondents having engaged in them. Those who entered IR-related occupations spoke more about their ability to perform in their positions than those who entered other occupations, which means they are better suited for the tasks associated with IR-related occupations. This presents opportunities for both IR-related entities that hope to actively recruit competent employees, and for organizations that have a stake in fostering successful career paths among these alumni.

### **The Importance of Background**

Successful alumni employed in an IR-related occupation almost always had a background that supports or offers internationalized opportunities before the start of their undergraduate

program. This took the form of friends and family who had lived or studied abroad, a personal history of living or travelling abroad in the past, language study, or even interaction with friends from other countries. These backgrounds plant seeds for interest in an IR-related career, and can sometimes even provide networking opportunities before students have even started their university life. Conversely, given the occurrence of participants who felt their racial or ethnic background put international life beyond their comfort zone, minority status may draw qualified alumni away from an IR career's applicant pool.

### **International Relations Skill Building on Program**

Alumni cite increased confidence, marketable skills and specific abilities that helped them perform in IR-related occupations, positively influencing their self-efficacy beliefs and outcome expectations (SCCT). Alumni become aware of new job opportunities and set new goals in accordance with this boost in self-confidence and a wider range of IR-related jobs they discover are available to them. Students also gain a boost in knowledge of self (CIP) as they become aware of their international interests and learn to cope with life abroad.

On-program interactions with students, professors and other host country locals lead to many of the skills, abilities and job opportunities alumni enjoy because of their programs. Alumni credit communications skills and intercultural competency to their interactions, which in turn leads to greater self-efficacy beliefs (SCCT). Alumni also found job opportunities specifically through friends, professors and administrators, translating to increased occupational knowledge (CIP). Any one of these interactions can constitute a phase shift (Chaos Theory) that drastically alters a student's career trajectory, from an issue with course registration that leads to an unexpected class to meeting a significant other and moving to a third country permanently.

### **Supporting Student and Alumni Success**

An internationalized background is critical to developing an interest and comfort with international interactions before a student begins their university experience. In the absence of more organic internationalization, school-associated or extra-curricular opportunities to engage in international experiences were often reported to fill this gap. Those with a stake in fostering successful IR-related job candidates like potential employers, universities, and career development organizations have the potential to invest in the future job applicant pool by promoting these opportunities well before a student enters university. Internationalization opportunities are particularly influential in locations such as in the rural United States, where organically developing international environments can be less common.

Preparing students to understand and capitalize on the expected and unexpected challenges and opportunities they will encounter to on their programs falls upon those tasked with preparing and supporting students before and during their programs. Some who turned away from IR-related positions simply had other, stronger career priorities. However, many expressed that their program showed them that they would prefer a life away from IR-related positions. This was especially true among the racial or ethnic minority alumni that responded. This stresses the need for specific diversity resources and illuminates the impact these resources may have not only on the reality of opportunities for minority students, but the diversity of professionals representing their home countries in the international arena.

Beyond this, barriers to an IR-related occupation are often information gaps. While ISEP's own Alumni Network seeks to connect alumni with jobs through networking and promoting specific opportunities, participants still report they are unaware of the next steps in their career which will lead them to their committed goal of working in an IR-related occupation.

Those recruiting for IR-related occupations would benefit from building a wider network of job availability, career pathway, and career development knowledge. Given the prevalence of respondents who were interested in multiple career opportunities within the IR landscape, this development would ideally be one that creates pathways among the various types of occupation in the IR community. Fortunately, given the skills and interests of study abroad alumni like those of ISEP programs, a highly skilled and able applicant pool should be easy to find.

### **Recommendations for Future Study**

The survey and interview data from this case study provides a rich data set for analysis, and the conclusions provide meaningful insight into the career paths of alumni as they move toward or away from IR-related careers. Study abroad professionals, career development professionals, IR-related career employers and other stakeholders can use this information to widen the IR-related applicant pool and better prepare potential recruits to learn about, maintain interest, and engage in these careers.

This work leaves room for more specific categories of participants to be further studied. Studying employees in IR-related positions would more effectively measure how many IR professionals take advantage of the learning available to them through study abroad programs. Comparing these professionals' skillsets to that of professionals that studied abroad would provide more information about the skills learned on study abroad programs, whether they provided an advantage over other career paths that ended in IR, and how other IR professionals obtained the skills necessary for their positions.

A focus on other study abroad alumni populations – namely alumni of short-term programs and a sample population that focused specifically on the study abroad minorities noted

in the Limitations section of this study would introduce needed data on the unique challenges any one of those minorities faced.

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<https://www.ed.gov/news/press-releases/education-department-establishes-enhanced-federal-aid-participation-requirements-acics-accredited-colleges>

### Appendix A. Survey Questions

General questions:

- How many times did you study abroad? (Ans: once, twice, three times, four times, more)
- What country was your most recent ISEP program in?
- What year did your most recent ISEP program start?
- About how long was your total time studying abroad? (Ans: 1 month, 2 months, 1 semester, 1 year, 1 ½ years, 2 years)
- Was your ISEP experience your first time in another country? (Ans: yes/no)
- What motivated you to study abroad?
- Have you started your first full-time job since finishing your ISEP program? (Ans: Yes/No, directs participants to either “Alumni who have not started their first job” or “Alumni who have started their first job” questions)

Alumni who have not started their first job:

- What kind of job do you hope to have three to five years from now?
- Would this job involve directly interacting with people, businesses or governments across international borders? If so, please describe those roles.
- Take a moment to think about your career interests before your ISEP program. How have your career interests changed from your pre-program interests? How has your program affected those changes?
- Have you ever considered working in an international relations-related job?
  - (No)
  - (Yes – Foreign ministry, state department, embassy, consulate or other diplomatic role;
  - (Yes – cultural exchange program like The Peace Corps, Japan Exchange and Teaching (JET) Program, Japan International Cooperation Agency (JICA), The Fulbright Program, etc.)
  - (Yes – Other job that actively promotes interaction across international borders, like a cultural consultant or international policy researcher)
- If other, please describe.
- If yes, did you consider this before or after your study abroad program? (before/after/N/A)
- How, if at all, did your study abroad program influence your interest or perception of this job or career?
- How, if at all, did your study abroad program influence your ability to participate in this job or career?

Alumni who have started their first job:

-Describe your current job.

-Does your job involve directly interacting with people, businesses or governments with other countries? Does it involve your study abroad program's host country? If so, please describe those roles.

-Take a moment to think about your career interests before your ISEP program. How have your career interests changed from your pre-program interests? How has your program affected those changes?

-Have you ever worked in, or considered working in an international relations-related job?

(No)

(Yes – Foreign ministry, state department, embassy, consulate or other diplomatic role;

(Yes – cultural exchange program like The Peace Corps, Japan Exchange and Teaching (JET) Program, Japan International Cooperation Agency (JICA), The Fulbright Program, etc.)

(Yes – Other job that actively promotes interaction across international borders, like a cultural consultant or international policy researcher)

-If you have, did you first consider this job before or after your study abroad program?

(Yes/No/NA)

-How, if at all, did your study abroad program influence your interest or perception of this job or career?

-How, if at all, did your study abroad program influence your ability to participate in this job or career?

All participants:

-Take a moment to reflect on your background – including but not limited to your personal identities, your personal and family history, geography, or important events in your life outside your study abroad experience.

-How have these factors influenced your path toward or away from international relations-related jobs (diplomat, foreign service officer, embassy worker, exchange program participant, private company position that interacts with governments, businesses or people from other countries, etc.)

-Take a moment to think about ISEP program experiences. What specific events, if any, influenced your path toward or away from international relations-related jobs? This can include things like courses you wouldn't have taken at your home university, meetings, personal connections, club memberships, excursions, conversations, chance interactions, or anything else that happened during your program.

Demographic questions:

These questions are elective. You may answer them in any detail you prefer, or simply write “Prefer not to answer” in the field.

-Age:

-Race and/or ethnicity:

-Sex and/or gender:

-Ability status (are you living with a disability? Can you briefly describe it?):

-Were you the first person in your immediate family to attend college or university?

-What country did you spend most of your life in before enrolling in your home ISEP university?

-We would like to contact some participants for follow-up interviews to ask more detailed questions about their study abroad experiences and careers. May we contact you for a follow-up interview? If so, please enter your preferred contact information – preferably email. If you are entering a phone number, please include your country code:

## **Appendix B. Survey Informed Consent Language**

The following will be included at the beginning of the online survey:

*Making a Diplomat: Understanding Study Abroad Alumni Pathways to International Relations Occupations*

My name is Anthony Ciero, and I am a student with the SIT International Education Master of Arts program and a Student Advisor at ISEP. I would like to invite you to participate in a study I am conducting to fulfill my capstone requirement for a Master of Arts in International Education. Your participation is voluntary. Please read the information below, and ask questions about anything you do not understand, before deciding whether to participate. If you decide to participate, you will be asked to indicate that you understand this form and give consent to participate in this study. Please keep a copy of this form for your records.

### **Purpose of The Study**

The purpose of this study is to understand the relationship between study abroad alumni and occupations related to international relations or diplomacy. This survey will ask some multiple choice and short answer questions about your ISEP program, your career since your program if you've started one, and your future career goals. The survey will take about 20 minutes. You can share as many or as few details as you are comfortable sharing. There are no foreseeable risks to participating in this study and no penalties should you choose not to participate; participation is voluntary.

### **Study Procedures**

The study consists of online surveys and one-on-one personal interviews. Participants will complete 24 multiple choice or short answer questions. Participants can complete this online survey at a convenient place and time on a personal computer with an internet connection. It should take about 20 minutes to complete.

If you are willing to participate in a follow-up interview, you can enter your contact information when prompted. If you are chosen for a follow-up interview, I will contact you using the contact information you provide to arrange a convenient time to complete a telephone or online voice call. The call should take no more than 20 minutes. Interviews will be audio recorded.

### **Potential Risks or Discomforts**

There are no anticipated risks associated with this study. There are no foreseeable risks to participating, and no penalties for choosing not to participate. Your participation is completely voluntary, and you may elect not to answer any questions in this survey by entering "Prefer not to answer" in the answer field. You may stop the survey at any time.

### **Potential Benefits to Participants and/or to Society**

The results of this survey will be used to publish a research paper, which will be distributed to the ISEP community to better help us understand the career pathway from study abroad to international relations or diplomacy-related careers. This study will be beneficial to anyone hoping to start or better understand these careers. You are welcome to email

[Anthony.Ciero@mail.sit.edu](mailto:Anthony.Ciero@mail.sit.edu) to ask for a copy of the final paper. It will also be available through the SIT library.

**Confidentiality**

Any identifiable information obtained in connection with this study will remain confidential. The survey will not ask for your name or any other directly identifiable information, and will only ask for contact information if you choose to volunteer for an interview. Survey responses will be password protected. When the results of the research are published, or discussed in conferences, no identifiable information will be used.

**Participation and Withdrawal**

Your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

Please type a response after the statement below. A “YES” response indicates that you understand the statement and are at least 18 years of age and you agree to participate. If you respond “NO,” your response to this study will not be used.

I understand the potential risks associated with participation in this study. I also realize that while the researcher will keep responses confidential, the security of online surveys is not guaranteed. Furthermore, I am at least 18 years of age or older. (Text field.)

**RESEARCHERS’ CONTACT INFORMATION**

If you have any questions or want to get more information about this study, please contact us at

[Anthony.Ciero@mail.sit.edu](mailto:Anthony.Ciero@mail.sit.edu) or my advisor, Dr. Lynee Connelly at [lynee.connelly@sit.edu](mailto:lynee.connelly@sit.edu).

**RIGHTS OF RESEARCH PARTICIPANT – IRB CONTACT INFORMATION**

In an endeavor to uphold the ethical standards of all SIT proposals, this study has been reviewed and approved by an SIT Institutional Review Board. If you have questions, concerns, or complaints about your rights as a research participant or the research in general and are unable to contact the researcher please contact the Institutional Review Board at:

Institutional Review Board

1 Kipling Road, PO Box 676

Brattleboro, VT 05302-0676

USA

[irb@sit.edu](mailto:irb@sit.edu)

802-258-3132

### **Appendix C. Interview Informed Consent Language**

The following will be sent to interviewees by email before their interview:

*Making a Diplomat: Understanding Study Abroad Alumni Pathways to International Relations Occupations*

Thank you for filling out my survey and agreeing to be contacted for an interview. I would like to invite you to participate in a follow-up interview following the survey I distributed on [date]. As with the survey, your participation in the interview is voluntary. Please read the information below, and ask questions about anything you do not understand, before deciding whether to participate. If you decide to participate, you will be asked to indicate that you understand this form and give consent to participate in this study. Please indicate your consent and keep a copy of this form for your records.

#### **Purpose of The Study**

The purpose of this study is to understand the relationship between study abroad alumni and occupations related to international relations or diplomacy. This survey will ask some multiple choice and short answer questions about your ISEP program, your career since your program if you've started one, and your future career goals. The survey will take about 20 minutes. You can share as many or as few details as you are comfortable sharing. There are no foreseeable risks to participating in this study and no penalties should you choose not to participate; participation is voluntary.

#### **Study Procedures**

Interview participants will meet by phone or audio voice call to clarify and elaborate on some of the questions from the original survey. The interview length will range from participant to participant, but should not take more than 20 minutes.

#### **Potential Risks or Discomforts**

There are no anticipated risks associated with this study. There are no foreseeable risks to participating, and no penalties for choosing not to participate. Your participation is completely voluntary, and you may elect not to answer any questions in this interview by saying that you prefer not to answer. You may stop the interview at any time and ask that your data may be deleted.

#### **Potential Benefits to Participants and/or Society**

The results of this survey will be used to publish a research paper, which will be distributed to the ISEP community to better help us understand the career pathway from study abroad to international relations or diplomacy-related careers. This study will be beneficial to anyone hoping to start or better understand these careers. You are welcome to email [Anthony.Ciero@mail.sit.edu](mailto:Anthony.Ciero@mail.sit.edu) to ask for a copy of the final paper. It will also be available through the SIT library.

**Confidentiality**

Any identifiable information obtained in connection with this study will remain confidential. The survey will not ask for your name or any other directly identifiable information, other than the contact information you entered to volunteer for an interview. Survey responses will be password protected. When the results of the research are published, or discussed in conferences, no identifiable information, including the contact information you provided, will be used.

**Participation and Withdrawal**

Your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

Please type a response after the statement below. A “YES” response indicates that you understand the statement and are at least 18 years of age and you agree to participate. If you respond “NO,” your response to this study will not be used.

*I understand the potential risks associated with participation in this study. I also realize that while the researcher will keep responses confidential, email correspondence is not secure. Furthermore, I am at least 18 years of age or older.*

Participant's signature \_\_\_\_\_

Researcher's signature \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

I may wish to quote from the interview with you either in the presentation or reports resulting from this work. A pseudonym (fake name) will be used in order to protect your identity.

Initial one of the following to indicate your choice:

\_\_\_ *I agree to allow quotations from my interview to be used in presentations and/or reports.*

\_\_\_ *I do not agree to allow quotations from my interview to be used in presentations and/or reports.*

### **Consent to Audio-Record Interview**

Initial one of the following to indicate your choice:

\_\_\_ *I agree to allow this interview to be audio-recorded.*

\_\_\_ *I do not agree to allow this interview to be audio-recorded.*

### **Resaerchers' Contact Information**

If you have any questions or want to get more information about this study, please contact us at [Anthony.Ciero@mail.sit.edu](mailto:Anthony.Ciero@mail.sit.edu) or my advisor, Dr. Lynee Connelly at [lynee.connelly@sit.edu](mailto:lynee.connelly@sit.edu).

### **Rights of Research Participant – IRB Contact Information**

In an endeavor to uphold the ethical standards of all SIT proposals, this study has been reviewed and approved by an SIT Institutional Review Board. If you have questions, concerns, or complaints about your rights as a research participant or the research in general and are unable to contact the researcher please contact the Institutional Review Board at:

School for International Training

Institutional Review Board

1 Kipling Road, PO Box 676

Brattleboro, VT 05302-0676

USA

[irb@sit.edu](mailto:irb@sit.edu)

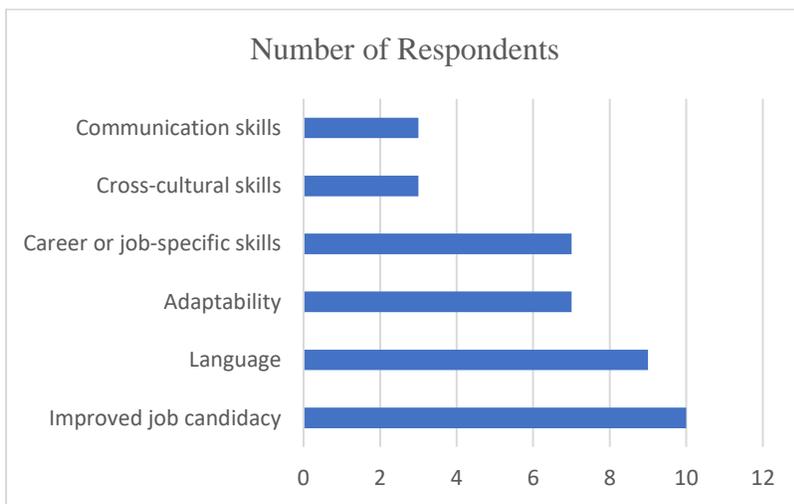
802-258-3132

**Appendix D. Assorted Tables and Graphics**

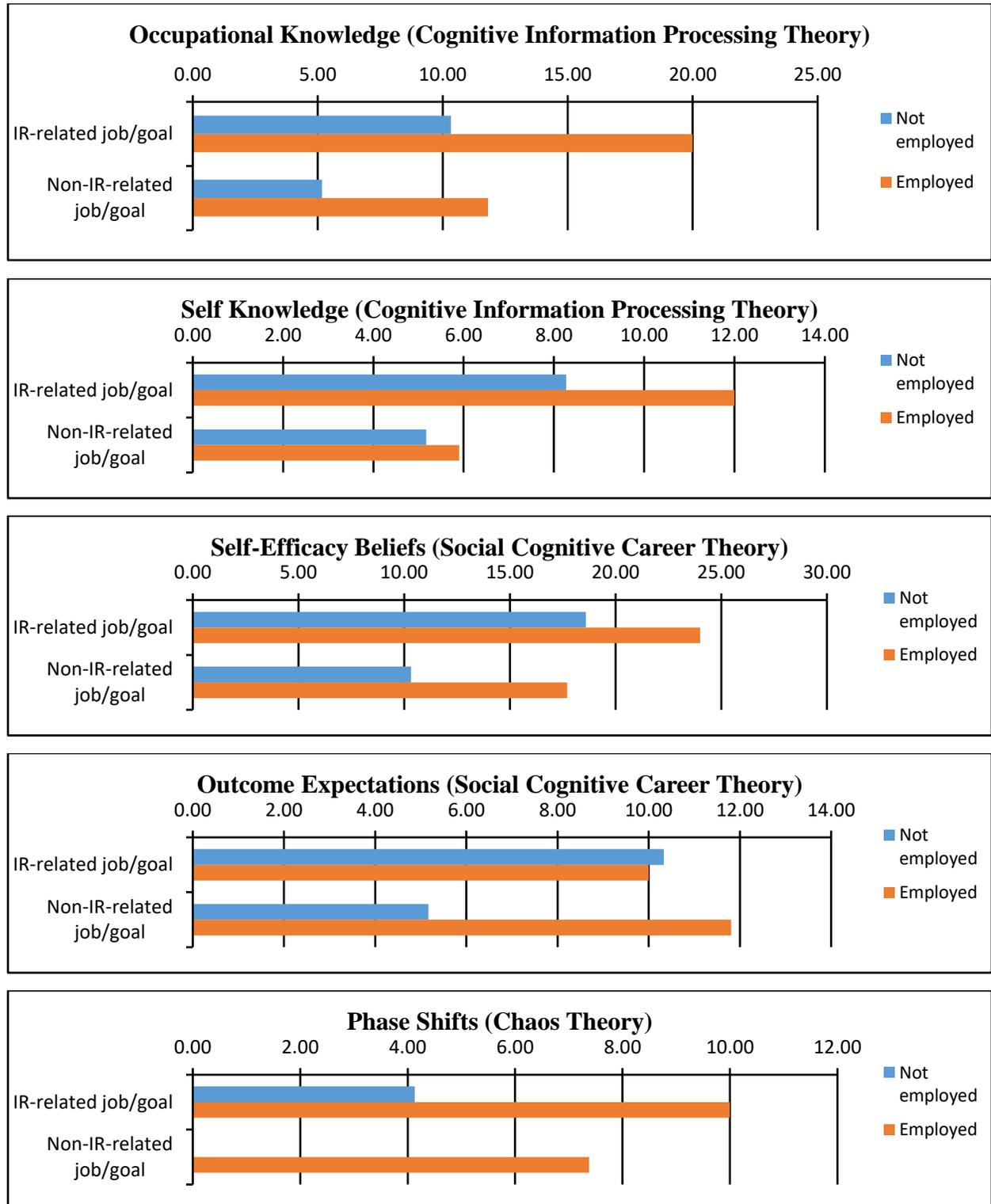
Table 1. Types of IR-Related Occupation or Occupational Goal by Popularity.

Occupation Type	Current Occupation	Occupational Goal
Education (Excl. grassroots diplomacy programs)	17	5
Engaging in private business across borders	7	7
Employed in a foreign country	11	2
IR-related NGO, Policy advocacy or consulting	3	5
Grassroots Diplomacy (JET, Peace Corps, Fulbright, etc.)	5	2
Other IR-Related Occupation	3	1
Foreign Ministry	1	1
Non-IR-related profession	15	6

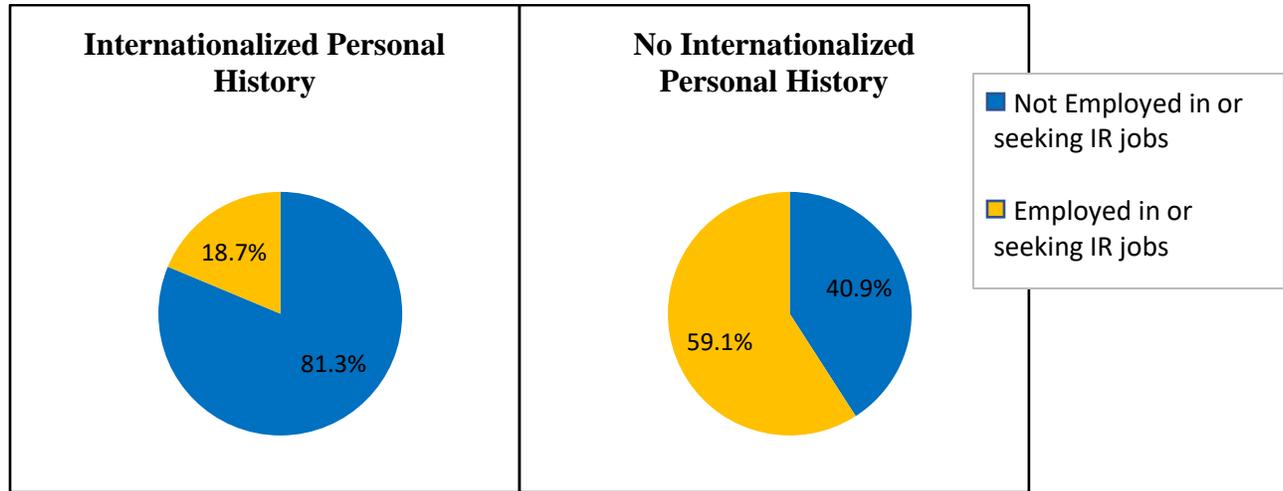
Graphic 1. Skills learned on ISEP programs according to alumni currently employed in IR-related occupations who cited increased self-efficacy beliefs (SCCT).



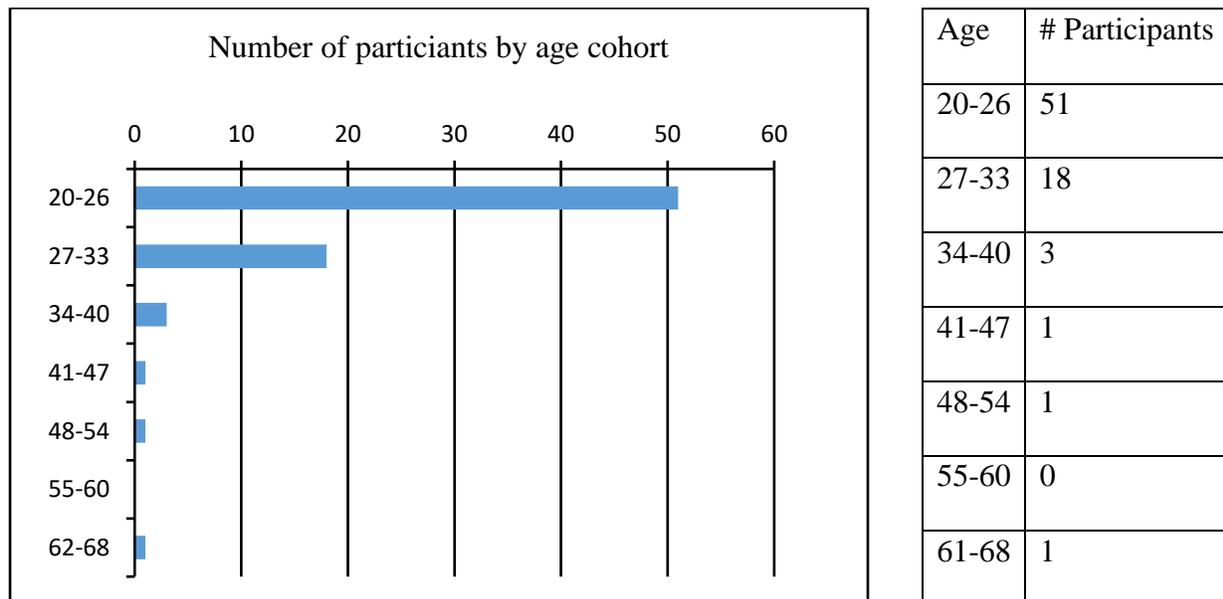
Graphic 2. Prevalence of theory-related codes by employment status and IR relationship, normalized to account for proportion of respondents in each category.



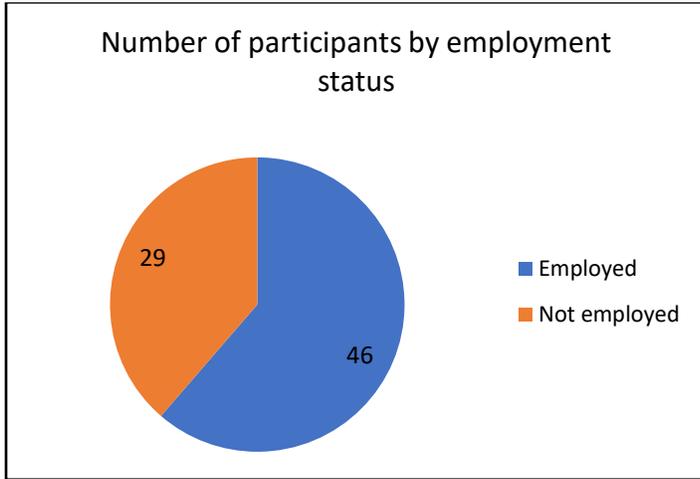
Graphic 3. Comparison of participants with and without an internationalized personal history by IR-related career engagement.



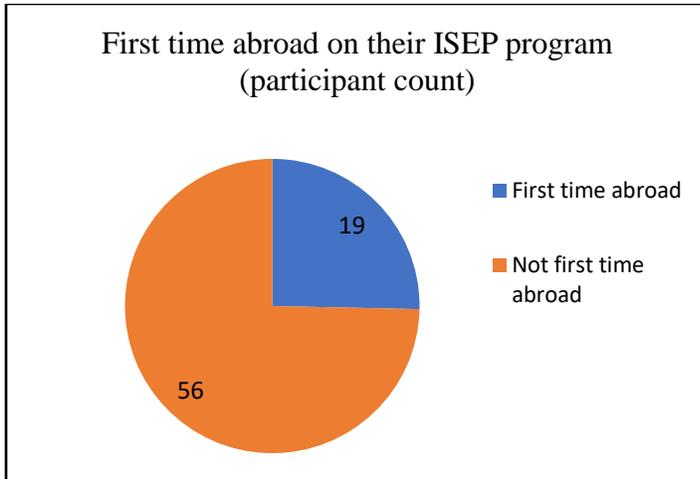
Graphic 4. Number of participants by age cohort.



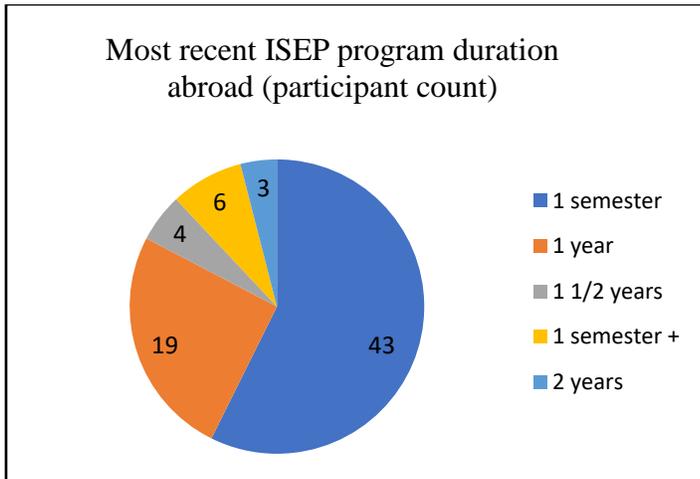
Graphic 5. Number of participants by employment status.



Graphic 6. Number of participants for whom their ISEP program was their first time abroad.



Graphic 7. Duration of participants' most recent ISEP program.



Graphic 8. Number of times participant studied abroad prior to taking the survey.

