
Internationalization and Employability: Assessing the Effects of Study Abroad Programs on Participants' Employability

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Abstract: *In spite of the great popularity of short term study abroad programs, relatively a few studies have been conducted to explore their outcomes. The study abroad literature indicates that even though there has been increasing research on the outcomes of these programs, there is not any clear and assessable agreement on what critical competencies are vital for students to get accepted in today's labor market. However, a number of studies outside the field of study abroad programs define the essential skills that may contribute to employment and career development in the global workforce. Using data on 180 American college students, this paper scrutinizes the extent to which taking part in short term study abroad programs during university studies affects subsequent employment likelihood. It examines the competencies and skills that are offered by these overseas experiences and valued by prospective recruiters. Respondents surveyed in this study took part in short study abroad programs in Morocco and graduated over the last ten years. Findings of this study show that these learning experiences in Morocco had significant positive impacts on respondents. The majority of participants stated their sojourn in Morocco provided them with a good opportunity to develop their intercultural communicative competence. Moreover, this experience helped a great number of participants to gain a better understanding of both the target culture and their own. Many respondents stated that their sojourn in Morocco boosted their marketable skills (e.g. global-mindedness, self-confidence, self-awareness, international knowledge, second language skills, communicating with others, relationships with others, and confidence/self-esteem). Therefore, it can be concluded that short-term study abroad programs in Morocco help students to enhance their employability by developing skills that are required for professional careers after graduating from university.*

Keywords: *Internationalization; Adaptability; Study Abroad Programs, Employability, Personal Development.*

1. INTRODUCTION

During the last two decades, internationalization has been influencing employers, academics and students themselves with regard to how they perceive the connection between study abroad programs



and employability. According to the study abroad research literature, it is believed that there is no clear consensus on which skills participants need to have to be globally competent, and what competencies this overseas experience has to provide participants with to enable them to be globally competent. However, outside of the field of international education, a body of research has identified the set of skills that students should possess to be globally competent and consequently accepted in today's labor market. Therefore, the American Management Association (AMA) and the National Association of Colleges and Employers (NACE) in 2010 investigated alongside other concepts, the skills that employers expect potential candidates to have (Hodge and Lear, 2011).

This quantitative study seeks to fill the gap in the literature by scrutinizing the relationship between study abroad programs and development of competencies that qualify students to take part in today's workforce. The study investigates international education from an employability perspective. It is an attempt to provide evidence on the role of the overseas experience on students' development of the required job skills. 180 alumni that took part in study abroad programs in Morocco in the last seven years were surveyed. 40 participants who expressed their consent were interviewed in order to obtain a more nuanced understanding of the relationship between the international experience in Morocco and the improvement of an employment edge. It focuses on participants' personal characteristics and programs' components that influence career and employment outcomes.

This paper is divided into six sections. The first one addresses the theoretical background of the link between study abroad programs in Morocco and the participants' position in the labor market. The second part presents an overview of the empirical literature. The third part provides the collected data and analytical methods adopted in this study. Section 5 discusses the results of the empirical analysis. Finally, section 6 sums up the most significant findings of the present study.

Definitions

What is employability?

Employability is defined in the literature both explicitly and implicitly. For some researchers, employability signifies the ability to demonstrate sought-after attributes and qualities at the point of recruitment. For others, employability refers to the possession of basic core skills that can prepare the individual to get a graduate-level job. It is the propensity of a student to secure a job that requires particular skills and abilities. For Yorke (2004) employability designates a set of understandings, skills, and personal attitudes that make the graduate more likely to obtain a job and be successful in the chosen occupation, which benefits them, the other employees, and the economy.

What is a study abroad?

Study abroad is a term given to programs offered by a high school, a college or a university that allow students to live and study in a foreign country. For American universities, this can be for a few weeks, a few months, an entire semester, or even an academic year. During this period, students learn the foreign language and discover the new culture. Study abroad is also referred to as outbound mobility, international study experience, education abroad and credit mobility.

Skills and Competencies Desired by Employers

For the OECD (2016), "skills have become the global currency of the 21st century." Various types of skills are believed to be crucial for the workforce. This includes both hard skills and soft skills. According to Christine Farrugia and Jodi Sanger (2017), employers look for graduates who have developed soft skills in addition to technical skills. The two researchers provided a list of hard and soft skills that were common in prior research that were thought to be the most needed in today's



workplace. The 15 hard and soft skills that are indispensable in today's American labor market are as follows:

- (1) **Communication skills:** the skills that are needed to speak and write effectively using clear language that takes into consideration the audience,
- (2) **Confidence/self-esteem:** the ability to trust in one's competencies and make decisions built on one's views,
- (3) **Course or major-related knowledge:** mastery of one's academic course content,
- (4) **Curiosity:** the eager desire to know or learn about different things,
- (5) **Flexibility/Adaptability:** the willingness to adjust one's behavior in response to changing environments/circumstances. It is the ability to be flexible and to learn and be teachable,
- (6) **Intercultural skills:** the ability to understand and adapt to different cultural situations and viewpoints,
- (7) **Interpersonal skills:** the ability to develop positive attitude to interact, get along with, and work with individuals and groups,
- (8) **Language skills:** the ability to speak fluently a language other than English,
- (9) **Leadership:** the individual's ability to guide and motivate other people in order to achieve goals and realize missions,
- (10) **Problem-solving skills:** the ability to define work-related problems, determine their causes, and accurately implement solutions,
- (11) **Self-awareness:** the ability to develop conscious knowledge of one's own strengths and weaknesses,
- (12) **Teamwork:** the ability to work together in a team with other individuals to achieve a common goal or to complete a task in an effective and efficient way,
- (13) **Technical/computer software skills:** the set of abilities or knowledge used to perform physical and digital tasks,
- (14) **Tolerance for ambiguity:** the ability of an individual to be comfortable with uncertainty and unpredictability and to deal with the ill-defined nature of problems which have creative potential, and
- (15) **Work ethic:** the set of principles and work habits that the individual demonstrate in the workplace and that allow him to make decisions and perform the job duties with positive moral values like integrity, punctuality, discipline and humility.

These skills can be refined by dividing them into three domains drawn from the National Academy of Sciences (Pellegrino and Hilton, 2012). These areas are: (1) cognitive competencies including skills associated with cognitive strategies, creativity and knowledge, (2) intrapersonal competencies comprising work ethics, intellectual openness, and positive self-evaluation, and (3) interpersonal competencies covering teamwork and leadership skills.

Theoretical Background

The impacts of study abroad programs on respondents' position in the labor market in fact expected based on three theories: the human capital theory, the signaling theory, and the search theory. From the point of view of the human capital theory (Holden, 2016) study abroad programs are believed to be an essential investment in human capital. In these programs, participants gain knowledge and abilities due to joining foreign higher institutions, though the high quality of this knowledge depends on the quality of the education provided by these institutions. Thus, if students participate in a study abroad program offered by a low quality school, they may not improve their competences. In addition, the overseas experience makes it possible for participants to boost their



mobility competences (cultural and linguistic competences). On top of that, studying abroad can provide participants with the opportunity to develop non-cognitive skills such as tolerance, openness, and adaptability (Take and Shoraku, 2018).

The signaling theory emphasizes the messages that education communicates in the labor market (Ghazarian, 2015). According to this theory, the fact that more and more American universities encourage their students to take part in study abroad programs proves that this experience provide students with competences that are highly valued by employers. Undertaking education abroad provide students with competences and abilities that valued by companies. It also offers non-cognitive skills, such as the ability to work with others, to build good relationship in the workplace, and to be open to new experiences. Most importantly, having participated in a study abroad program signals the ability to communicate in at least two languages. Taking part in a study abroad program, no matter how long it is, implies the student possesses a set of skills and a number of traits that will make him eligible to get a competitive advantage in the labor market and get an even better position than the student who has never left the country.

The job-search theory describes different problems that unemployed individuals face and suggest strategies for making employment decisions (Faggian, 2021). According to this theory, both employers and employees determine the level of joblessness. Students who have already participated in a study abroad program are expected to be more active in looking for jobs. They have already proved to be active as they have sought for this educational opportunity. Thus, it can be assumed that students with an international experience have more efficient in seeking for a job than students who lack this experience. Besides, employers believe that the candidates' participation in a study abroad program signals the high level of their skills, and consequently, lowers the cost and the steps of the recruitment process. All in all, it can be expected that students who benefited from a sojourn abroad will get a job sooner and easier , and will, therefore, make this category of candidates known for a higher employment rate.

Previous Studies

Because of globalization, and over the last few decades, employers have started giving priority to graduates who have included an international element in their resumes. They strongly believe that the candidates' intercultural experience enables them to work in culturally diverse environments and successfully deal with cultural issues within the workplace (Earley et al., 2006). As a result, universities have started offering study abroad programs to allow students to develop their soft skills and boost their "cultural intelligence" (Thomas and Inkson, 2004, p. 71). However, there is limited literature that gives evidence about the link between international study experience and the candidates' employability. Here are some of the most well-known research projects that have examined the link between study abroad programs and the making of globally competent graduates required in the labor market.

The effects of globalization and internationalization:

Defining these two terms (globalization and internationalization) has been the objective of many researchers in the last two decades. For Ghemawat (2017), globalization refers to how companies make their goods and services known and consumed in different parts of the world. In business, this term describes the interaction and integration between people, companies, and governments in the four corners of the world. Internationalization designates the process of strengthening relationships between national cultures (Maringe, F. 2010). Recently, organizations have been firmly attached to their customers and suppliers in different corners of the globe. One of the consequences of



globalization and internationalization is that employees often travel more frequently and work in an international workplace (House et al., 2006). Having shared objectives with international colleagues is a challenging and complex experience that needs different skills such as problem-solving, negotiating and decision-making (De Anca, 2007). For this reason, employers have started to hire candidates who show a good level of awareness and understanding of cultural issues, ability to work in a culturally diverse workplace, and build international relations (Earley et al., 2006).

Identifying twenty-first-century workforce skills:

For business owners and human resource managers, hard skills and soft skills have become the first priority in this century. Different studies have come to the conclusion that employers hire candidates who have job-related knowledge, possess abilities needed to perform their tasks efficiently and own a set of personal qualities that can help them succeed in the workplace. These skills were classified into three domains. The first domain includes cognitive competencies, such as skills connected to cognitive processes and strategies, knowledge, and creativity. The second domain comprises intrapersonal competencies, encompassing intellectual openness, work ethic, and positive self-evaluation. The third domain covers interpersonal competencies, comprising leadership skills and teamwork (Crawford et al., 2011; Harder et al., 2007; Farrugia and Sanger, 2017).

Studies in the United States:

The following studies have scrutinized the link between studying abroad and improving the skills that graduates need to get a job. These studies are highly estimated as they contribute to the conversation by providing evidence on the impacts of the international study experience on the graduates' employment edge. The findings of these studies are thought to be of great value as they offer insights and recommendations with the aim to refine study abroad programs to help students to gain essential workforce skills and, as a result, prove themselves in the global labor market.

Farrugia & Sanger (2017):

These two researchers conducted a study to scrutinize the impact of study abroad programs on the student's development of the required skills in today's labor market. The study was carried out as a part of IIE's Generation Study Abroad initiative. It surveyed more than 4,500 American graduates of different higher institutions who participated in study abroad programs from 1999 to 2017. The research focused largely on the role of these programs to help graduates to gain skills and abilities that needed to get a job after graduation. Among the most significant findings of this research is that international study experiences contribute to the development of the candidates' practical skills and affect career and employment outcomes in various ways. This connection between studying abroad and employability depends on three factors: (1) programs' components, (2) study destinations, and (3) determination of the participants to get benefit from overseas experiences for employment. More recently, 80% of the candidates stated that recruiters asked them about their international study experience in job interviews, and more than 50% of them pointed out that the overseas experience helped them to get a job. The research also concluded that the duration of study abroad programs improved the candidates' employability to a significant degree. More extended programs proved to have positive impacts on the upgrading of the students' employability skills. These skills included language skills, communication skills, adaptability and flexibility, and self-awareness (Farrugia and Sanger, 2017).



Gilman Evaluation Report (2016):

The Gilman Scholarship Program provides scholarships to U.S. undergraduate students to enable them to live the learning abroad experience. This program was launched with the support of the congressman Benjamin A. Gilman and has been administered by the Institute of International Education since 2001. Its main target is to encourage reciprocal understanding between U.S. students and people around the world and build pleasant and peaceful relations.

The Gilman Evaluation Report indicates that between 2003 and 2010, 1500 Gilman scholarship beneficiaries stated that their sojourns outside U.S.A. had helped them to improve their language proficiency, connect to their host countries, and widened their professional horizons. Also, the experience of studying abroad allowed them to discover new fields and develop new interests. Moreover, students discovered new peoples and new cultures, expanded their views, and developed new skills. Therefore, 50% of participants said they were willing to work in international firms, and 30% got jobs in which they had to travel to other countries. 45% of respondents indicated that they got positions in companies where they needed to speak foreign languages. On top of that, the report emphasizes that many respondents chose academic fields that would provide them with the required skills to face global challenges. 73% stated that their international experience enlarged the geographic range of foreign countries that they may work in after graduation (Gilman, 2016).

Anderson (2015):

To assess the impacts of study abroad programs on students' professional lives, the University of Minnesota surveyed 712 alumni who had participated in these programs over more than 30 years. Eighty-nine percent of the participants were white graduates, and 73 were females. This study shows that 91 percent of respondents strongly believed that learning abroad experience helped them increase their maturity. Sixty-four percent considered study abroad programs an opportunity to acquire skills that strongly influence their career. Eighty-four percent stated that their international experience allowed them to enhance their skills. Considering the effect of study abroad programs on obtaining their jobs, 53 percent strongly believed that they affected getting the first job. Regarding the long-term effects, 86 percent strongly agreed that this experience permanently affected their worldview. Finally, 66 percent stated that learning abroad positively influenced their career prospects (Anderson, 2015).

Cleary (2014):

This dissertation project aimed at assessing the long-term impacts of studying abroad on career and professional development in the global labor market. Cleary compared the effects of international education on three groups of graduates: (1) alumni who took part in study abroad programs, (2) graduates who benefited from internships in a different country, (3) and students who never participated in a study abroad program. All alumni who participated in this study used to go to a prestigious university. 853 participants graduated 5 years before. 326 studied abroad for a semester or less and 62 took part in an internship program. Another set of 605 respondents graduated 10 years before. 245 of these alumni participated in study abroad program, and 24 completed an internship. Data collected in this study were analyzed from a career development viewpoint, which allowed the researcher to explore different theories that are rarely emphasized in the literature on study abroad programs. In agreement with the Learning Theory of Career Counseling (LTCC) (Mitchel & Krumboltz, 1990), Cleary concludes that sojourning in another country enable participants to develop job-relevant abilities and knowledge and, consequently, get a job easily. Taking part in study abroad programs or international internships allows participants to gain the traits of global citizens



and be recruited in multi-cultural companies. Cleary notices that graduates who sojourned abroad picked up one of these career fields: finance, business, and consulting. This, according to Cleary, enables alumni to get well-paid jobs.

Orahood et al. (2004) collected data from a US Business School and concluded that 96% of the participants believed that study abroad programs boosted their job prospects. Varghese (2008) stated that study abroad programs are weighty as they can improve students' academic credentials and qualify them for high-paid jobs. Varghese also noted that the rewards of study abroad programs in terms of employability are higher in developing countries than in developed ones. Fielden et al. (2007) conducted a study on the employability of alumni who participated in study abroad programs and noticed that 60% of business owners considered that students who took part in these programs were more employable than those who never sojourned abroad. Finally, Bracht et al. (2006) collected data through sending a questionnaire to employers of students who had participated in study abroad programs to examine their professional skills and abilities. The results showed that 40% of those business owners confessed that students with international experiences were likely to show more responsibility in the workplace.

2. METHODOLOGY

Taking into consideration the objectives of this study as well as previous literature on outcomes of study abroad programs, it was considered suitable to rely on a questionnaire to collect quantitative data. This method provides a wide-ranging picture and nuanced analyses of the effects of study abroad programs on graduates' employment edge. Therefore, to reach a deep understanding of how study abroad programs helped graduates to improve their employability, the survey was administered to 190 alumni. The present study focuses principally on the impacts of study abroad programs in Morocco on college students' employability. Hence, there is one main question that this study attempts to answer is:

To what extent there is a statistically assessed relationship between study abroad programs in Morocco and the development of skills that enable U.S. college students to develop employment edge in today's labor market?

The survey was administered to 190 American college graduates who had participated in study abroad programs in Morocco in the last decade. This timeframe was picked up to make the study focus on modern-day employment requirements. In order to reach a larger respondent pool, the researcher contacted alumni from five leading universities in American. To wit: (1) Texas A&M University, (2) George Washington University, (3) University of Michigan, (4) University of Houston, and (5) University of Maryland. The survey was sent to study abroad alumni from these five universities using the emails that were provided to the researchers by different centers of Arabic in Different cities in Morocco. All surveys were sent in August 2021 to 200 alumni and a total of 190 valid responses were sent back before December of the same year.

To analyze the collected data, the researcher used cross-tabulations and the nonparametric version of the Pearson product-moment correlation: the Spearman rank-order correlation to measure the strength and direction of association between two ranked variables. In this study, a statistically significant correlation has a p-value of <0.05. In addition to that, high or low values within a set of the survey data were considered as values falling above or below one standard deviation of the mean, or with z-scores falling above or below 1.

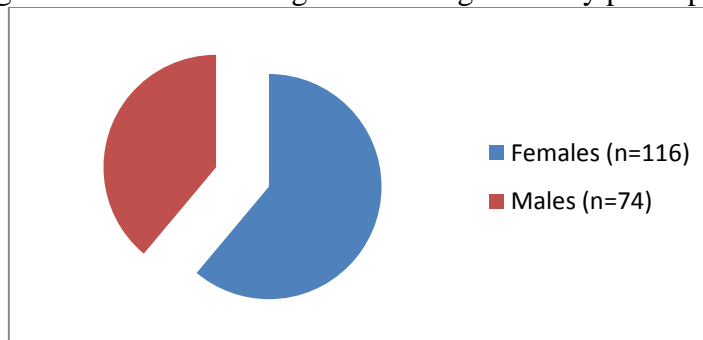
Respondents' profiles

The population that is targeted in this study is the U.S. university students who have participated in study abroad programs in Morocco in the last five years (2018 – 2022). Since the participation of the entire population in this study was impossible, it was more practical to rely upon a smaller group to collect data. Therefore, 190 alumni were contacted. The researcher sent an email to each alumnus to invite them to take part in this study. The questionnaires were attached to the emails. Students' email addresses were provided by three language centers located in three different cities, Meknes, Rabat, and Marrakesh. Ten respondents were selected to participate in telephone interviews and collect data for the qualitative analysis.

Gender distribution among respondents

The survey participants are largely representative of the overall U.S. study abroad population averaged from 2012 to 2022. Female respondents make up 79 percent of the survey sample, compared to 21 percent male respondents (Fig. 1). The high proportion of female respondents is in line with historical study abroad trends. According to the Open Doors Report on International Educational Exchange, female students have consistently made up about two thirds of U.S. study abroad over the past 15 years.

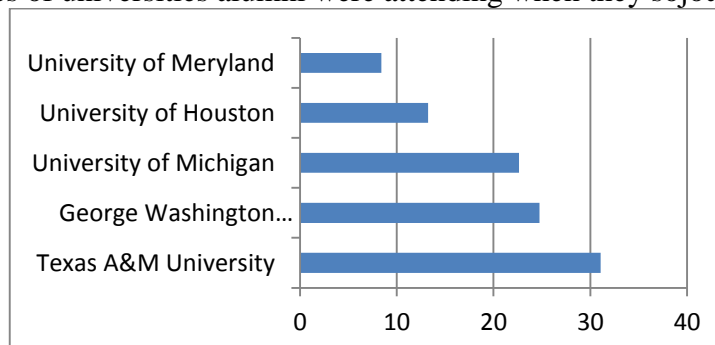
Figure 1: Distribution of gender among the study participants



Respondents' universities

As mentioned earlier, the survey participants studied in five different universities. Figure 2 shows that 59 alumni from Texas A&M University (31.05%), 47 from George Washington University (24.73%), 43 from University of Michigan (22.63%), 25 from University of Houston (13.25%), and 16 from University of Maryland (8.42).

Figure 2: Names of universities alumni were attending when they sojourned in Morocco

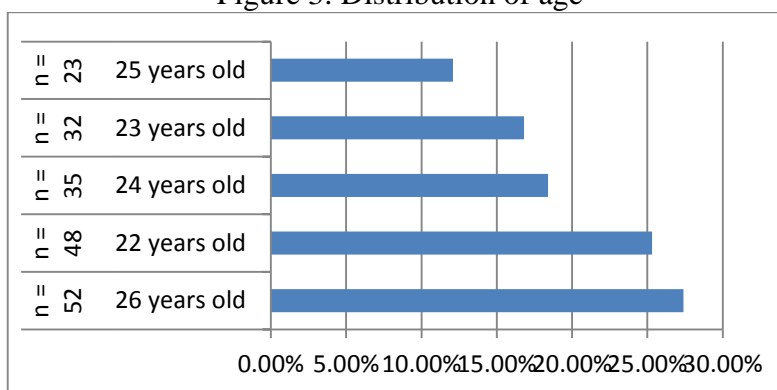




Respondents’ ages

Figure 3 displays the frequencies and percentages of the respondents’ age when they took part in the present study. Accordingly, 48 respondents (25.3%) were 22 years old when they sojourned in Morocco. 32 participants (16.8%) were 23. 35 alumni (18.4%) were 24. 23 graduates (12.1%) were 25, and 52 sojourners (27.4%) were 26.

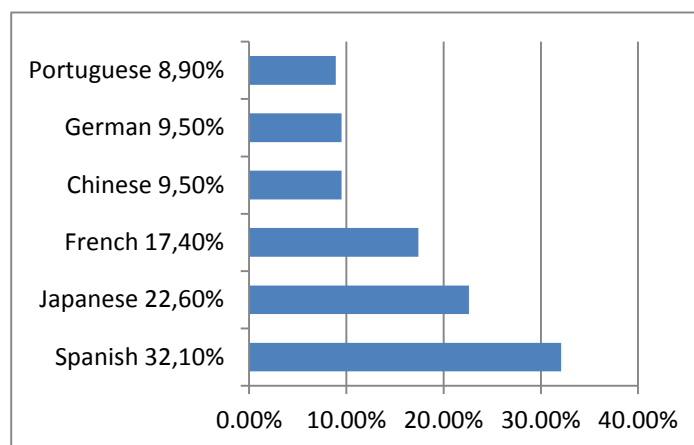
Figure 3: Distribution of age



Languages respondents speak in addition to their native language

When they took part in the study abroad programs in Morocco, students were able to speak various languages. Figure 4 shows that Spanish is the most commonly learned foreign language, 60 alumni (32%) stated that they learned this language as a first foreign language, 42 participants (22%) chose to learn Japanese, 35 alumni (18%) learned French, and less than 10% of respondents learned Chinese, German, and Portuguese.

Figure 4: Languages spoken by respondents

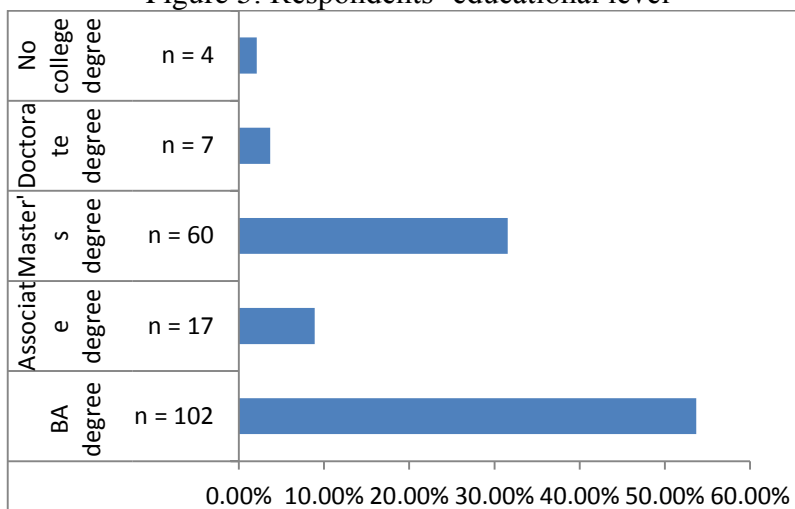


Educational levels

As it is shown in figure 5, 102 participants (64.4%) hold a BA degree, 40 alumni (21.1%) had their Associate degree, and 17 graduates (8.9%) obtained their Master’s degree, 7 participants (3.7%) attained a doctorate degree, and 4 respondents (2.1%) failed to get a degree.



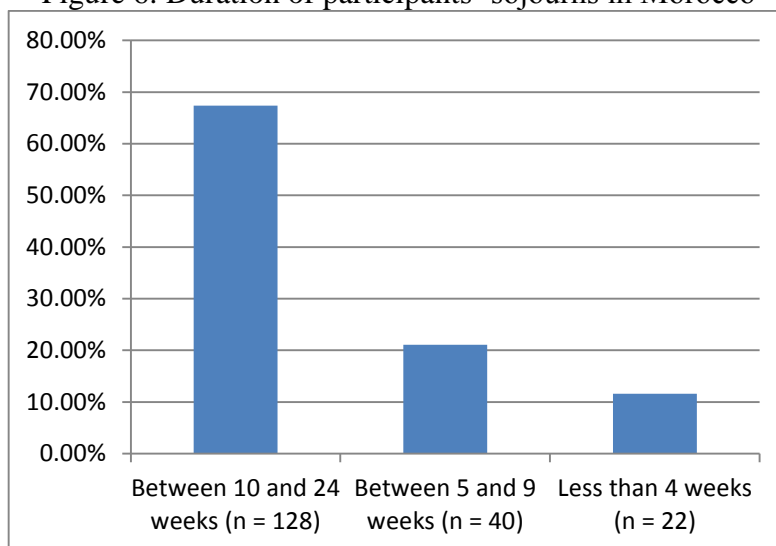
Figure 5: Respondents' educational level



Duration

Since survey respondents provided several types of duration, the researcher believed it was necessary to use an ordinal measurement system rather than a numerical one. Consequently, three interval categories came out: 1) one month or less, 2) Between 2 and 9 weeks, and 3) more than 10 weeks. Figure 6 shows that 67.0% of the participants (n=128) stayed in Morocco for a period between 10 and 24 weeks. 21.1% of the alumni (n=40) sojourned in Morocco for more than 5 weeks and less than 9 weeks. Finally, only 11.6% of the graduates spent less than 4 weeks.

Figure 6: Duration of participants' sojourns in Morocco



Major

The collected data show that survey respondents have majored in a broad range of fields of study. The most popular major fields were foreign languages, Literatures and Linguistics representing 30% of majors. The other leading major fields among participants were Social Sciences and History accounting for 21%. Then, the other field that represented 14% was Science, Technology, Engineering and Math. Business and Management accounted for 11%. 15% of participants chose the



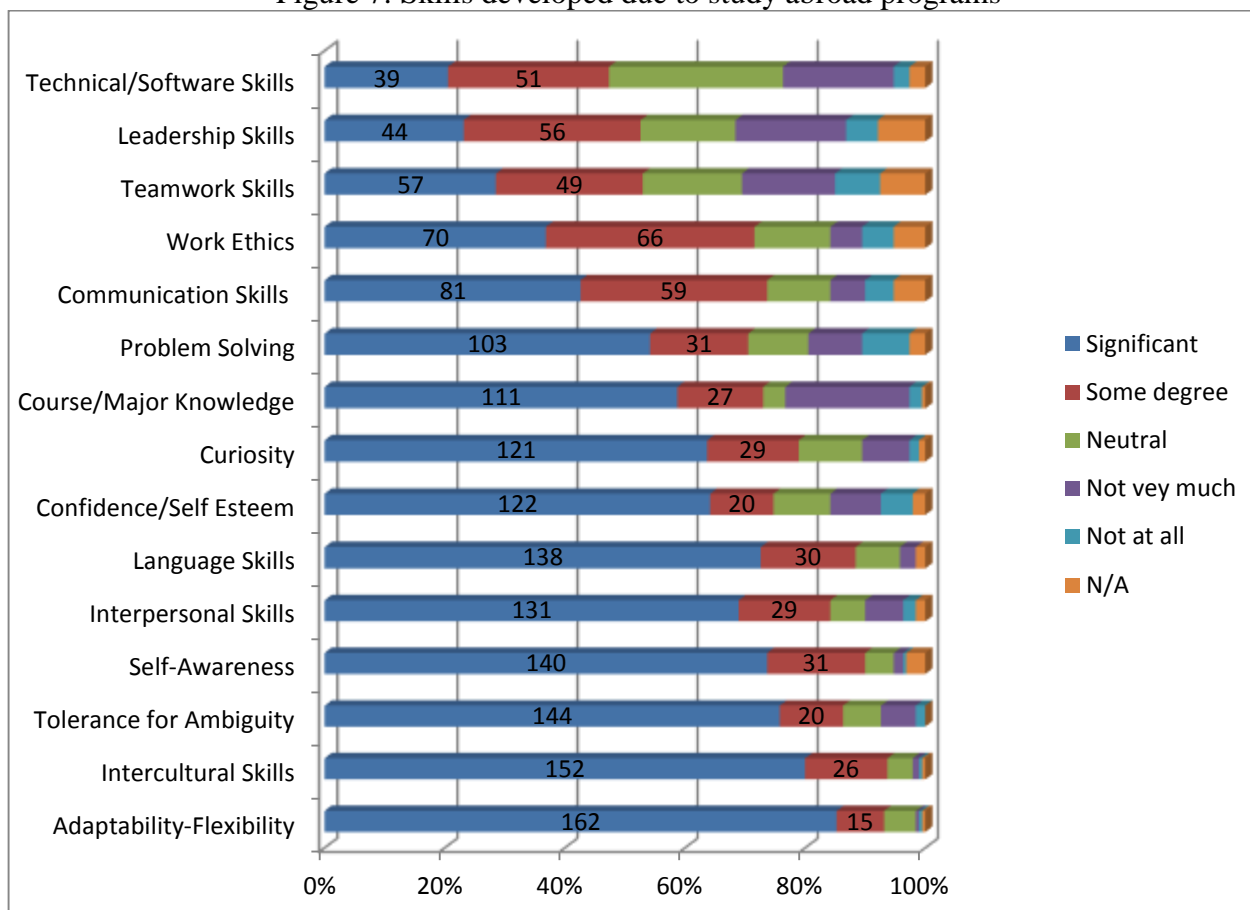
fields Fine and Applied Arts. Finally, less than 10% of survey respondents have majored in the fields of Education, Humanities, Communications and Journalism, and Legal Studies.

FINDINGS

Skills developed due to study abroad programs

Since the study was skewed towards one generation of university alumni only, all survey participants were recent graduates with less than 10 years of professional experience. Therefore, as it is shown in figure 7, the majority of graduates reported that their participation in study abroad programs in Morocco helped them to improve different transferable skills: Adaptability-Flexibility (85.2%), Intercultural Skills (80.0%), and Tolerance for Ambiguity (75.7%). The least developed competency was Technical/Software Skills accounting for 20.5 percent of respondents. Alumni also stated that they upgraded their self-awareness, interpersonal skills, language skills, confidence/self-esteem, and to almost the same degree as the above mentioned competencies. Other skills such as leadership skills, teamwork, work ethics were improved but to a less degree.

Figure 7: Skills developed due to study abroad programs



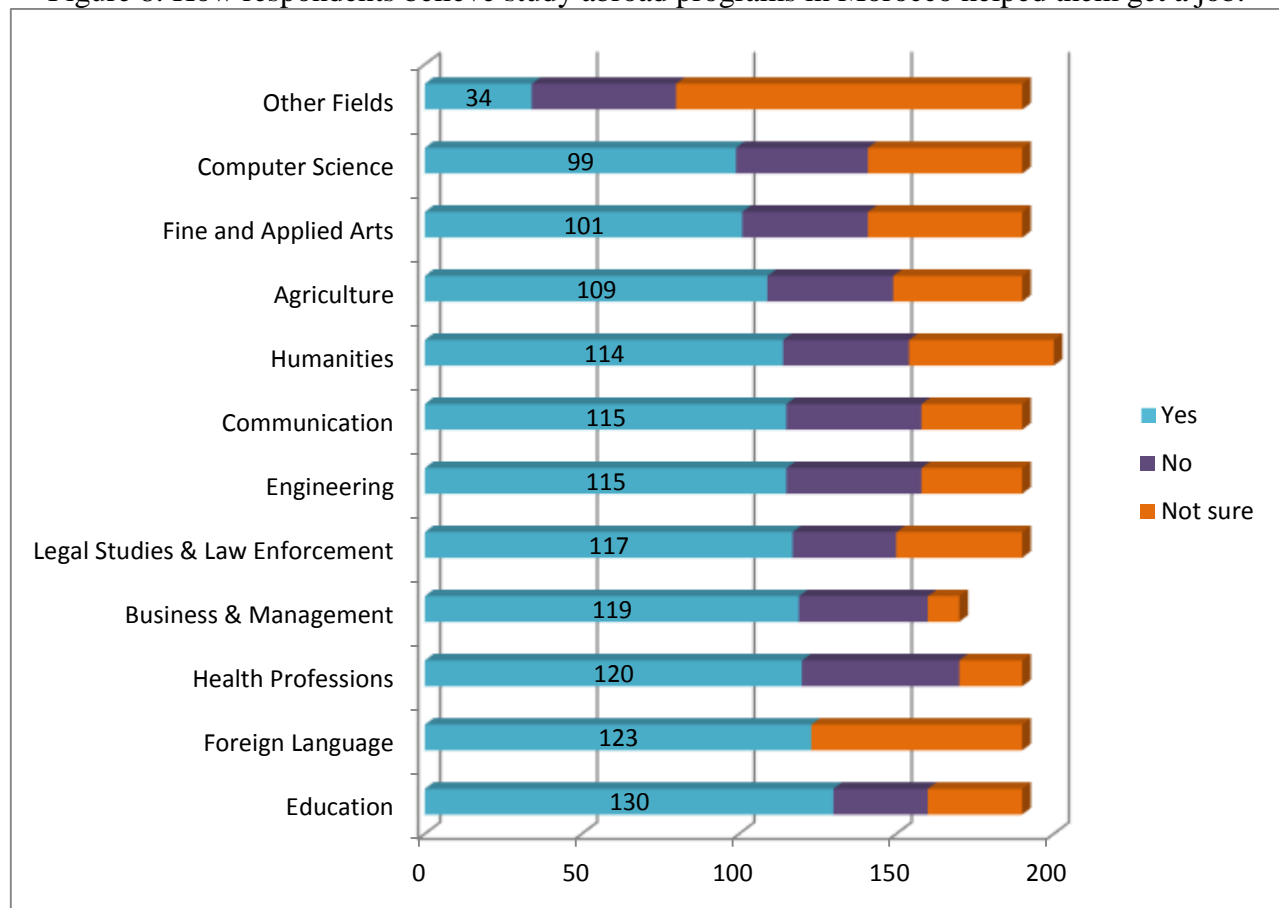
Academic Focus in SA Programs

Most respondents reported that the academic focus of their education abroad experience was within the same broad field as their degree major at the time. Having an academic focus that matched the student's major at the time of studying abroad had a significantly positive effect on developing

technical skills, course or major-related knowledge, and work ethic. It is easily understandable that the ability to focus on your major while abroad would have a positive impact on the development of these skills in particular. However, interviews also revealed that it is these skills that respondents were able to develop to a significant degree on their home campus as well. Generally, these skills were not the biggest areas of impact from study abroad.

As it is shown in figure 8, many respondents described study abroad as an opportunity to explore different fields and practice skills that their academic programs at home largely did not address. These alumni often described study abroad as one of the only opportunities during their studies to develop skills like flexibility, written and verbal communication, interpersonal skills, and intercultural skills. It is also these kinds of “soft” skills that respondents commented using and valuing most from their study abroad experiences, often mentioning that technical skills were developed well at their home campus, but the skills developed during study abroad have given them an edge in their careers.

Figure 8: How respondents believe study abroad programs in Morocco helped them get a job.



2. DISCUSSIONS AND CONCLUSIONS

Over the last ten years, a growing number of American college students have taken part in study abroad programs in Morocco during their higher studies. Yet, in spite of the huge number of students sojourning in this country, there is little research that has been conducted to study the impacts of



these programs on the students' employment edge. It is a truism that most people believe that spending a period of time in a different country help alumni to join the workforce; however, this study used data collected from a large sample of graduates to examine the extent to which the experience of studying abroad in Morocco has some impacts on their employability.

Interestingly, the findings indicate that study abroad programs in Morocco have some effects on the students' development of a set of skills that enabled them to find a job after graduation. The largest portion of respondents revealed that their sojourn in Morocco was a good opportunity to gain and improve major transferable skills-adaptability, flexibility, intercultural skills to a significant level. Software/technical skills, leadership skills, and teamwork skills were also developed though less significantly.

Additionally, respondents also stated that their learning experience in Morocco broadened their professional horizons and made it easy for them to get the job they wanted. The survey data suggest that respondents' experience in Morocco provided alumni with some opportunities that were unknown or unconsidered before sojourning in Morocco.

Finally, the length of study abroad programs in Morocco is believed to have a high impact on the development of most skills. Respondents who spent between 10 to 24 weeks (n=128), reported that their overseas experience contributed to a job offer. A set of sought-after soft skills were enhanced by the amount of time alumni spent in Morocco.

Limitations

The limitations of the study are the features of design or methodology that affected the interpretation of the findings from the research. Since every study has limitations, there are limitations to this study design.

- The collection of data took place over a limited time period and participants.
- Respondents were asked to reflect back on their past experiences that they lived a few years ago, rather than a longitudinal study that traced them before, during, and after their sojourn in Morocco and evolution in the workforce.
- Respondents offered to take part in this study and their perceptions were self-reported, leading to possible bias in the data.
- The study was conducted on a group of study abroad alumni only, which did not allow the researcher to make a comparison to any control group of focus group of who had not studied abroad.

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