



Bryant University

HONORS THESIS

Signaling Towards the Cultural Lanes That Inform the Map of Corporate Culture: Surveying Employer Perceptions of Study Abroad Impacts

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ABSTRACT

While thorough research has been conducted to assess the short-term and long-term personal and professional impacts of a study abroad experience (SAE) on an individual, there lacks no further research on how and if such effects carry forward in a student's later career. This paper identifies whether employers of employees with SAE are more satisfied with their performance as compared to the performance of employees without prior SAE. Following this line of inquiry, I investigate the most frequently recognized attributes of employees with SAE as compared to their colleagues without such experience, identifying the researched benefits of study abroad which are most notable in individuals by their employers; namely, foreign language use and intercultural competence. Serving as a springboard for future research, the paper gestures towards exploring 21st-century corporate American business perspectives as an underlying bias in respondents, paving the way for a discussion rooted in the residual effects of cultural values on hiring managers' mindsets and decision-making processes.

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INTRODUCTION

This research considers how mid-level managers from small and medium-sized companies (SMEs) perceive the performance of their employees with prior study abroad experience (SAE). Additionally, the research considers how the perceived performance of employees without SAE may differ from the former. Significant research reveals that study abroad yields positive impacts for the participants in terms of enhanced personal and professional skills, including increased foreign culture appreciation, self-reliability, self-esteem and independence (Hutchins). While scholars conclude that these benefits last not only in the short-term, but even decades following the SAE (Dwyer and DeGraaf), there remains an absence of research regarding whether employers notice these benefits in their employees. Herein it becomes evident the opportunity to explore which qualities or attributes mid-level managers from SMEs perceive from their employees who had studied abroad for at least a semester as an undergraduate student. Likewise, a deepened point of research unfolds in investigating the level of satisfaction employers have with the performance of employees with and without SAE.

By considering which researched benefits of study abroad are noted to be the most frequent attributes in employees with and without SAE, the findings provide data to help communicate how students with SAE perform in a professional environment, as perceived by their later employers. Notably, employers recognized employees with SAE to more frequently demonstrate foreign language and intercultural competence skills. This information is of use to potential hiring managers, collegiate study abroad and admissions offices, and potential participants in study abroad programs should they find interest in the effects SAE may have on a professional career. Given that the respondents of this study were hiring managers – referenced as employers – considering their employees’ performance and attributes, it is interesting to note their respective industries as it demonstrates the variety of workplaces where study abroad participants and nonparticipants have chosen to explore as a professional career. Reporting industries included telecommunications, media, staffing, travel services, financial services, healthcare, and real estate, among others. Study abroad participants’ skills -

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whether they be influenced by their abroad experience or not - can be utilized in multiple professional arenas.

In addition to such findings, the study invites a discussion of the embedded subconscious values at play in informing the survey respondents. While the findings demonstrate that SAE is not a specific indicator of future employer satisfaction – as both employees with and without known SAE presented satisfactory levels of performance in the eyes of their employers – therein lies the opportunity to consider the biases that contribute to the employer (participant) responses. Such biases or subconscious values at play may include 21st-century American business perspectives, where the current cultural climate focuses on long-term financial objectives and growth. With this underlying priority embedded in the everyday corporate culture, hiring managers may be more apt to value employee attributes that support that goal. Subsequently, what an individual values or cares about might be something they are more apt to recognize externally. Following this line of inquiry, this study invites opportunities for further research and comparison between American corporate values and priorities and those from other regions. From there, it offers further research opportunities for considering how those region-specific values affect their respective hiring managers' priorities and values.

LITERATURE REVIEW

Extensive research has been conducted to identify impactful benefits for students who study abroad, however, a noticeable gap is whether employers notice these benefits in terms of their employees' performance, given that those individuals were past participants in SAE. Furthermore, additional research would be impactful to determine how employers, as defined by mid-level managers from SMEs, perceive the performance of employees who have studied abroad relative to their employees without a similar experience. Given that studies dating from the 1970s to at least 2018 have identified the benefits and impacts of SAE, the findings demonstrate noted consistency in the researched benefits and attributes one can develop following an extended study abroad. By detailing the specific findings of scholarship in the

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field, it is evident that there's a need for studying how and if these benefits, impacts, and developed attributes are later perceived by the study abroad participants' employers.

From a 2004 study, researcher Dr. Mary Dwyer from the Institute for the International Education of Students (IES) determined that – compared to individuals without SAE – past study abroad participants achieved more consistent foreign language use, intercultural and personal development, and future academic accolades over a fifty-year period. Dwyer's research also finds that participants noted higher levels of self-confidence, an increased sense of maturity, and an improved ability to tolerate ambiguity immediately following their experience and, in some cases, these changes were sustained decades later. Notably, distinct challenges accompany foreign cultural immersion that require learning and flexibility that take form in initial culture shock and an adaptation to different cultural lifestyles (Milian, et al).

Further studies support and highlight the above findings, wherein study abroad participants are noted to have developed vital skills to establish themselves as leaders who are more comfortable navigating a global context (Ruhter). Another 1985 study, by researchers Norman Kauffmann and George Kuh, finds study abroad participants experience an increased interest in the welfare of others, a greater appreciation for cultural differences, and acquire a more sophisticated view of themselves within the global context through an immersive cultural experience. Additionally, there is a greater interest amongst past study abroad participants to work overseas than individuals who did not study abroad (Dwyer). Immersive experiences in a foreign country contributes to enhanced cultural competence and understanding of political sensitivities that are required of professional roles in the international context (Cossolotto). Research fellow at Duke University, Darla K. Deardorff, found in a 2006 study that intercultural competence is measured by attitudes of openness, respect for other cultures, and a curiosity of that which makes two cultures different.

Regarding long-term impacts of SAE, some researchers found that study abroad participants, when compared to their non-participant peers, demonstrated higher tendencies to travel

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internationally, study foreign languages and stay up to date with international issues (Mulvaney). Study abroad participants have been found to seek out greater diversity in personal relationships (Dwyer and Peters). Deepened relationships with peers and increased intellectual curiosity were also found to be long-lasting impacts on an individual who participated in SAE (DeGraaf, et al).

Other studies focus on the direct impact SAE has on an individual at a deeper personal level. From a 1976 study by Dr. Dennison Nash of the University of Connecticut, notable findings include an increased sense of autonomy, a trend towards increased objectivity, and a differentiation of the self. The final distinction equates to the reassessment of one's values as immersing oneself in a region with a potentially different value system than the participant's home country, the individual reevaluates their own values and what they may adopt from the foreign culture. Supporting the previous study is the 2018 research of Dr. Jorge Cubillos and Dr. Thomas Ilvento, from the University of Delaware, regarding the type of learning – known as transformation learning – that allows students to reshape how they view themselves and their values. Transformative learning is enhanced through well-designed, extensive curriculums in study abroad programs. Other studies further support the previously mentioned research by indicating further personal development effects as a result of study abroad such as increased self-esteem, self-reliance and independence (Hutchins).

Other researchers identified benefits of study abroad relating to increased communication skills. One 2014 study, by Dr. Debra Hardison from Indiana University, found that as a result of short-term SAEs, students demonstrate improvement in oral communication skills in a foreign language. Hardison's research also suggests that immersive cultural experiences such as study abroad may provide long-lasting benefits regarding improving cross-cultural interest and encouraging continued study in a foreign language. To support these findings, the 2003 research, by Dr. Christina Isabelli-Garcia from Gonzaga University, discovered that students studying abroad, in a country where the official language is not the equivalent of the student's home country, became more confident in using complex sentence structure and demonstrated a higher level of vocabulary. These individuals were more willing to take risks by making

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mistakes in the language for the sake of learning and improvement; essentially, these students were willing to fail in order to learn, persist and improve their foreign language skills.

One 2008 study, headed by Stevan Trooboff from the Council for International Educational Exchange, notably researched employer attitudes toward study abroad in terms of how they view its effect on prospective applicants. Trooboff identified that hiring managers and human resource management valued study abroad more than presidents and other senior management. Additionally, he considered which attributes hiring managers and other senior management personnel valued in terms of prospective applicant attributes. They are as follows, “listening and observing well, adapting well to change, working well under pressure, analyzing and interpreting well, and working effectively outside one’s comfort zone” (Trooboff). His research did not explicitly state that these attributes are a direct result of SAEs, rather they are attributes that are generally valued by the hiring managers. Also, his study takes the perspective of analyzing employers’ opinions on what study abroad does to a prospective applicant’s capabilities to perform but does not delineate whether those employers notice these attributes in the performance of their current employees with previous participation in a study abroad program.

RESEARCH QUESTIONS

As outlined above, SAE has been shown to have definable impacts on the individual participants such as increased self-confidence and curiosity in foreign cultures. Also acknowledged is the idea that these culturally distinct and generally new environments propel an individual to experience periods of personal growth and development (Hutchins). While each SAE and the subsequent impacts are unique to each participant, there are a multitude of factors that contribute to the overall impact and key takeaways from an extended experience abroad.

The overarching objective of this thesis is to determine how mid-level managers from SMEs perceive the performance of their employees with prior undergraduate SAE compared to their

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perceived performance of employees without an equivalent experience. Which qualities or attributes do these managers highlight for their employees with and without the SAE? Are there trends in the manager-perceived attributes and characteristics of these study abroad participants among the sample? Which, if any, perceived qualities and attributes are stronger among individuals with an extended SAE compared to individuals without such experience?

This thesis sought to identify trends in the studied outcomes from study abroad to best determine the extent to which those takeaways have impacted a student's professional development in their career. These outcomes are assessed by comparing (1) employers' perceived performance of these individuals and their respective characteristics and (2) individuals without SAE.

METHODOLOGY OF STUDY

Data was collected via an IRB-approved survey with self-constructed questions. The survey's content provides substantial validity to verify that the survey questions appropriately measure the content they were intended to measure to meet the purpose of the overall study. It was imperative to take into account the item consistency, which refers to, "whether the responses for each question are consistent across constructs," (Glasow 2). The following sampling plan includes the approach to select the sample and how the survey was administered to participants. First, the participants were identified as managers from multiple SMEs in the United States, which outlines the units of analysis for this research. Administered via the electronic system, Qualtrics, the survey was distributed using multiple pathways. These methods included contacting study abroad offices and alumni offices requesting their support in the dissemination of the survey to their network. Current hiring managers from SMEs were then encouraged to partake in the survey while employed individuals with previous SAE were encouraged to share the survey with a hiring manager at their company. Additionally, the survey link was shared by Bryant University faculty via LinkedIn with their digital connections.

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In the survey request, after posing the research question, a supporting statement was included that read, “If you are a hiring manager and can be confident in answering the survey, please continue with the link included.” Additionally, once the survey questions begin in the demographic portion, a preliminary question asks, “are you a hiring manager” with response options of Yes and No. If “Yes” was selected, the survey continued and if “No” was chosen, the survey concluded.

The self-constructed questions, included in the appendix, are close-ended and open-ended questions which require the survey participant to answer each question independent from the previous choice. Some questions include Likert scale and numerical ranges while other questions utilize rating scales. The recommended terminology for rating scales includes such wording as “completely”, “generally”, or “mostly” rather than wording with emotional pull such as “strongly agree” (Fowler). Close-ended questions are also an appropriate option for this study as they can be categorized as, “(a) questions that describe and evaluate people, places, and events; (b) questions that measure responses to ideas, analyses, and proposals; and (c) questions that measure knowledge,” (Glasow 8). The survey included a combination of close-ended and open-ended questions as solely open-ended options can prove to be difficult for individuals to generate responses quickly.

While there needed to be a complete omission of biased wording, which may indicate a leading question or a bias for one perspective over another (Salant), there were potential challenges as possible bias from the survey-taker may have influenced their responses.

From the results of this research, trends were delineated in the attributes recorded for employees with and without SAE. Focusing on employees with the SAE, measured frequencies of certain attributes were compared to the frequencies of other attributes used to describe them. This process was repeated for the employees without SAE. Then, the attributes with the highest frequencies from each group were compared to determine if there are any meaningful discoveries. This approach was appropriate for this thesis project as it provided a

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measurable fashion to consider the perceived performance of employees with undergraduate SAE compared to the perceived performance of employees without such experience.

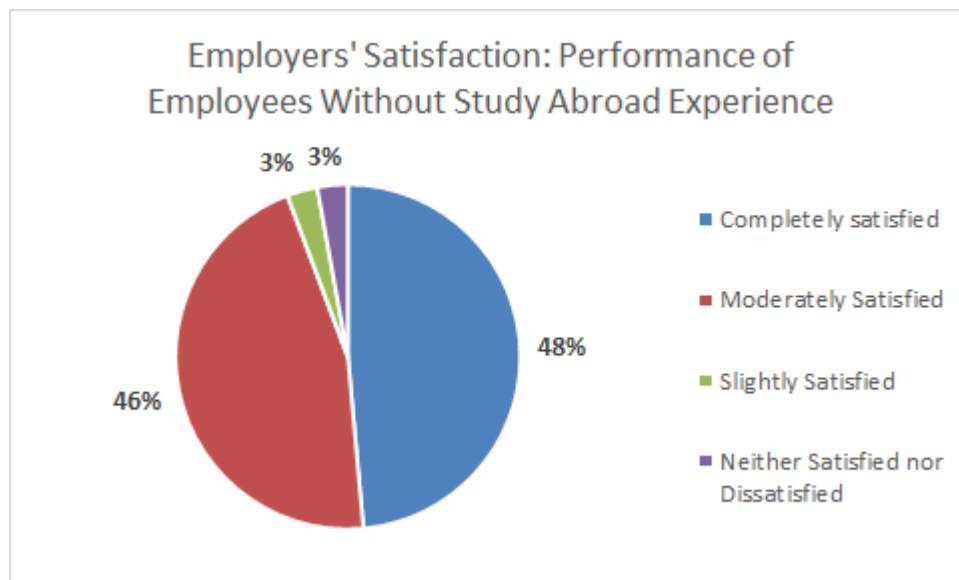
ETHICAL CONSIDERATIONS

The survey was conducted in a way that shielded the identities of all parties involved, including subjects [employees] considered by the survey-takers [employer] and the survey-taker themselves. To ensure this, the overall sample was confidential, and the survey-takers' identities were held private in the data analysis and interpretation process. Additionally, survey respondents had to accept or decline the request to partake in the survey. It was essential to consider that the survey does not present the survey-taker with questions that would require them to describe their employees in a negative light. Finally, survey participation was voluntary. Additionally, it cannot be said that employers were satisfied with employees and their attributes because of study abroad, as this survey does not take into account the varying degrees of life experiences that may have influenced the development of these considered employees' traits.

RESULTS

Analysis

References to the sample group 1 indicates the employers responding with employees without known SAE in consideration. References to the sample group 2 indicates the employers responding with employees with known SAE.



(Figure 1 - Employer Satisfaction Of Employees Without SAE)

Of the 35 respondents in sample group 1, 48% of employers were completely satisfied with their employees' performance and 46% were moderately satisfied. These employees in consideration either had no SAE or it was unknown.

Employers that indicated, in this sample group, a noted performance of "Completely Satisfied" or "Moderately Satisfied" represented multiple industries. Such reporting industries included telecommunications, retail, real estate, industrial manufacturing, higher education, staffing/recruitment, healthcare, financial services, construction, insurance, banking, consulting, consumer products, cyber security, media, and travel.



(Figure 2 - Employer Satisfaction (Of Employees With SAE))

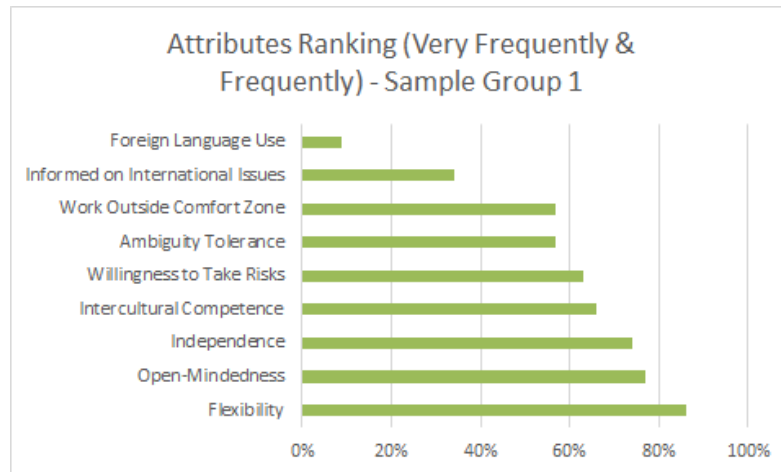
Comparatively, from a sample of 20 respondents in sample group 2, 60% of employers were completely satisfied with their employees' performance and 25% were moderately satisfied. The employees in consideration had a definitive history of SAE, as identified by their employer.

In this sample group 2, employers that indicated a noted performance of "Completely Satisfied" or "Moderately Satisfied" represented a vast array of industries as well. Such fields ranged from banking, construction, consulting, consumer products, healthcare, media, staffing/recruitment, and financial services. Interestingly, employers within the same industry found their perceived performance of employees with and without study abroad to be at a satisfactory level.

It is also interesting to note the individuals with SAE enter a variety of workplaces signaling the transferability of skills gleaned from SAE. Learned skills, qualities, and attributes can valuably be utilized in a variety of industries, as indicated by the satisfactory performance of these employees (See Figures 1 and 2).

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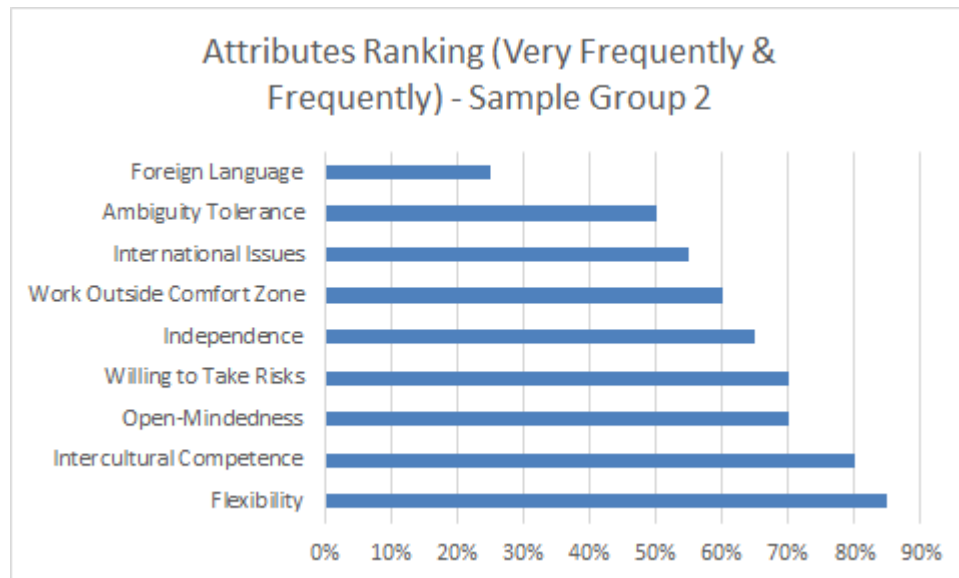
Given the relatively small sample size for both groups, the broad scope trend provides the most compelling evidence. It appears that having studied abroad may not be an exact indicator of future employer satisfaction, as both employees with and without SAE presented levels of performance that, of the majority, were positive, or at least moderately satisfactory.



(Figure 12 - Attributes Frequencies for Employees Without SAE)

Of the considered attributes in the survey, the three indicated by employers appearing to be the most frequent amongst their employees, who do not have SAE, are flexibility, open-mindedness, and independence. The least frequent attributes noted by these employers in this sample group were foreign language use (9% showing frequent use - 91% [6% occasionally, 9% rarely, 77% never]) and informed on international issues (combined 34% showing frequent or very frequent use, 34% showing occasionally, and combined 33% showing rarely or never). (See Figure 12).

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(Figure 22 - Attributes Frequencies for Employees Without SAE)

Of the considered attributes in the survey, the three indicated by employers appearing to be the most frequent amongst their employees, who do have SAE, are flexibility, intercultural competence, and open-mindedness (See Figure 22). The least frequent attributes noted by these employers of their employees, in this sample group, were foreign language use and ambiguity tolerance. However, though foreign language use was the least frequent attribute in this sample group, 25% of respondents perceived frequent or very frequent foreign language use as an attribute in an employee with SAE (See Figure 17).

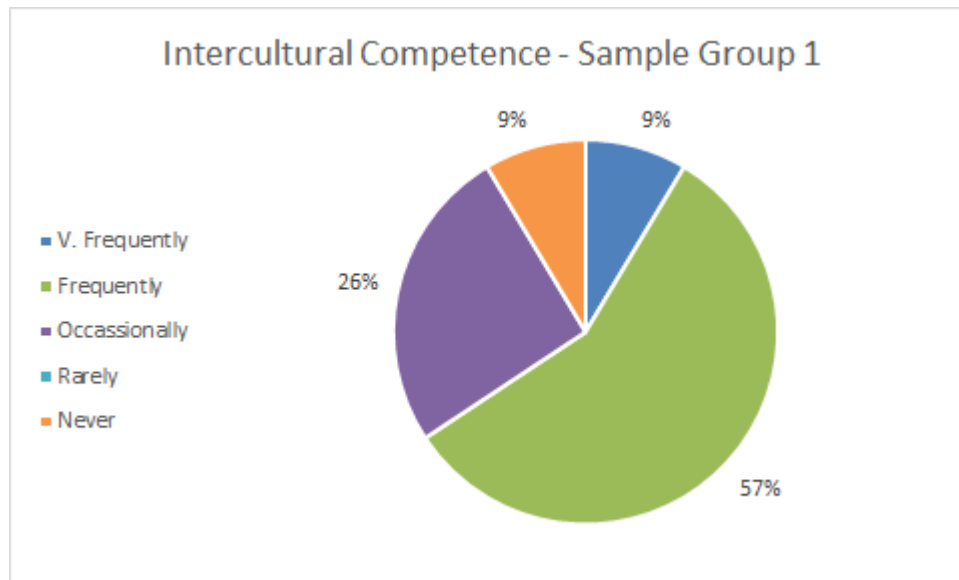
Comparing the two sample groups, it appears that flexibility is the most frequent attribute in employees with and without SAE as recognized by their employer. Similarly, both of these groups share high-ranking frequencies in the very frequently and frequently categories for open-mindedness. In the sample group with employers considering an employee with no or unknown SAE, open-mindedness was noted 77% of the time to be a very frequently or frequently demonstrated attribute (See Figure 5). In the sample group with employers considering an employee with SAE, open-mindedness was noted 70% of the time to be very frequent or frequent (See Figure 15).

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While there are no overtly striking differences in the frequencies of most attributes, there are a few important sections to note. For example, amongst the employees with known SAE, the traits of foreign language use and intercultural competence appear to have significantly higher frequencies than their counterpart frequencies in the sample group regarding employees without known SAE. Specifically, in sample group 2, employers noted 25% frequent or very frequent use of a foreign language (See Figure 17). Whereas in sample group 1, employers noted a 9% frequent or very frequent use of foreign language (See Figure 6). While the employees being considered in either group may have been raised with knowledge of more than one language, it is also possible that, of those that studied abroad, they had learned and developed language skills in a social and professional environment. Based on the assumption that they had not already been of at least a conversational language in a second language before their experience abroad, this may suggest that study abroad participants' foreign language development becomes a recognized trait by their later employers.

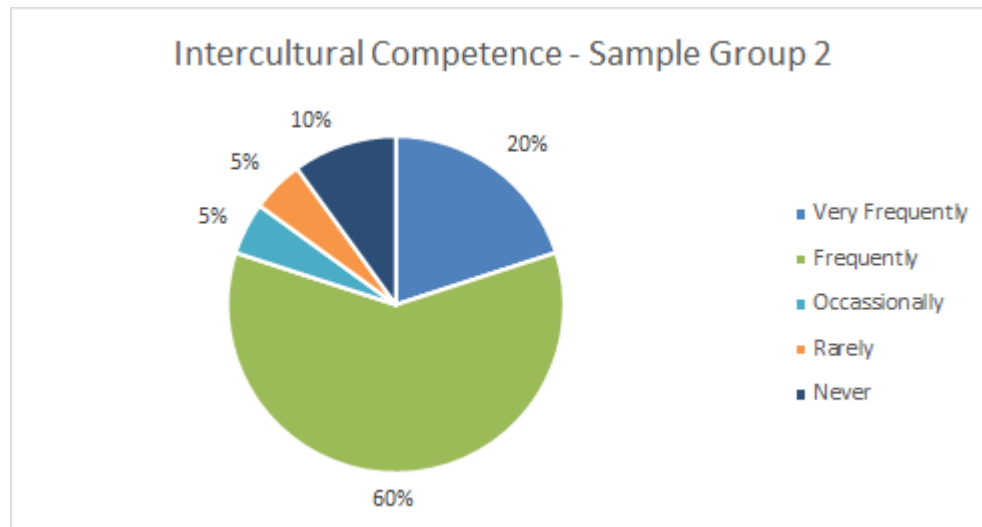
Similarly, there is a similar distinction between the frequencies in intercultural competence between the two groups. In sample group 1, employers noted a 66% frequent or very frequent demonstration of intercultural competence (See Figure 8). In sample group 2, employers noted an 80% frequent or very frequent demonstration of intercultural competence (See Figure 14). This may suggest that study abroad participants that have retained the benefit of intercultural competence, are recognized by their employers for having such a trait.

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(Figure 8 - Intercultural competence Sample Group 1)

Given that both sample groups share two of their top three highest ranking (frequent and very frequent) attributes, those being flexibility and open-mindedness, it cannot be concluded that SAE is a determinant or prerequisite to developing those traits and having them be recognized in a workplace setting. However, it is possible that SAEs provide a unique life experience that allows for the cultivation or sharpening of such traits. Likewise, the employees in consideration in sample group 1 may have had separate life experiences or shared experiences to the second sample group. Nonetheless, of this study, the most notable distinction between the two groups is the higher frequented traits of foreign language use and intercultural competence in sample group 2. The results of this survey suggest that employers tend to notice study abroad participants' skills and traits regarding foreign language use and intercultural competence, potentially gleaned from their time abroad, more than they notice these same traits in employees without a similar experience.



(Figure 14 - Intercultural competence Sample Group 2)

CONCLUSIONS AND LIMITATIONS

Because both employees with and without known SAE presented satisfactory levels of performance in the eyes of their employers, it appears that SAE may not be an exact indicator of future employer satisfaction. While the data does not correlate satisfactory performance levels with SAE, studying abroad clearly does not lower performance levels. Given that sample group 1 and sample group 2 shared two of their top three highest-ranking attributes (i.e., flexibility and open-mindedness) it cannot be concluded that SAE is a determinant for developing such traits nor are they, on average, more frequently perceived when compared to employees without known SAE. Additionally, it cannot be said that employers were satisfied with employees and their attributes because of study abroad, as this survey does not take into account the varying degrees of life experiences that may have influenced the development of these considered employees' traits.

Though the data does not express explicit correlations, there are substantial takeaways worth considering. The most notable takeaways come from the higher frequencies for the recognized attributes of foreign language use and intercultural competence from the employees who had studied abroad. Though it cannot be said that these individuals garnered these attributes as a result of their time abroad, it can be concluded that employers do notice these attributes more in their employees who had studied abroad than in their employees who had not. Because the survey was designed to include the traits that are researched benefits of study abroad, it appears that increased intercultural competence and foreign language use are more frequently recognized by study abroad participants' future employers.

Though the data can neither confirm nor deny future employer satisfaction based on prior SAE, it offers an opportunity to consider the biases that contributed to how participants responded. Given that all hiring managers taking this survey work in a North American workplace setting, it is reasonable to consider that these respondents, whether knowingly or not, were influenced through of a lens of a 21st-century American business perspective, historically grounded in an underlying profitability priority. Though guided by different

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values and missions, both nonprofit and for-profit organizations in modern American culture prioritize remaining in business, that is protecting their bottom line for purposes of longevity and sustained growth. If this is an underlying principle in everyday corporate culture, it may have an effect on which qualities hiring managers value on their team of employees.

Subsequently, what an individual values may be something they are more apt to recognize externally. For example, if a hiring manager does not value their employees being informed on international issues if it does not directly affect their company's profitability, they may be less likely to seek it out in their current employees or potential employees during the hiring process. More specifically, if a team's functionality does not depend on one of the researched benefits, the employees may not demonstrate it as frequently nor would their employers recognize it as one of their hallmark attributes. As a result, this would affect the employers' survey responses. Because attention deployment, or what an individual devotes focus towards, is affected by the selection bias of learning experience (Feldmann), one is able to notice around them what they have learned. As such, if employers have learned to value a specific set of attributes in their employees because those attributes support their company's priorities, then those employers may be less apt to notice those attributes in their employees. However, this does not suggest that the employee does not retain this trait. Rather, it suggests that the employer may not value the trait or that the employee's position does not require or benefit from the deployment of such a trait.

RECOMMENDATIONS FOR FUTURE RESEARCH

Future studies may explore or seek to broaden the sample size in order to more precisely conclude whether or not SAE correlates to higher levels of employer-perceived performance. By scaling the size of this research to include employer perceptions of satisfaction from different countries, further understanding could be gleaned from the comparison as a way to understand what hiring managers from different socioeconomic environments value in their employees. Subsequently, it would be worthwhile to compare the underlying cultural and corporate values guiding such employer responses. Notably, how might American corporate

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values and priorities differ from those of other regions, and how does that affect their respective hiring managers' priorities and values? From there, it would be worthwhile to continue the discussion on employer satisfaction, with a stronger understanding of the underlying factors affecting satisfaction and contentment in their own social and corporate cultures.

Similar to how varying cultural values inform corporate modes of thought, further research could compare how SAEs in different countries lead to trends in the takeaways for students. For example, do American students who studied abroad in Spain tend to have different takeaways and impacts from their experience as compared to American students studying abroad in New Zealand?

Researchers may also seek to conduct interviews with high-performing employees, as recognized by their employer, from groups who both have previous SAE and those without it. Researchers may consider the question if the desire for self-fulfillment is learned or deepened abroad? From such a study, it may be beneficial to consider if one's desire for self-fulfillment affects their career choice. From that, scholars may research if individuals perform better in a professional setting after having embarked on a self-exploratory experience, one that propels them towards creating more self-fulfillment in their life.

While this survey cannot conclude that employers are more satisfied with their employees with SAE, it appears that attributes such as foreign language use and intercultural competence were more frequently noticed by employers when evaluating employees with known SAE as compared to when they evaluated employees without known SAE. This study provides a starting point for exploring the potential overarching relationships between the personal impacts of study abroad, career choice, and eventual employer satisfaction.

APPENDICES

Appendix A: Statistical Results

Figure 1:

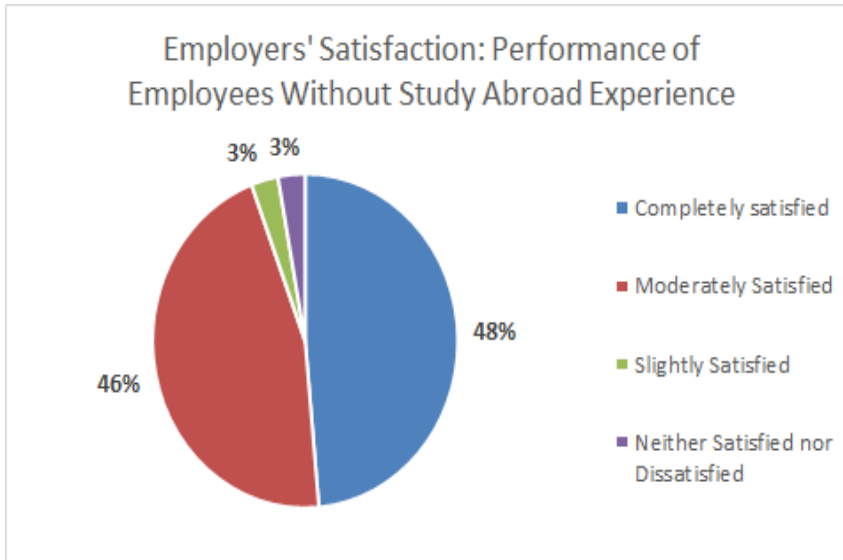
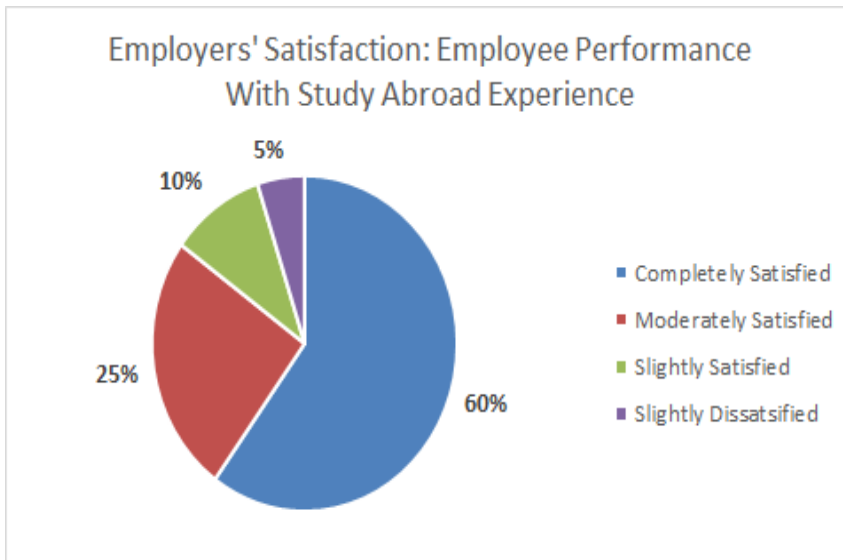


Figure 2:



*Figures 3-12 refer to sample group 1 (Frequency of attributes from employees without SAE)

Figure 3:

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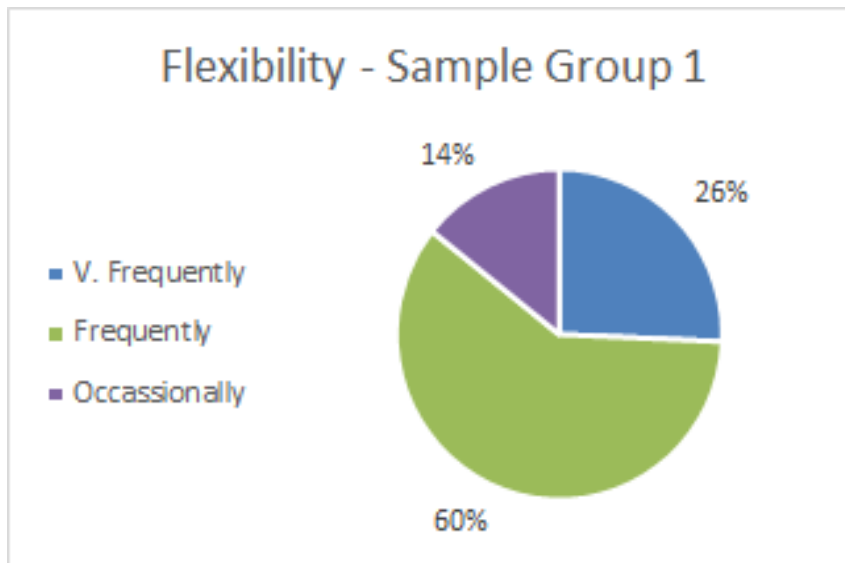
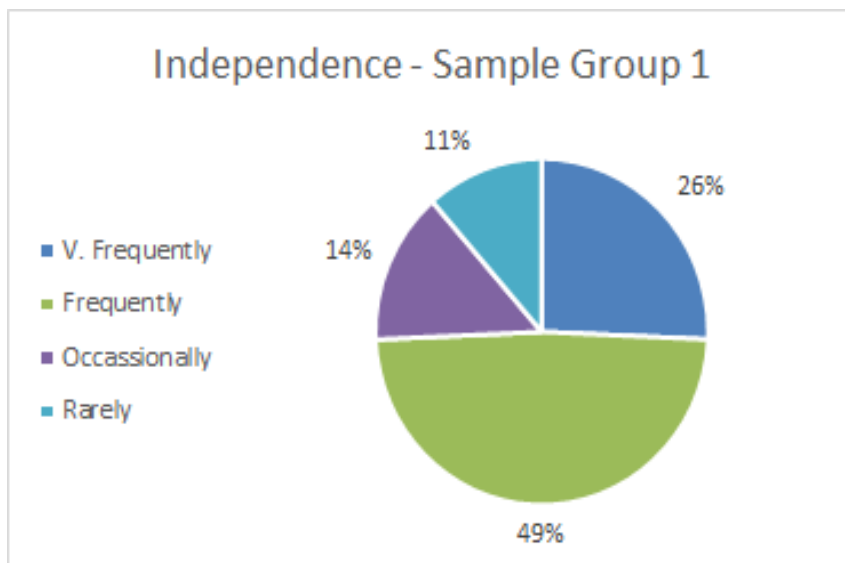


Figure 4:



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Figure 5:

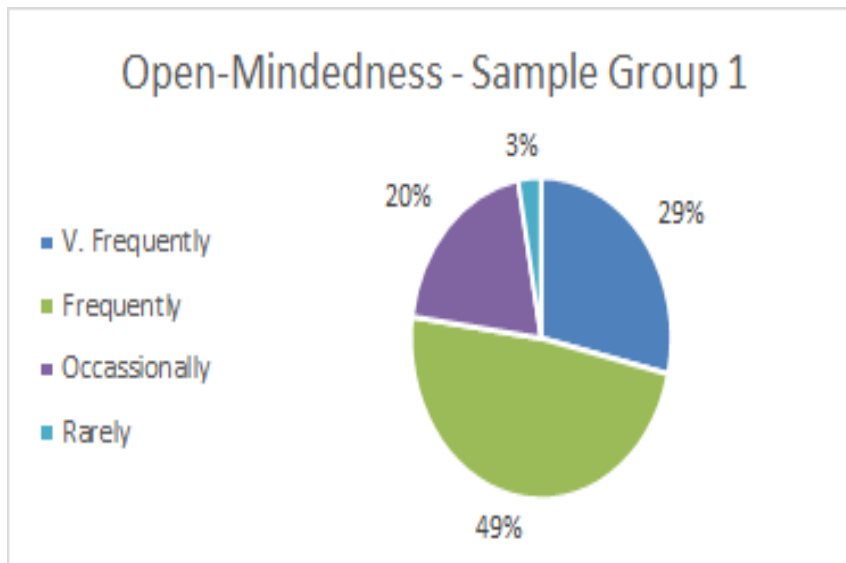
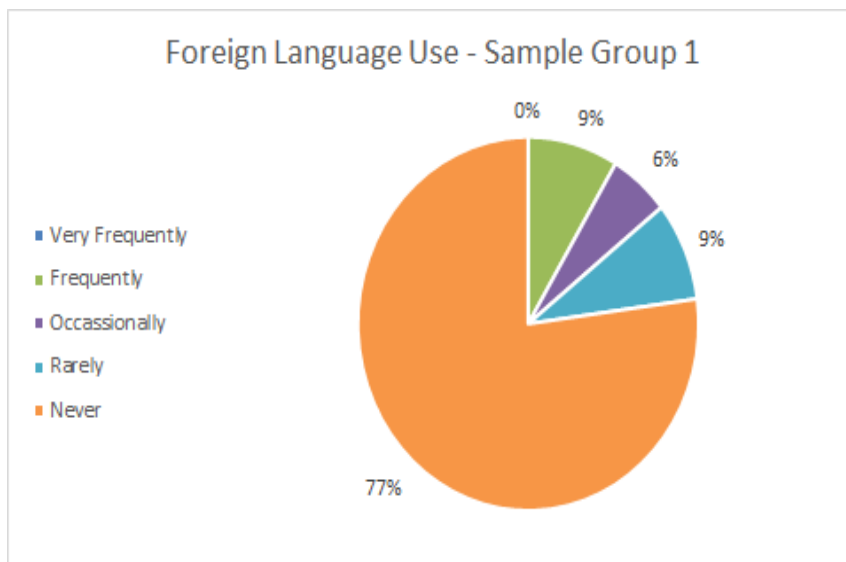


Figure 6:



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Figure 7:

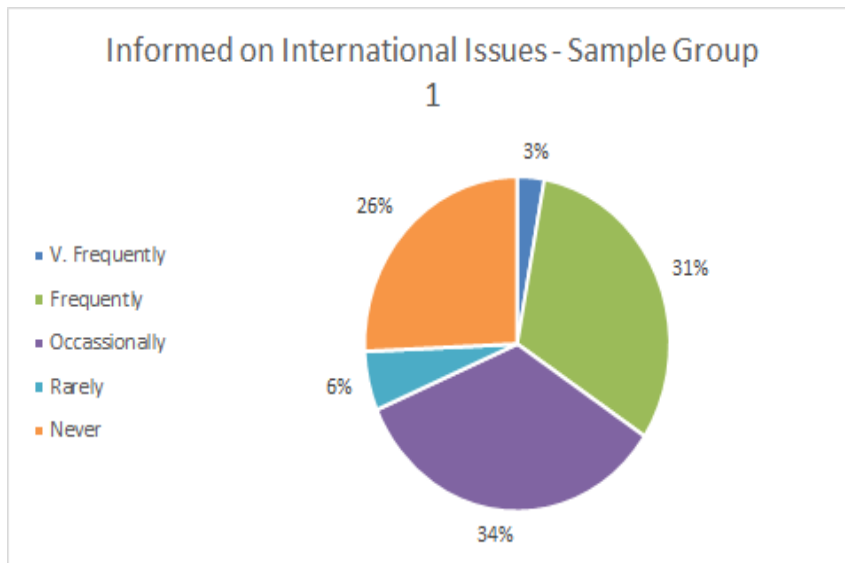
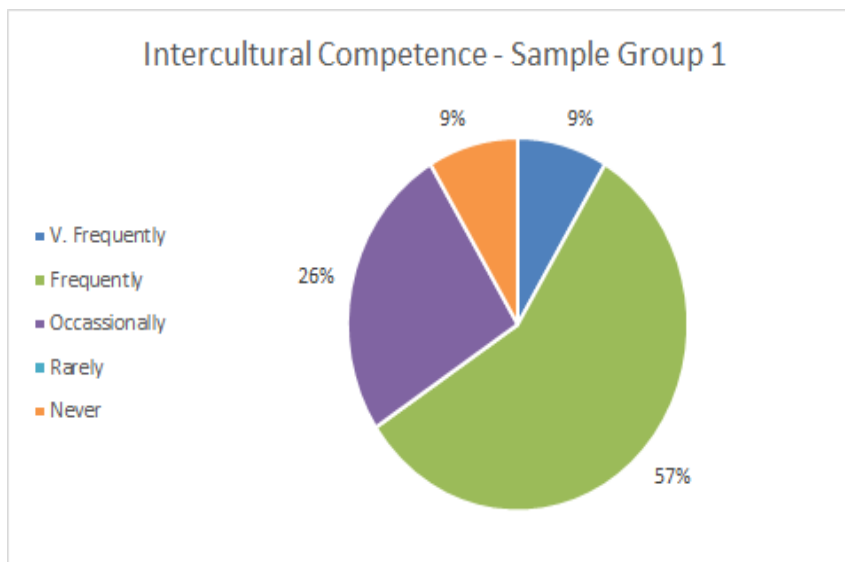


Figure 8:



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Figure 9:

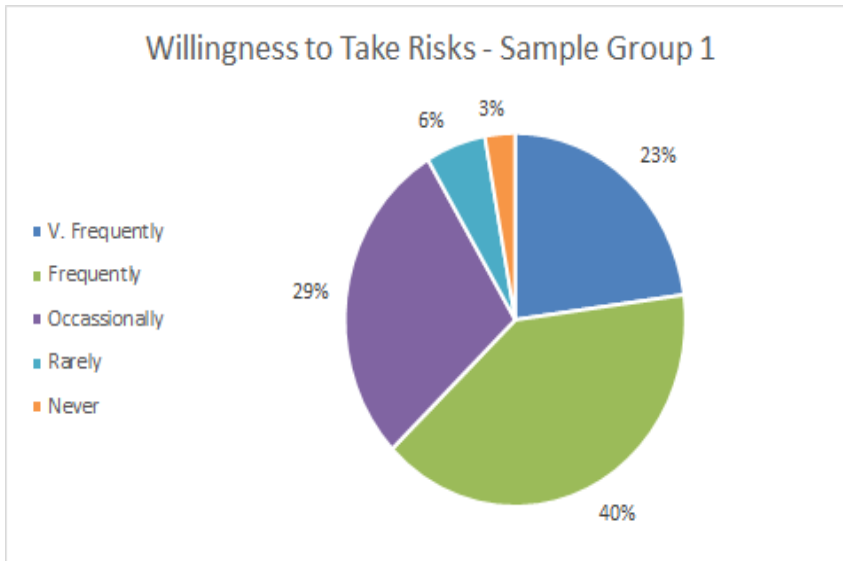
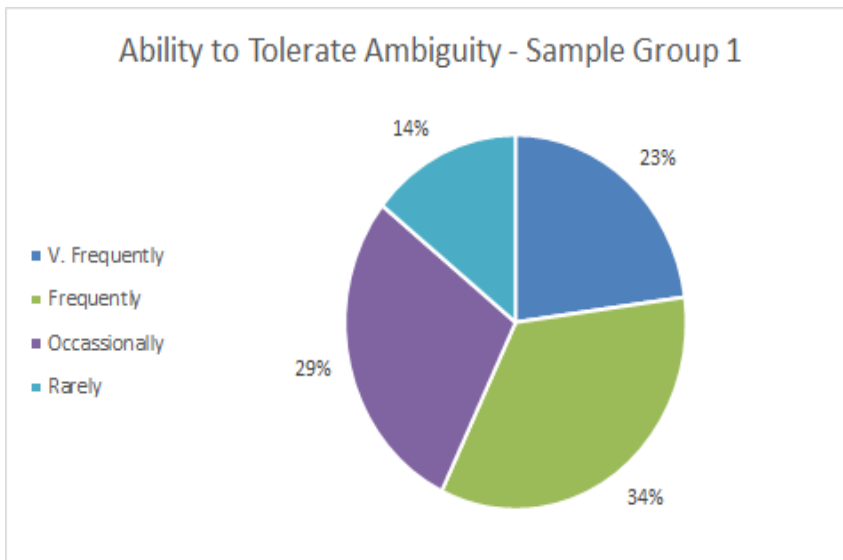


Figure 10:



**Signaling Towards the Cultural Lanes That Inform the Map of Corporate Culture:
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Figure 11:

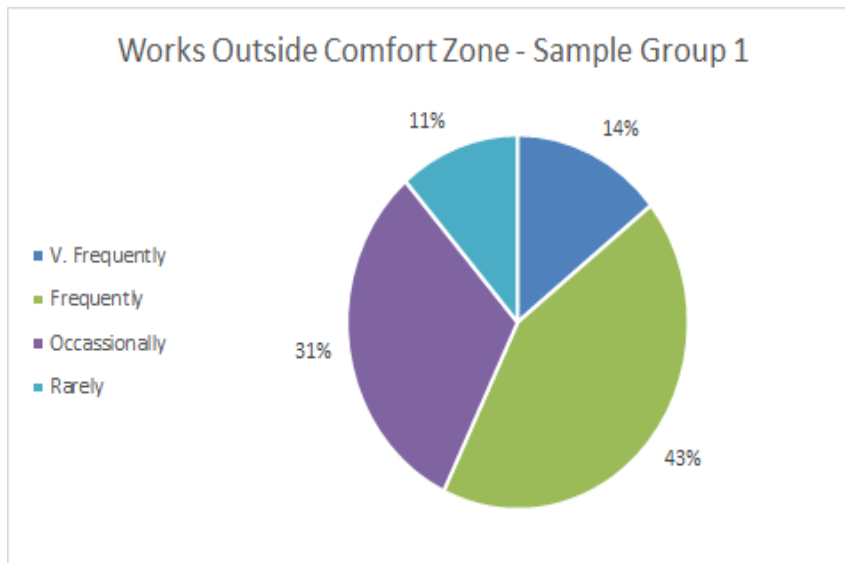
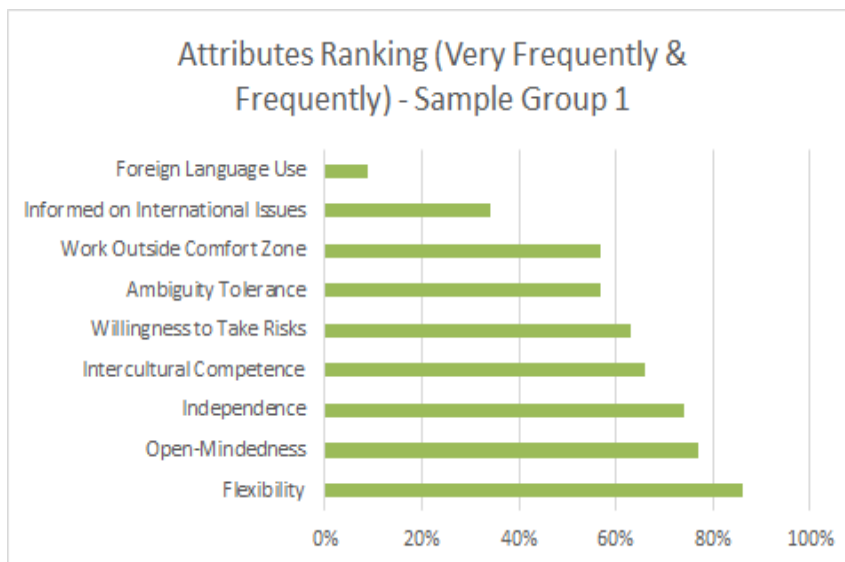


Figure 12:



**Signaling Towards the Cultural Lanes That Inform the Map of Corporate Culture:
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*Figures 13-22 refer to sample group 2 (Frequency of attributes from employees with SAE)

Figure 13:

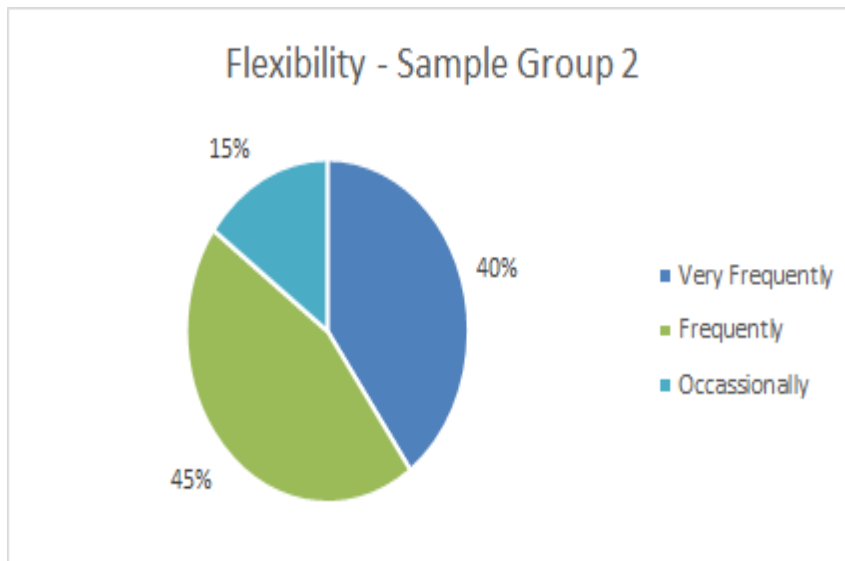
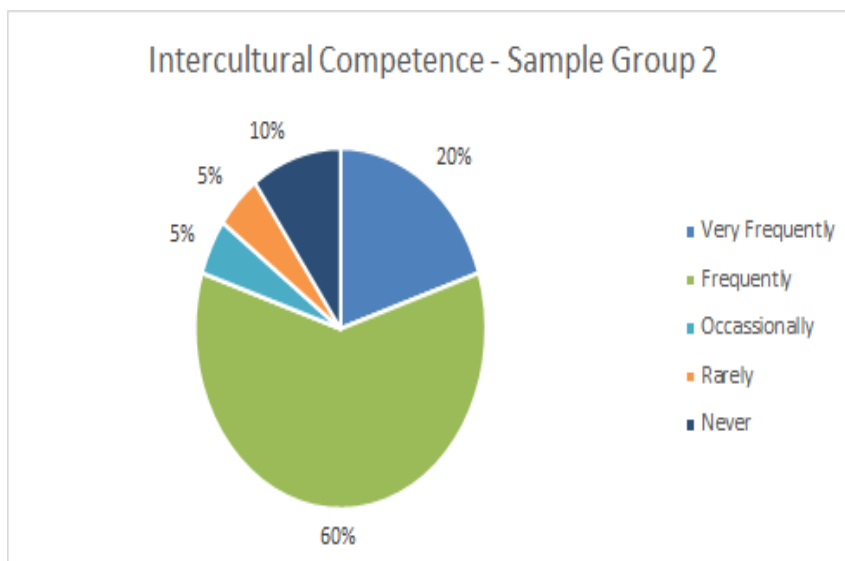


Figure 14:



**Signaling Towards the Cultural Lanes That Inform the Map of Corporate Culture:
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Figure 15:

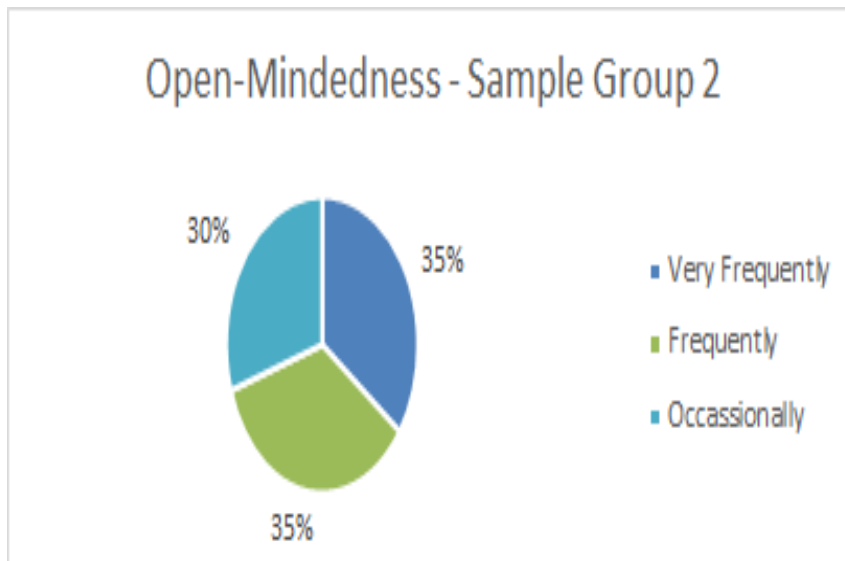
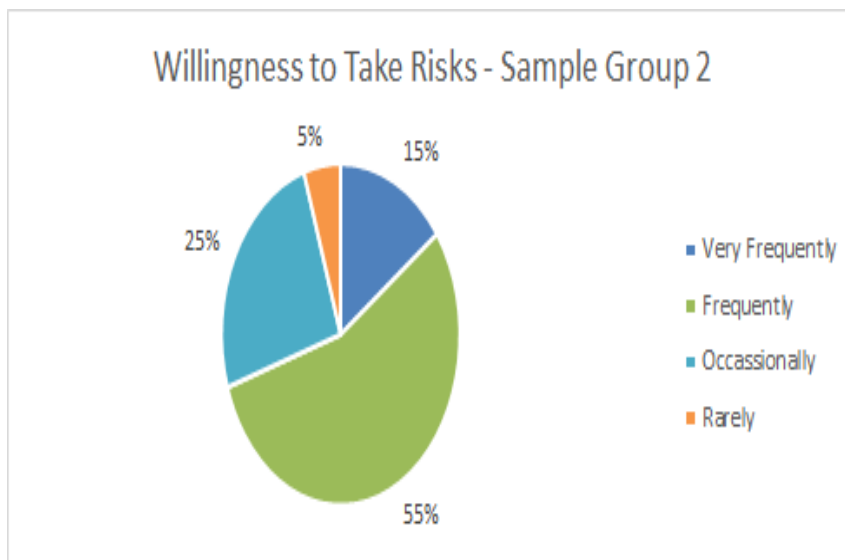


Figure 16:



**Signaling Towards the Cultural Lanes That Inform the Map of Corporate Culture:
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Figure 17:

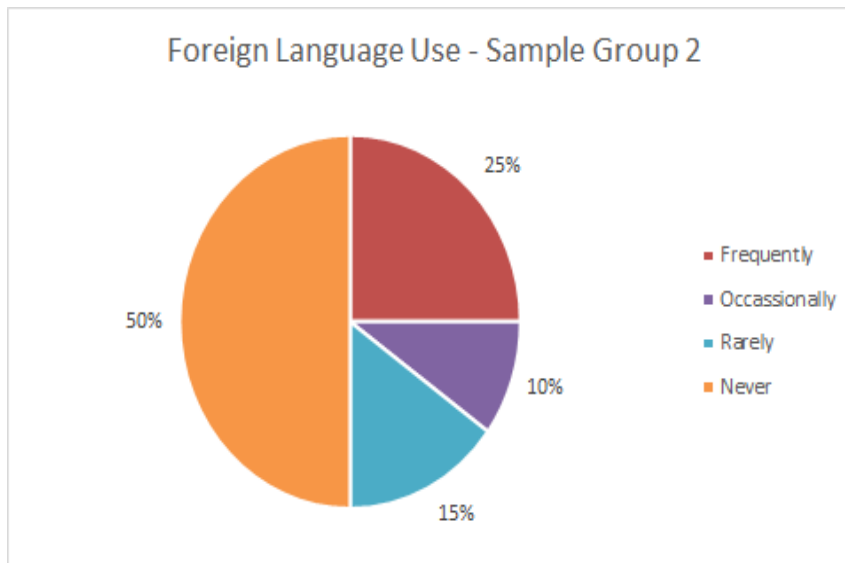
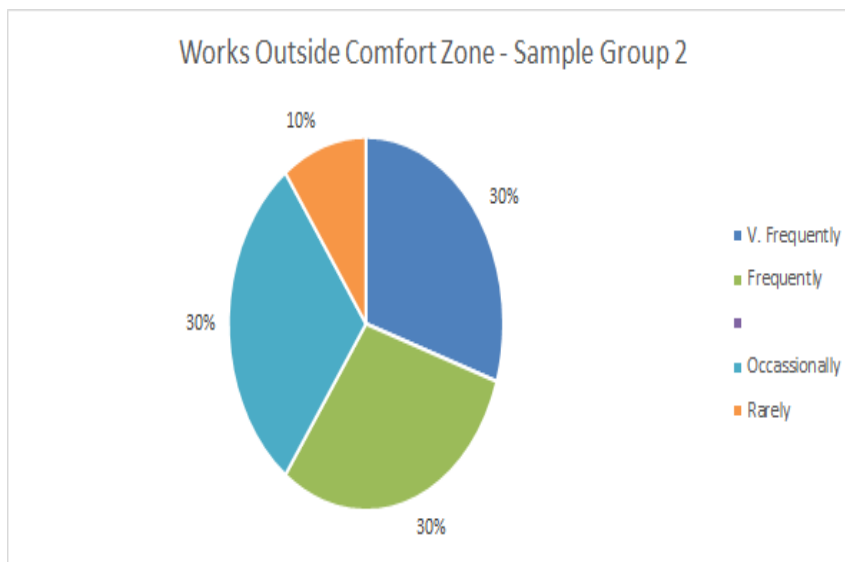


Figure 18:



**Signaling Towards the Cultural Lanes That Inform the Map of Corporate Culture:
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Figure 19:

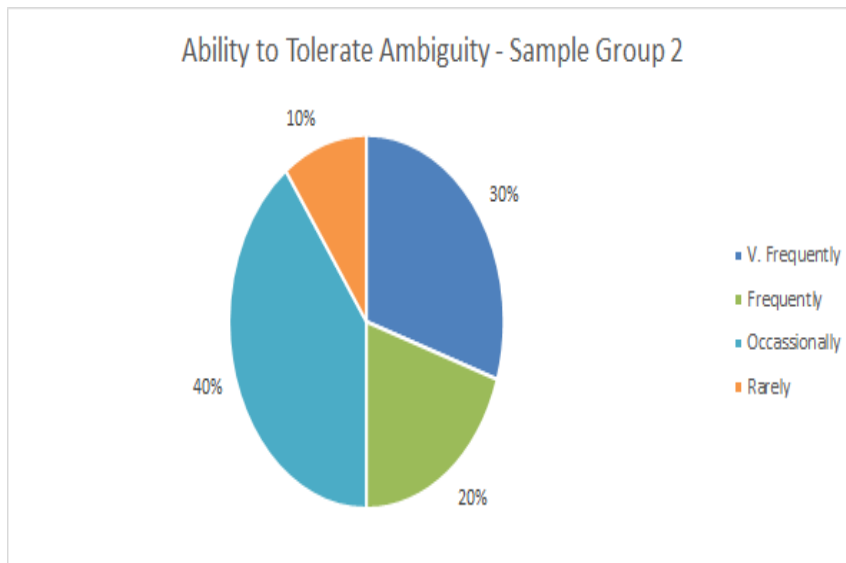
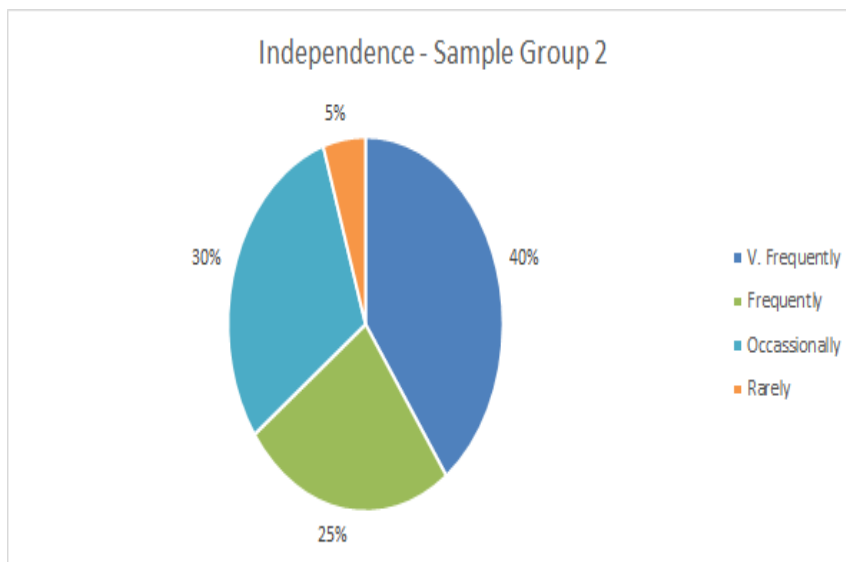


Figure 20:



**Signaling Towards the Cultural Lanes That Inform the Map of Corporate Culture:
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Figure 21:

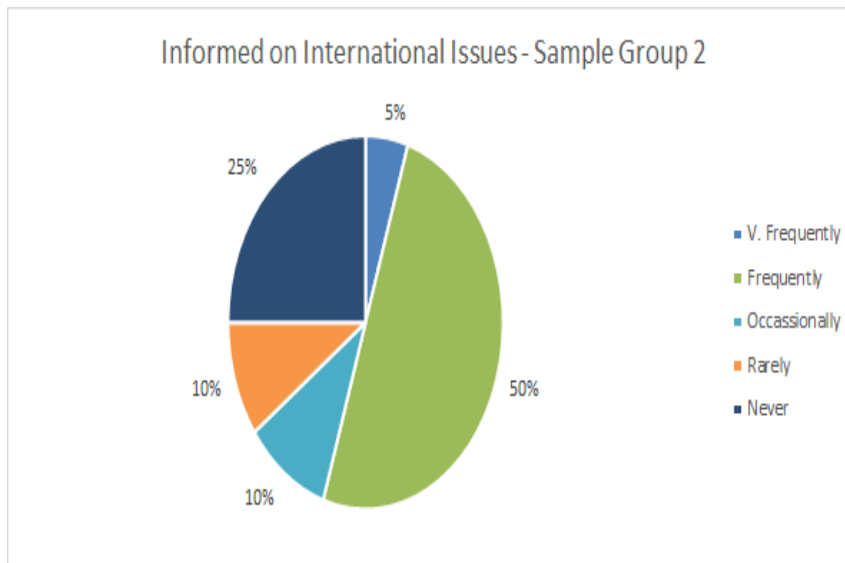
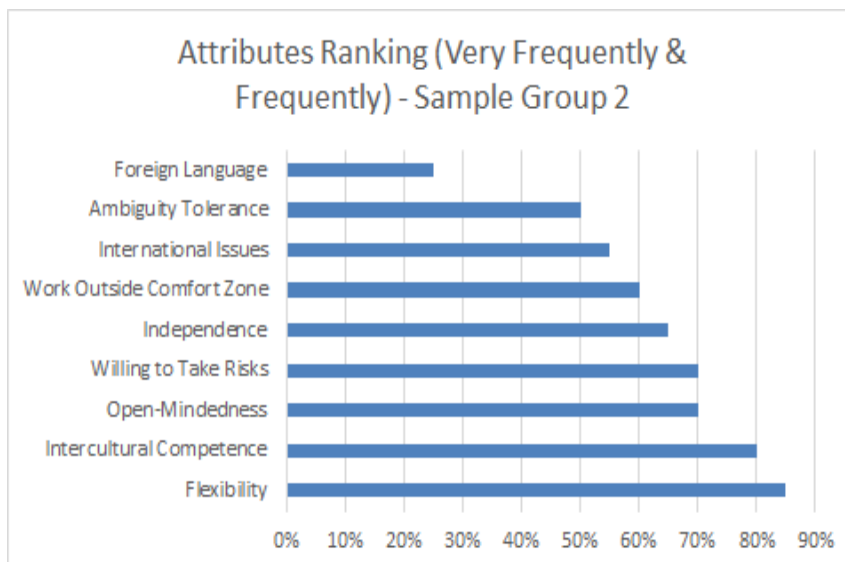


Figure 22:



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Appendix B: Survey

Q1 Are you a hiring manager?

☐ Yes

☐ No

Skip To: End of Survey If Are you a hiring manager? = No

Q2 Please reference the image included. Where is your office located?

☐ Northwest ☐ West ☐ West North Central ☐ Southwest ☐ South ☐ East North Central ☐ Central ☐ Southeast ☐

Northeast ☐ Hawaii/Alaska

Q3 What is the approximate number of employees in your company?

☐ 0-50 ☐ 51-100 ☐ 101-300 ☐ 301-600 ☐ 601-1000 ☐ 1000+

Q4 Which industry is your company a part of?

Q5 Do you have employees who have studied abroad for at least one semester while an undergraduate?

☐ Yes ☐ No ☐ Unknown

Q5a Do you have employees who have NOT studied abroad for at least one semester while an undergraduate?

☐ Yes ☐ No ☐ Unknown

Start of Block: Yes/Yes

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Q38 For this survey, consider employee X as your employee with prior SAE and consider employee Y as one of your employees without an equivalent experience. For the purpose of this survey, please choose an individual fulfilling the role of ‘employee Y’ who has worked for the company for the similar length of time ‘employee X’ has worked for the company.

Q6a What is the approximate age range of employee X?

☐ 20-30 ☐ 31-40 ☐ 41-50 ☐ 50+

Q7a How long has employee X worked for the company?

☐ 0-2 years ☐ 2-5 years ☐ 5-10 years ☐ 10+ years

Q8a How satisfied are you with the overall performance of employee X?

☐ Completely satisfied ☐ Moderately satisfied ☐ Slightly satisfied ☐ Neither satisfied nor dissatisfied

☐ Slightly dissatisfied ☐ Moderately dissatisfied ☐ Completely dissatisfied

Q9a How often, if at all, are you aware of employee X demonstrating the following attributes?

	Never/Never Witnessed (1)	Rarely (2)	Occasionally (3)	Frequently (4)	Very Frequently (5)
Flexibility* (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Well-informed on international issues (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intercultural competence** (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Open-minded toward other perspectives or opinions (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Willing to take risks for purposes of learning and improvement (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independence*** (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to tolerate ambiguity (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works outside of comfort zone (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication skills in foreign language (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other attribute(s) (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q42 *Flexibility = adapts well to change

**Intercultural competence = attitudes of openness, respect for other cultures

***Independence = not relying on others for guidance; self-dependent; self-reliant

Q10a What is the approximate age range of employee Y?

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☐ 20-30
 ☐ 31-40
 ☐ 41-50
 ☐ 50+

Q11a How long has employee Y worked for the company?

☐ 0-2 years
 ☐ 2-5 years
 ☐ 5-10 years
 ☐ 10+ years

Q12a How satisfied are you with the overall performance of employee Y?

☐ Completely satisfied
 ☐ Moderately satisfied
 ☐ Slightly satisfied
 ☐ Neither satisfied nor dissatisfied

☐ Slightly dissatisfied
 ☐ Moderately dissatisfied
 ☐ Completely dissatisfied

Q13a How often, if at all, are you aware of employee Y demonstrating the following attributes?

	Never/Never Witnessed (1)	Rarely (2)	Occasionally (3)	Frequently (4)	Very Frequently (5)
Flexibility* (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Well-informed on international issues (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intercultural competence** (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open-minded toward other perspectives or opinions (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Willing to take risks for purposes of learning and improvement (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independence*** (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to tolerate ambiguity (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works outside of comfort zone (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication skills in foreign language (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other attribute(s) (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q43 *Flexibility = adapts well to change

**Intercultural competence = attitudes of openness, respect for other cultures

***Independence = not relying on others for guidance; self-dependent; self-reliant

End of Block: Yes/Yes

Start of Block: Yes/No

Q39 For this survey, consider employee X as your employee with prior SAE.

Q6d What is the approximate age range of employee X?

☐ 20-30 ☐ 31-40 ☐ 41-50 ☐ 50+

Q7d How long has employee X worked for the company?

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☐ 0-2 years
 ☐ 2-5 years
 ☐ 5-10 years
 ☐ 10+ years

Q8d How satisfied are you with the overall performance of employee X?

☐ Completely satisfied
 ☐ Moderately satisfied
 ☐ Slightly satisfied
 ☐ Neither satisfied nor dissatisfied

☐ Slightly dissatisfied
 ☐ Moderately dissatisfied
 ☐ Completely dissatisfied

Q9d How often, if at all, are you aware of employee X demonstrating the following attributes?

	Never/Never Witnessed (1)	Rarely (2)	Occasionally (3)	Frequently (4)	Very Frequently (5)
Flexibility* (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Well-informed on international issues (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intercultural competence** (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open-minded toward other perspectives or opinions (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Willing to take risks for purposes of learning and improvement (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Independence*** (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to tolerate ambiguity (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works outside of comfort zone (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication skills in foreign language (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other attribute(s) (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q44 *Flexibility = adapts well to change

**Intercultural competence = attitudes of openness, respect for other cultures

***Independence = not relying on others for guidance; self-dependent; self-reliant

End of Block: Yes/No

Start of Block: Yes/Unknown

Q49 For this survey, consider employee X as your employee with prior SAE.

Q50 What is the approximate age range of employee X?

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☐ 20-30 ☐ 31-40 ☐ 41-50 ☐ 50+

Q51 How long has employee X worked for the company?

☐ 0-2 years ☐ 2-5 years ☐ 5-10 years ☐ 10+ years

Q52 How satisfied are you with the overall performance of employee X?

☐ Completely satisfied ☐ Moderately satisfied ☐ Slightly satisfied ☐ Neither satisfied nor dissatisfied

☐ Slightly dissatisfied ☐ Moderately dissatisfied ☐ Completely dissatisfied

Q53 How often, if at all, are you aware of employee X demonstrating the following attributes?

	Never/Never Witnessed (1)	Rarely (2)	Occasionally (3)	Frequently (4)	Very Frequently (5)
Flexibility* (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Well-informed on international issues (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intercultural competence** (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open-minded toward other perspectives or opinions (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Willing to take risks for purposes of learning and improvement (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independence*** (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to tolerate ambiguity (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works outside of comfort zone (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication skills in foreign language (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other attribute(s) (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q54 *Flexibility = adapts well to change

**Intercultural competence = attitudes of openness, respect for other cultures

***Independence = not relying on others for guidance; self-dependent; self-reliant

End of Block: Yes/Unknown

Start of Block: No/Blank

Q40 For this survey, consider employee B as any one of your current employees.

Q6b What is the approximate age range of employee B?

☐ 20-30 ☐ 31-40 ☐ 41-50 ☐ 50+

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Q7b How long has employee B worked for the company?

☐ 0-2 years ☐ 2-5 years ☐ 5-10 years ☐ 10+ years

Q8b How satisfied are you with the overall performance of employee B?

☐ Completely satisfied ☐ Moderately satisfied ☐ Slightly satisfied ☐ Neither satisfied nor dissatisfied

☐ Slightly dissatisfied ☐ Moderately dissatisfied ☐ Completely dissatisfied

Q9b How often, if at all, are you aware of employee B demonstrating the following attributes?

	Never/Never Witnessed (1)	Rarely (2)	Occasionally (3)	Frequently (4)	Very Frequently (5)
Flexibility* (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Well-informed on international issues (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intercultural competence** (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open-minded toward other perspectives or opinions (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Willing to take risks for purposes of learning and improvement (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Independence*** (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to tolerate ambiguity (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works outside of comfort zone (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication skills in foreign language (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other attribute(s) (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

45 *Flexibility = adapts well to change

**Intercultural competence = attitudes of openness, respect for other cultures

***Independence = not relying on others for guidance; self-dependent; self-reliant

End of Block: No/Blank

Start of Block: Unknown/Blank

Q41 For this survey, consider employee C as any one of your current employees.

Q6c What is the approximate age range of employee C?

☐ 20-30 ☐ 31-40 ☐ 41-50 ☐ 50+

Q7c How long has employee C worked for the company?

☐ 0-2 years ☐ 2-5 years ☐ 5-10 years ☐ 10+ years

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Q8c How satisfied are you with the overall performance of employee C?

☐ Completely satisfied ☐ Moderately satisfied ☐ Slightly satisfied ☐ Neither satisfied nor dissatisfied

☐ Slightly dissatisfied ☐ Moderately dissatisfied ☐ Completely dissatisfied

Q9c How often, if at all, are you aware of employee C demonstrating the following attributes?

	Never/Never Witnessed (1)	Rarely (2)	Occasionally (3)	Frequently (4)	Very Frequently (5)
Flexibility* (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Well-informed on international issues (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intercultural competence** (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open-minded toward other perspectives or opinions (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Willing to take risks for purposes of learning and improvement (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independence*** (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Ability to tolerate ambiguity (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works outside of comfort zone (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication skills in foreign language (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input checked="" type="radio"/> Other attribute(s) (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q46 *Flexibility = adapts well to change

**Intercultural competence = attitudes of openness, respect for other cultures

***Independence = not relying on others for guidance; self-dependent; self-reliant

End of Block: Unknown/Blank

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