Hospitality and Tourism International Internships and Perceived Employability

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This paper investigates the experiences of UK undergraduate students who have undertaken a one year paid internship abroad within the hotel sector by using a phenomenological approach. Semi-structured interviews were conducted with 25 final year undergraduate students. The findings shed light on the alignment of key elements of the constructs of positive psychological capital and cosmopolitan human capital, along with strong self-belief in employability as a consequence of the experience. A theoretical model of international experience and positive psych-social development is postulated and contributes to improved practice in internship and employability mentoring and policy decision-making with respect to current internationalisation and employability agendas in the UK’s higher education system.

Keywords: internships, international experience, employability, cosmopolitan human capital, positive psychological capital

Introduction

The “Go International” (2017) report by Universities UK (UUK) found that undergraduates from all backgrounds benefitted from overseas experience, both academically and in subsequent employment outcomes. However, only 7.5% of business and management students undertook some form of international mobility in 2014-2015 and less than half of these students worked abroad during their studies. Government, employers, and universities have called for the internationalisation of the student experience with employability embedded into curricula (Higher Education Academy [HEA], 2017). According to López-Moreno (2017), this is because increasingly internationalised economies will need a globally minded workforce, particularly those competing in the booming tourism and hospitality market. Further research is therefore pressingly needed to address existing gaps in our understanding of how international internships contribute to the student development and employability drawing on the experiences of students themselves (Jones, 2011).

This paper examines the following research questions. How do hospitality management students who have completed an international internship perceive it to have contributed to their personal and professional development? And, how has it contributed to their employability? These questions were addressed through the analysis of original primary interview data collected from final year undergraduate UK students ($N = 25$) who had returned from a paid international internship, which was part of their degree programme.

The findings shed light on nuanced contributors to positive psychological development. These findings are
used to devise a theoretical model of international internships and positive psychological capital, which contributes to improved practice in internship and employability mentoring, and policy decision-making over internationalisation and employability agendas in higher education.

The paper is structured as follows. The next section examines perceived contributions of an international internship to student development and employability drawing on a review of existing literature. The research design adopted to gain an in-depth insight into their reflections on their personal and professional development and perceived employability are then explained and justified. Key themes identified through the rigorous analysis of the sample’s accounts are then presented in the findings section. This is then followed by a discussion of the contributions made by the study’s findings to the refinement of our understanding of the implications of international internships on the development of students and their employability. These findings are of significance to students, policy-makers, universities, and employers.

The Contributions of an International Internship to Student Development and Employability

Research on internships and cooperative education has grown substantially over recent years (Coll & Kalnins, 2009; Zegwaard & Hoskyn, 2015). Numerous studies examine the perceptions of educators and employers (Skelton & Westner, 2018; Collins, 2002; Petrova & Mason, 2004; Raybould & Wilkins, 2005). Areas of academic interest have included: university and industry links (Busby, 2003); the cross-cultural nature of international internship experiences (Pucillo, 1987; Lim, 2000; Beard, Coll, & Harris, 2001; Wong & Coll, 2001; Coll & Paku, 2006; Coll & Kalnins, 2009); the benefits of international internships for professional development and worker value in the labour market (Skelton & Westner, 2018; Busby & Gibson, 2010); support for students while on international internships (Skelton & Westner, 2018; Gibson & Busby, 2009); students’ expectations, experiences, and satisfaction (Skelton & Westner, 2018; Ruhanen, Robinson, & Breakey, 2013) and their career intentions (Jenkins, 2001, Richardson, 2009; Nachmias & Walmsley, 2015; Robinson, Ruhanen, & Breakey, 2016). Research into graduate careers in the UK hospitality industry is less well developed. How periods of international work experience might form part of career strategies remain unanswered. This extends to the ways in which students themselves value such experiences beyond the immediate end of their programmes.

In a study of students’ experiences of overseas volunteering, Jones (2011) put forward the thought-provoking concept of “cultural-economic capital”, which suggests that employers value international student experience. This resonates with Ng, Tan, and Ang’s (2010) construct of “cosmopolitan human capital”. In both cases, cross-cultural experience is considered to offer distinct labour market value and enhanced career outcomes. Expected outcomes include greater confidence (Toncar & Cudmore, 2000; Busby, 2003; Coll, Pinyonathagarn, & Pramoolsook, 2003; van Dorp, 2008; Universities UK & Confederation of British Industry [UUK & CBI], 2009; Smith-Ruig, 2014), self-efficacy (Fugate, Kinicki, & Ashforth, 2004; Lent, Brown, & Hackett, 1994), and resilience (Archer & Davison, 2008). However, how students make sense of an international internship on their own psychosocial development and employability remains under examined and this gap urgently needs to be addressed.

In examining the concept of employability, Fugate et al. (2004, p. 15) put forward a model that embodies “a synergistic combination of career identity, personal adaptability, and social and human capital”. More
specifically, their conceptualisation of employability encapsulates the dimensions of career identity, personal adaptability, and social and human capital that interact to enhance career opportunities for individuals within and between organisations. Whilst recognising that each of these three dimensions of employability have independent value in their own right, Fugate et al.’s (2004) concept of employability relies on the interconnectedness of career identity, personal adaptability, and social and human capital. The self-perceived employability of individuals is therefore of particular interest to this study.

Rothwell (2015) identified four distinct research strands within the field of employability. The first, focusing on government policy decision-making was identified as a political strand, with the aim of reducing unemployment and tackling social inequalities. This strand has influenced political discourse on skills development and the demands of the labour market. A second strand concentrates on education as a means of enhancing employability and emphasising the role of employability within the curriculum. This has in part been given impetus by rising graduate numbers since the 1990s and notions of underemployment and graduate unemployment (Vargas, Sánchez-Queija, Rothwell, & Parra, 2018; Sattinger, 2012; Purcell et al., 2012). A third strand focuses on employer led employability strategies and stems from the human resource management tradition. Researchers identifying with this strand have sought to investigate how firms can enable employees to sustain employment within a changing jobs market (Nauta, Van Vianen, Van der Heijden, Van Dam, & Willemsen, 2009; Cai, 2013; Humburg, Van der Velden, & Verhagen, 2013). Finally, a fourth strand focuses on the individual’s personal capacity to gain and maintain employment.

Perceived employability is defined by Vanhercke, De Cuyper, Peeters, and De Witte (2014, p. 594) as an “individual’s perceptions of his or her possibilities of obtaining and maintaining employment”. Work has been done to establish a psychometric conceptualisation and measure of self-perceived employability (Rothwell & Arnold, 2007; Rothwell, Herbert, & Rothwell, 2008). This has been applied in educational settings and has been put forward as a self-assessment tool in career counselling, which in turn contributes to policy decision-making (Vargas et al., 2018). Qenani, MacDougall, and Sexton (2014) examined students’ expectations of finding suitable employment against variables, such as personal factors, academic factors, university reputation, and economic factors and concluded that assisting students to manage how employable they view themselves, universities are promoting active learning at a broad level. They argue that positive self-perceived employability stems from high levels of engagement, self-management, internships, and the perception that they have been well prepared by a university. However, examination of the phenomenon of self-perceived employability at an individual level is less well developed.

Huang (2013), in a thematic analysis of undergraduates from China in a single UK university, discerned a relationship between perceived outcomes of international experience and graduate employability. The students believed international experience would support the development of cultural sensitivity and personal adaptability as well as enhance the attractiveness of an individual to employers in a globalised labour market. Crossman and Clarke (2010), after a qualitative stakeholder analysis of employers, academic, and students in Australia, found that all stakeholders identified clear connections between international experience and employability. This was founded on outcomes associated with network building, experiential learning, language acquisition, and the development of soft skills related to cultural understandings, personal characteristics and ways of thinking. However, they concluded there was limited understanding of the nature of the relationship between international experience and graduate employability.
Methods

The study was designed and conducted in line with the principles of interpretative phenomenological analysis (Smith, Flowers, & Larkin, 2009). The dearth of literature as to how students’ perceive themselves and their future employability after an internship required an approach that allowed for unanticipated themes to be explored. Interpretative phenomenological analysis (IPA) is an interpretive approach, which offers an operationalised method by which to explore lived experiences and to interpret phenomena on an individual level, while allowing meaningful patterns to be identified across cases.

Phenomenological research favours purposively selected individuals who share common experiences “so that detailed patterns of meaning and relationships can be identified” (Gray, 2013, p. 208). Therefore, students from a British school of hospitality were invited to participate if they were in their final or penultimate semester of study.

Commensurate with the core philosophical positioning of IPA, the sample was selected purposively so that insight could be gained into the lived experiences of a comparatively homogeneous cohort of students who had completed a period of international internship within the hotel industry (Smith et al., 2009). In total, 25 students agreed to be interviewed. Nationality and gender were not used as sample selection criteria and all of the participants were aged 20-23 years old (see Appendix 1). Participants were interviewed 12-18 months after the completion of their internship to enable them to have reflected on their experiences in a holistic manner.

Data Collection and Analysis

Hour-long in-depth semi structured interviews were arranged to be able to address the research questions and enable the participants to express their views and experiences in their own words (Savin-Baden & Major, 2013). Open-ended questions were posed to explore how participants made sense of their lived experiences. Of particular interest was the participants’ sense of the international nature of the experiences, future employment, and personal development.

Smith and Osborn (2008, p. 66) noted that “the assumption in IPA is that the analyst is interested in learning something about the respondent’s psychological world”. This understanding may be presented in the form of “beliefs and constructs that are made manifest or suggested by the respondent’s talk” or in other cases “the respondent’s story can itself be said to represent a piece of the respondent’s identity” (Smith & Osborn, 2008, p. 66). It is meaning and not frequency that is a fundamental principle of IPA (Smith & Osborn, 2008).

This analysis followed guidelines on IPA (Smith & Osborn, 2008; Smith et al., 2009) as to the transcription, commentary, identification, and collation of themes from the interview transcripts. This was done on a case-by-case basis before identifying common themes between and across multiple transcripts. Insight was also gained from Kempster and Cope (2010) and Cope (2011) as to the iterative process of “enfolding literature” whereby in order to create a higher level of analysis needed for the production of a theoretical explanation at a higher level of abstraction, constant movement between existing theoretical knowledge and transcript data are needed.

Presuppositions that cultural distance and previous international experience might be important variables in the accounts of participants were not evidenced in the data. The students expressed very similar views about their experience whether or not the destination was culturally close or whether or not they had some form of international experience, such as overseas education. The perceived specialness or distinctiveness of
international work experience was highly valued. Four superordinate themes were identified: adversity, development, cross-cultural experiences, and career futures. Further analysis and enfolding of the literature reviewed identified sub-themes that were not entirely predicted in previous research and necessitated a reengagement with literature on positive psychology. Similarly, although the international nature of the experience was expected to be important to participants, the way in which students made sense of this experience and the importance they attached to it and to their future careers was not predicted by engagement with literature.

Superordinate and subordinate themes emerged through the interpretive analysis of 25 participant transcripts. These subordinate themes were identified in over 53,000 words of participant verbatim quotations taken from over 200,000 words of transcript evidence. For the purpose of this paper, themes relating to the students’ sense of enhanced employability will be discussed. In keeping with IPA, verbatim quotations are presented and pseudonyms used.

Findings and Discussion

Four superordinate themes emerged from IPA of participants’ transcripts: adversity, development; cross-cultural experiences, and career futures (see Appendix 2). Some of these are to be expected and even hoped for in students who have worked overseas. For instance, the primary purpose of such internship programmes is to develop professional skills. However, in-depth analysis led to the emergence of important sub-themes that were not predicted in previous research. Similarly, although the international nature of the experience was expected to be an area of importance for participants the way in which students made sense of this experience and the importance, they attached to it and to their future careers was not predicted by engagement with previous literature.

![Subordinate themes for development](Source: Gannon, 2018)
The expected opinions of potential future employers were a prominent theme. Participants often believed that future employers in the UK would look favourably upon their overseas experience. Although there were several cases where participants mentioned actual job interviews and positive feedback on their experiences, most concentrated on finishing their final year in university and so employer opinions remained imagined at the time of the interviews. Whether or not this is realistic is a matter of conjecture. However, it demonstrates that the participants were optimistic about what employers would think.

**Perceived Employability**

There was evidence to suggest that either through a sense of exceptionalism or a sense of achievement, optimism in their individual futures was relayed. According to Scheier, Carver, and Bridges (2001), optimism refers to an individual’s expectancy of positive outcomes. Those high in optimism generally build positive expectancies that motivate them to pursue their goals and deal with difficult situations making a positive attribution about succeeding now and in the future (Luthans, Avolio, Avey, & Norman, 2007; Seligman, 2002). Individuals demonstrating optimism make sense of their experiences as things that in various ways enable them to go on to create positive outcomes with regards to their future careers.

For Connie, the rejection from her first choice of location in the United States and having to take a second choice hotel in the Republic of Ireland in which she eventually flourished was something she made sense of as both a positive lived experience and something from which she could draw inspiration from for other positive outcomes in the future.

> The rejection from America has proper helped me so much. If I don’t get a job, if I go to an interview, I’m like, okay, that’s not happened, but something else will happen. I think actually being rejected from that was such a good thing for me, if that makes sense. (Connie)

Ted who stated that he had little confidence in himself before the internship programme now felt confident and ambitious when asked about his future. He saw future international work within the hotel sector as a possible pathway to securing the financial stability that would enable him to achieve his long-term entrepreneurial ambitions. This positive expectancy of gaining work in the United States and elsewhere could one day lead to him owning his own food and beverage operation. Work within the hotel industry was a positive means to an end.

> I'm fairly confident, maybe a bit too confident about it. I've got a lot of ambitions. I want to maybe one day own my own bar or restaurant, or both, who knows? I still want to work in hotels. I thought that maybe after I get my degree, graduate, I'm going to head over to the States, like I said. Probably stay there for five years, more or less, just to get some more experience. And a bit of finance sorted out. And then open up my own place. Really want to, yeah. Hotels, I want to get more experience in the hotel industry. But long term it's not what I want to stay with.

For Ted, optimism surfaced in the possibility of being “an independent” and was made achievable through his academic interest in hospitality business management and the experience he gained in the industry.

> I want to be an independent because I've been studying business. So it's always something that's I've been kind of wanting to be. And I've always been interested in business, I've got a very kind of wide knowledge of business and how it's run. So it's something that I can exercise in the future.

Sophie exhibited a confidence and independence gained by working abroad on her internship year from which she drew conclusions about positive future expatriate work. This confidence in her independence and ability to be fine anywhere was the source of her optimism.
So I think that helped for the future because I know I could basically move anywhere else and I know I would be fine…. I would be able to take care of myself and I wouldn’t need anyone else, I know I could get a job and I know I know budgeting and do all that.

Fleur felt comfort in believing that she had the ability to succeed in a career within the hotel industry even though she felt the need to explore other options before she finally settles on a career choice. She knew that she would do well and had been told she would do well within the hotel sector, which was a source of optimism even though she felt the need to explore career options in other fields of work.

So I kind of want to experience different loop holes first before I, like, make my decision on “yeah, I want to stay in hospitality industry and yes I want to stay in hotels” because although it’s a potential career and I know I’ll do well in it and I’ve been told that I’d do very well in the industry so that’s not the issue. It’s just my personal happiness—whether I want to stay in the industry or do something totally different.

Participants often believed that future employers in the UK would look favourably upon their overseas experience. Whether or not this is realistic is a matter of conjecture. However, it does seem to show that participants are optimistic about what employers will think.

Showing that an individual has gone away and done something different without the support of their friends, family and institutions seems to be something that several participants viewed as a positive experience that they thought employers would value. This is justified as it demonstrates confidence, independence, resilience, and communication skills which participants are optimistic employers will see as valuable characteristics.

I think it would show that I have been able to go away for a year and I have got that confidence in myself…and I have lived in a different community…. I think they would see that as positive…they would have to meet me (laughs) coz I am amazing (laughs)…she has met a lot of people working on the front desk…she knows the from office system…she can clearly communicate with a wide range of people and she is confident enough to go and live by herself for a year.

(Maggie)

For Emily, the experience was a source of competitive advantage over job candidates.

In a non-biased way I think that they [employers] would probably choose me perhaps…just because maybe…. I took the chance…. I did you know accomplish a year abroad whether it was because I didn’t have a choice or not I still stuck it out…it shows a kind of commitment to your career as well.

Moving away from home in the UK and being away from one’s comfort zone was an advantage for Beatrice and Hanna. In the minds of these participants, the experience seemed to offer greater opportunities for development than domestic work experience might have and therefore be viewed more favourably by potential future employers.

I’m going basically be straight to the point. Just tell them my experiences. What I’ve learnt and what I’ve gained from it. I think my experience abroad would, I’m sure, play as an advantage to me, hopefully. (Robert)

In this, Robert demonstrated that not only did he value his experience but that he believed that employers would also value his international work experience and that this would in turn increase his employability within their eyes.

This sense of enhanced employability experience indicates that participants made sense of their international internship as something that had positively enhanced their personal and professional lives. A
shared perspective among participants is a belief in personal employability developed through the international internship. The participants believed employers, for a variety of reasons, would value their experiences. Figure 2 puts forward a model by which that international internship experience may be understood as providing an environment in which psychosocial development and cross-cultural experience flourish creating an enhanced sense of employability (Gannon, 2018). The resilience gained through overcoming the adversity of the international experience coupled with the reported transformative personal and professional development and this was true for participants who expressed an intention to pursue careers within the hotel industry and those who expressed intentions to develop careers in other areas.

Figure 2. A model of employability self-belief gained through international internships.

A second important area to emerge from the analysis was related to themes corresponding to specific expatriate, cross-cultural, and international aspects of the experience. The participants’ accounts indicated that their expatriate experience was regarded as something special that distinguished them from their peers. The cosmopolitan nature of the internship encompassing cross-cultural encounters with host country nationals and other international workers were sometimes sources of difficulty, such as mutual-misunderstanding, culture shock, communication barriers, and homesickness. However, the experience was positioned as something positive and to be proud of. Participants also expressed positive development in areas closely aligned with the construct of cultural intelligence (Early, 2002). They believed they had enhanced language and communication skills, knowledge of other cultures and motivation to work in other countries in the future. They articulated the perception that future employers would value this cultural intelligence and cosmopolitan experience thereby enhancing their future employment prospects. This belief in a cosmopolitan human capital (Ng et al., 2011) or cultural-economic capital (Jones, 2011) can be hypothesised as contributing to participants’ general sense of future employability, within domestic or international settings and inside or outside of the hotel sector.
Conclusions

This research suggests that the international nature of the internship provides an environment that is at times both challenging and stimulating. The international aspects of the internship were points of distinction that separated the students from their peers. It is an environment in which both positive psychological capital and cosmopolitan human capital may flourish. Furthermore, these enhancements are congruent with developing a sense of a participant’s own employability. This employability may as yet be untested in the employment marketplace but it is nevertheless a positive psychosocial development gained through participation in international internship programmes. This was found to be the case for participants who intended to build management careers within the hotel industry and for those who intended to look for employment in other industries after graduation.

This research has raised several questions for further research. Firstly, future research should concentrate on the comparison of both domestic and international internship experience and student employability. Secondly, research into the extent to which employers’ value international experience and the labour market outcomes of students with international experience is needed. Finally, the phenomenological approach adopted here has facilitated a contribution to theory in the area of international work experience. Further longitudinal research on larger cohorts of both domestic and international internship students to examine the nomothetic relationship between positive psychological development and employability is needed.

As educators, we have been called upon to prepare graduates for global job markets (HEA, 2017), yet actual numbers of business and management students participating in international internships are very small (UUK, 2017). These calls have been made in a time of unprecedented retrenchment in government investment in higher education (UUK, 2017). Furthermore, the uncertain outcome of Brexit negotiations may see a possible UK withdrawal from international work and study experience programmes, such as Erasmus which currently provides the majority of business students’ overseas experience (Times Higher Education [THE], 2017). The financial and political threats to such international work experience programmes seem juxtaposed to the Prime Minister’s calls for “A truly global Britain” (BBC News, 2017). Establishing and maintaining links with international internship providers is costly and could potentially be seen as a strain on already pressed resources. Similarly, mentoring and support of students engaged in such programmes is an additional cost for High Education Institutes (HEIs) in a time of financial uncertainty. The insights contributed by this research into the positive psychological development, increased cross-cultural skills and more positive outlook on future employment expressed by students should be used to add to the argument that current provision of such programmes should not only be maintained but further developed to prepare graduates for future careers in which international skills and experience will remain important.

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### Table 1

**Participants and Destinations**

| Transcript code | Gender | Nationality | Provider location | Internship experience                              |
|-----------------|--------|-------------|-------------------|---------------------------------------------------|
| P1              | M      | UK          | ROI               | Food and Beverage, Hotel Operations Management    |
| P2              | M      | Czech       | ROI               | Food and Beverage Operations                      |
| P3              | F      | UK          | USA               | Food and Beverage Operations                      |
| P3              | M      | UK          | USA               | Front Desk, Customer Relations, Food and Beverage Operations |
| P4              | F      | UK          | ROI               | Front Desk, Sales and Marketing                   |
| P5              | F      | UK          | UAE               | Front Desk, Food and Beverage, Events             |
| P6              | M      | UK          | ROI               | Food and Beverage Operations                      |
| P8              | F      | UK          | USA               | Front Desk, Customer Relations, Food and Beverage Operations |
| P9              | F      | UK          | USA               | Food and Beverage Operations                      |
| P10             | F      | UK          | USA               | Front Desk, Back Office, Sales                    |
| P11             | F      | UK          | USA               | Food and Beverage Operations                      |
| P12             | F      | UK          | USA               | Food and Beverage, Front Desk, Customer Service   |
| P13             | M      | UK          | USA               | Customer Relations, Sales, Events                 |
| P14             | F      | Lithuania   | Cyprus            | Food and Beverage Operations                      |
| P15             | F      | China       | USA               | Food and Beverage, Sales, Marketing               |
| P16             | F      | UK          | Hong Kong         | Front Desk, Events, Food and Beverage             |
| P17             | F      | Singapore   | China             | Front Desk, Events, Food and Beverage             |
| P18             | F      | Slovakia    | China             | Front Desk, Events, Customer Relations, Food and Beverage |
| P19             | F      | UK          | ROI               | Front Desk, Events, Customer Relations, Food and Beverage |
| P20             | F      | Slovakia    | USA               | Front Desk, Hotel Operations Management, Food and Beverage |
| P21             | F      | UK          | ROI               | Food and Beverage Operations, Back Office, Finance |
| P22             | F      | Czech       | USA               | Front Desk, Events, Customer Relations, Food and Beverage |
| P23             | M      | UK          | USA               | Front Desk, Events, Customer Relations, Food and Beverage |
| P24             | M      | UK          | UAE               | Front Desk, Events, Food and Beverage             |
| P25             | F      | UK          | Spain             | Front Desk, Back Office, Sales, Finance           |

### Appendix 2

**Table 2**

**Superordinate and Subordinate Themes**

| Theme          | Sub-theme | P1 | P2 | P3 | P4 | P5 | P6 | P7 | P8 | P9 | P10 | P11 | P12 | P13 | P14 | P15 | P16 | P17 | P18 | P19 | P20 | P21 | P22 | P23 | P24 | P25 |
|----------------|-----------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Adversity      | Homesickness | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
|                | Working conditions | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
|                | Living conditions  | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
|                | Isolation        | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
|                | Finance          | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |

| Development    | New person | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
|                | Mastering tasks | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
|                | Promotion & responsibility | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
|                | Confidence      | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
|                | Independence    | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
|                | Self-efficacy   | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
|                | Resilience      | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
|                | Optimism        | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Cross-cultural skills & experience | Language & communication | International networks | Cosmopolitan community | Cultural intelligence |
|-----------------------------------|--------------------------|------------------------|------------------------|-----------------------|
|                                  | X                        | X                      | X                      | X                      |
|                                  | X                        | X                      | X                      | X                      |
|                                  | X                        | X                      | X                      | X                      |
|                                  | X                        | X                      | X                      | X                      |
|                                  | X                        | X                      | X                      | X                      |
|                                  | X                        | X                      | X                      | X                      |
|                                  | X                        | X                      | X                      | X                      |
|                                  | X                        | X                      | X                      | X                      |
|                                  | X                        | X                      | X                      | X                      |
|                                  | X                        | X                      | X                      | X                      |

| Career futures | Employability self-belief | Exploiting experience | Changing careers | Employers opinions | Future expatriate work | Global opportunities |
|----------------|---------------------------|-----------------------|-------------------|--------------------|------------------------|---------------------|
|                | X                         | X                     | X                  | X                  | X                      | X                   |
|                | X                         | X                     | X                  | X                  | X                      | X                   |
|                | X                         | X                     | X                  | X                  | X                      | X                   |
|                | X                         | X                     | X                  | X                  | X                      | X                   |
|                | X                         | X                     | X                  | X                  | X                      | X                   |
|                | X                         | X                     | X                  | X                  | X                      | X                   |
|                | X                         | X                     | X                  | X                  | X                      | X                   |
|                | X                         | X                     | X                  | X                  | X                      | X                   |
|                | X                         | X                     | X                  | X                  | X                      | X                   |
|                | X                         | X                     | X                  | X                  | X                      | X                   |