

**Univerzita Hradec Králové  
Fakulta informatiky a managementu  
Katedra rekreologie a cestovního ruchu**

**INTERNATIONAL EXPERIENCE  
A guide to culture shock**

Bachelor thesis

Author : Alejandro Acosta Olivas

Study : Management and tourism

Head of thesis: James B. White, B.A.

Hradec Králové

November 2017

Declaration:

I declare, that myself using the listed literature worked this bachelor thesis.

Hradec Králové, 14.11.2017

Alejandro Acosta Olivas

My sincere gratitude:

I would like to thank the head of my thesis James B. White, B.A. For mentoring my work, professional assistance, and a lot of valuable advice during the writing work. Also I would like to thank him for being a friend and a role model these past four years I had the pleasure to meet him.

## **ABSTRACT**

This paper focuses on identifying the effects of cultural shock and reverse cultural shock focusing on students who have taken this step in their life. This research will show the process from beginning of the program, when the student arrives in the country and step by step towards the end of the program. The difficulties and stages the exchange student has confronted are described and explained in this thesis. Also the thesis includes a chart-based explanation about how the program made an impact on the participating students. The theoretical part of this thesis comes from books and net sources, while the practical part was acquired from a questionnaire created to obtain the answers of different exchange students. In conclusion this thesis should be used as a guide to future generations of students willing to study abroad.

Keywords: Culture shock, Reverse culture shock, Expatriation.

# **Table of Contents**

<b>ABSTRACT</b>	<b>4</b>
<b>1 Intro</b>	<b>7</b>
<b>2 Aim of the work</b>	<b>8</b>
<b>3 Methodology process</b>	<b>9</b>
<b>3.1 Research Questions</b>	<b>9</b>
<b>3.2 Research Methods</b>	<b>10</b>
<b>3.3 Review of Literature</b>	<b>11</b>
<b>4 Theoretical part</b>	<b>12</b>
<b>4.1 Going abroad</b>	<b>12</b>
4.1.1 Culture shock	15
<b>4.2 Return to reality</b>	<b>16</b>
4.2.1 Reverse Culture Shock	16
<b>4.3 New knowledge</b>	<b>19</b>
<b>4.4 New Skills</b>	<b>19</b>
4.4.1 International experience	19
4.4.2 Problem-solving skills	20
4.4.3 Adaptability	20
4.4.4 Language skills	21
4.4.5 Networking and communication skills	21
<b>5 Practical part</b>	<b>22</b>
<b>5.1 Secondary research</b>	<b>22</b>
5.1.1 Rotary Youth Exchange program	23
5.1.2 "The Erasmus experience!"	24
<b>5.2 INTERNATIONAL EXPERIENCE RESULTS</b>	<b>27</b>
5.2.1 First set of questions	27
5.2.2 Second set of questions	30
5.2.3 Third set of questions	36
<b>6 Summary of work</b>	<b>41</b>
<b>6.1 Summary of own research culture shock</b>	<b>41</b>
<b>6.2 Summary of secondary research culture shock</b>	<b>43</b>

<b>7 Conclusion and recommendations</b>	<b>43</b>
<b>7.1 Proposal for possible further examination of the issue</b>	<b>44</b>
<b>8 Bibliography</b>	<b>45</b>
<b>8.1 Net Sources</b>	<b>45</b>
<b>8.2 Book Sources</b>	<b>46</b>
<b>9 Attachments</b>	<b>49</b>
<b>9.1 Questionnaire “ INTERNATIONAL EXPERIENCE” for former Rotary Youth Exchange students and Erasmus students.</b>	<b>49</b>

### **Table of images**

Image 1 Roller coaster of emotions	14
Image 4 International experience (responses)	27

### **Table of charts**

Chart 1 Culture shock vs. Reverse Culture shock	29
Chart 2 After mobility emotions	30
Chart 3 The pie of destiny	31
Chart 4 Where is home?	33
Chart 5 Where do you feel more comfortable?	33
Chart 6 Where can you be truly yourselves?	35
Chart 7 Future lives	37
Chart 8 Change of life style	37

# 1 Intro

This topic was chosen because of the importance of going abroad at some point in life, and benefit from the full effect of culture shock, going on vacation does not fulfill that experience. Many individuals claim that culture shock is just some kind of myth; probably they've never experienced something like it. Getting to know a different culture, tasting new foods and experiencing new aromas are indescribable and impossible to put into text. Leaving everything that is known for a period of three months or more can change the mentality of any person no matter the age. Through investigation and research it will be possible to have a clearer view of what culture shock could be like.

Traveling is not as it used to be, nowadays there are plenty means of transportation regarding the distance someone is willing to travel.

The illustrative points of the thesis are mainly based from the Rotary Youth Exchange Program, which, according to Rotary International (2016):

*“Are you interested in learning a new language or meeting new people? Rotary Youth Exchange is the opportunity of a lifetime for the more than 8,000 students who participate each year. By sharing your own culture and embracing a new one, you help foster global understanding—and learn a great deal about yourself and your home country in the process.” (2016)*

This program helps thousands of students every year to go abroad to a different country, which allows them to experience something completely different from their home country. This program gives students a chance to live in a different country; hosted by families whose children went or are going abroad as well. Instead of living in a dorm, the student experiences first row seating into this crazy phenomenon call culture shock.

This thesis was completed by feedback from students provided with a questionnaire about the culture shock they had received after their arrival and departure from the program was utilized. Keep in mind that most of these students are former exchange students from the Rotary Youth Exchange program.

## **2 Aim of the work**

The aim of this research paper is to obtain information about the students who have participated on the Rotary Youth Exchange program or are currently in some type of mobility program. The information gathered here should work as a reference guide for future generations of exchange students. This thesis explores the impact of the culture shock on the respondents before and after the mobility and guidance on how the to assimilate back into their normal life. This will provide the guidance necessary for reverse culture shock.

The thesis focuses on exchange programs and its awareness of culture shock, as it was mentioned before. This experience is not something that should be considered as a vacation or a break from life, since life keeps moving forward back at home. While this mobility program captures a moment in time. With the information provided from these students, it's safe to say that the phenomenon of culture shock is revealed. From the perspective of exchange students, going on exchange is challenging in many different aspects depending on the factors the students are confronting.

What makes this thesis interesting and useful are that these experiences vary from different points and cultural views. The answers obtained come from a questionnaire and provide a better understanding of what to expect from culture shock and reverse culture shock by analyzing different cultural experiences.

Hypothesis 1:

Culture shock - a sense of confusion and uncertainty sometimes with feelings of anxiety that may affect people exposed to an alien culture or environment without adequate preparation according to (Merriam-webster.com, 2017)



I believe culture shock is real and anyone who has spent more than three months abroad away from their hometown slowly begins to realize that they are living two lives in one.

Hypothesis 2:

Reverse culture shock is almost the same as culture shock but in reverse. To the point you become used to your new environment and returning back to your old haunting grounds now feels alien to you, and brings about the same feelings as culture shock. So I believe reverse culture shock is harder to accept than culture shock.

### **3 Methodology process**

#### ***3.1 Research Questions***

The questions asked were prepared with the aim to find out more specific information from former Rotary Youth Exchange students. The questions were aimed at students from differing nationalities to get a broader spectrum. All questions were developed in a qualitative and straight to the point format. In this research there are opinions of students from more than 30 countries that went to more than 30 different countries for their mobility. Some of the questions were specific to what the student went through and what they ended up doing after their mobility. Their experience determined that moving abroad for a period of three months or more can change someone's mentality about the way they want to live life. The students also explain their experience after the mobility, creating the case of understanding the new vision of life style the student believes in and follows.

Below are some of the factors used to clarify my definitions of culture shock and reverse culture shock:

1. How they were able to discriminate culture shock from reverse culture shock?
2. When no culture shock was involved, why was that?
3. When reverse culture shock was identified, what was the time frame of returning back to a normal sense of reality? (Feeling comfortable again)
4. Can living abroad change your life?
5. Living abroad manifests culture shock, which changes your perspective on life, which in turn realigns your ideology upon returning to your home.

These reoccurring questions are answered through the development of the thesis. There is no way to overcome or truly defeat culture shock, but using the skills and benefits acquired from exchange you can make progress in the whole situation.

### ***3.2 Research Methods***

Research consisted of books and online articles and one new millennial method, Facebook, the ability to question random people around the world regarding any type of topic.

The information illustrating culture shock was collected from a private Facebook group where students from all over the world share their experiences. The results were better than expected, since more than 150 students took time to fill out the questionnaire. Luckily the results show a positive interest that can be used to compare the many factors of cultural shock.

The questions in this questionnaire were created with the mindset of finding out how many students suffer from culture shock. The ideas shared in this thesis come from the personal experiences of many participants. Nonetheless, online sources were also utilized to help back up the information stated in this research paper. The questionnaire contained a

total of 19 questions with the final question being open-ended giving the students a chance to explain themselves with a more in-depth answer.

The questionnaire contained both yes and no questions as well as multiple-choice options. Some questions also included the option, other, as a choice-to expresses their thoughts and what it felt like to be abroad.

The groups were categorized according to their responses on their questionnaire; the peculiar factor is that all these students, male/female with no age importance, share a very common picture of what culture shock is.

In addition the responses provided a good comparison between culture shock and reverse culture shock and whether one is harder than the other. These two questions were asked with the aim to understand if students felt a stronger reaction to culture shock or if reverse culture shock was the bigger challenge. The questionnaire survey and its results are shown in the practical part of the thesis.

The questionnaire provided the baseline for the following graphs that were used to analyze the information, which provided a visual format of understanding the collected information. The information was collected utilizing the Google forms program (2016).

### ***3.3 Review of Literature***

Studying abroad is a big thing nowadays; many people through youth exchange fall in love with being abroad so that's what makes them expats. A lot of the information is from Internet sources, which gives a small description of what culture shock actually is and what skills are required to handle this experience. Other sources such as books help with the methodology process. The structure of this thesis comes from the book "Uvod do tvorby odbornych praci" which translates to "Introduction to creating a specialized work" from the authors Michal Trousil and Veronika

Jašíková (2015). This book was used as a key guide of what an actual thesis paper should be composed of.

Another book that helped with the definition of what is home for the human being comes from author Katerina Venclova and her colleagues in their book “Geopsychologie a ekopsychologie v cestovnim ruchu” (2015) this book gives a broad outlook on how the average person identifies home to a place or an atmosphere which they are familiar with.

Before working on the secondary part of the thesis, other types of information were sourced from online articles and other type of electronic books.

## **4 Theoretical part**

### ***4.1 Going abroad***

*“There are no foreign lands. It is the traveler only who is foreign.” – Robert Louis Stevenson*

This is a paragraph from the thesis of Salisbury (2011) in his cover “The effect of study abroad on intercultural competence among undergraduate college students”:

In addition, study abroad advocates have long argued that the experience of living and learning abroad has a unique effect on many of the broad educational outcomes historically associated with a liberal arts education. Study abroad participation have been linked with aspects of psychosocial – often called personal – development (Gmelch, 1997; Gullahorn & Gullahorn, 1966; Kauffmann, 1983; Milstein, 2005), identity development (Dolby, 2004; Talburt & Stewart, 1999), moral or values development (Jurgens & McAuliffe, 2004; Lindsey, 2005; Ryan & Twibell, 2000), intellectual development (Barrutia, 1971; McKeown, 2009; Zhai & Scheer, 2002), and holistic

development conceptualized as self-authorship (Braskamp, Braskamp, & Merrill, 2009; Du, 2007). Most prominent among the educational benefits claimed of an international educational experience, studying abroad has long been considered a powerful mechanism for developing intercultural competence (Fulbright, 1989; Hoffa, 2007; Hoffa & DePaul, 2010; Lincoln Commission, 2005; NAFSA, 2003; National Task Force on Undergraduate Education Abroad, 1990).

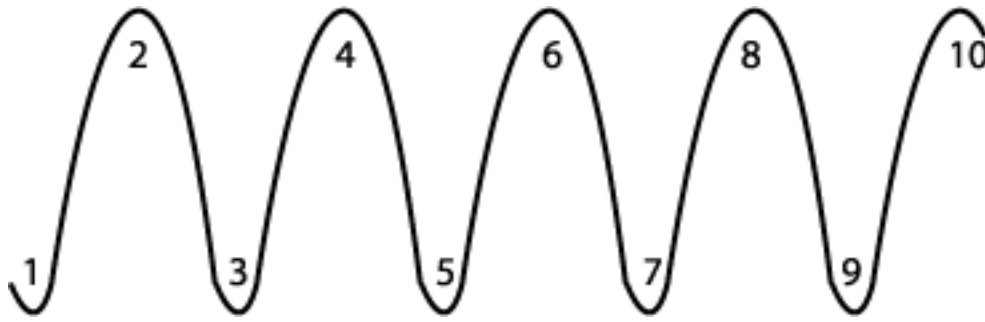
There are no two-exchange stories alike, just like there are no two humans the same. We all are unique and the same goes for exchange. Although we may have similarities in experiences or common feelings regarding our time abroad, in the long run each is unique to itself. Some students feel doubt about leaving; they may feel afraid of what is coming or perhaps not knowing what is coming is where the fear develops. Many of the struggles seen about going abroad are having to leave family or loved ones behind for a certain time. It's a common fear upcoming exchange students have to face and learn to cope with. Stepping outside of comfort zones is not easy, regardless of age, sex or background.

It is impossible to truly know where one belongs due to the fact that until you leave for a period of time and explore; what does this life have to offer other than your classic comfort zone? Before leaving, many students are conflicted with excitement as well as fear and anxiety of leaving their home to go into the unknown. Some students see exchange as a long holiday vacation while others feel like if they were drowning and had a cement block attached to them. Although this might be the feeling the students get before leaving it all, it all sums up at the airport, when they take that first step into the unknown.

A simple picture that can illustrate what it's really like to go abroad and to try to keep a fight (sense) with culture shock. Put it this way, a rollercoaster goes up and down, but what if this rollercoaster was not visible? There would be no way to anticipate neither the fall nor the climb. A good image that

represents what it's like to be abroad according to Students Abroad (1984) with their cultural adjustment outlined illustrated in **image 1**:

10 steps of cultural adjustment outlined by Steven Rhinesmith for the Canadian Bureau for international education (1984, p. 7)



**Image 1 Roller coaster of emotions**  
Source: Students Abroad (1984)

1. Initial anxiety
2. Initial elation
3. Initial culture shock
4. Superficial adjustment
5. Depression-frustration
6. Acceptance of host culture
7. Return anxiety
8. Return elation
9. Re-entry shock
10. Reintegration

Riding the roller coaster of culture shock, a student actually follows a natural pattern of hitting peaks and valleys. The high points of excitement and interest are succeeded by lower points of depression, disorientation, or frustration. Each student will experience these ups and downs in different degrees of intensity and for different lengths of time. The process is necessary in order to make the transition from one culture to another; it helps a student or traveler balance out and adjust. (2012)

### 4.1.1 Culture shock

Someone who can really relate to this topic is Corey Heller (2010) in her article "Multilingual living" which states:

*"I don't think there is really any way to describe this feeling to those who haven't experienced it themselves. It's a little like free falling. It feels as if we are floating aimlessly on restless waters. We feel distinctly ungrounded."*(2010)

The real struggle is not going abroad, since from the beginning a return ticket home is promised. It also is something to look forward to if not pleased by the country of the mobility where the student will spend the next couple of months. However, what many students experience is that when their exchange approaches an end, the students tend to feel more at "home" in their host country rather than in their true home country. Although coming back home will always have a sweet and sour taste of distress, there will always be a way to be back to what it used to be.

According to CGE (Center for Global Education) in its section for Adjustments and Culture Shock, Bruce La Brack writes in his article "The Missing Linkage: The Process of Integrating Orientation and Reentry":

*"Just as you can't really describe the taste of a hot fudge sundae to someone who has never experienced one, it is difficult to actually convey just how disorienting entering another culture can be to a student without any cross-cultural experience."* (2012)

Some of the symptoms related to culture shock as explained by Marx are still valid today, these symptoms are:

- *"Strain caused by the effort to adapt*

- *Sense of loss and feeling of deprivation in relation to friends, status, profession and possessions.*
- *Feeling rejected by or rejecting members of the new culture*
- *Confusion in role, values and self-identity*
- *Anxiety and even disgust/anger about 'foreign' practices*
- *Feelings of helplessness, not being able to cope with the new environment.” (Marx, 2001, Ch. 1)*

## ***4.2 Return to reality***

According to Carole Hallett Mobbs (2013) in her article *Repatriation and the reality of going home* she confirms that coming back home might be as challenging as going abroad for the first time.

The return to reality can be even a bigger challenge than going abroad. Why? The problem with coming back home is that the home that was known has changed in the eye of the expat. What was one year ago is not anymore; everything moved on, which means, not everything stays stable.

Repatriation might be hard for the fact that all the things that were learned while abroad, might not apply at home. Whatever that was thought to be known is now unknown, so that is what makes it harder to readapt.

### **4.2.1 Reverse Culture Shock**

In the article by Expatica (2011) “Reverse culture shock: What, when and how to cope” it is cited under the title “How reverse culture shock happens” on the fifth paragraph, the founder and president of the DFA Intercultural Global Solutions, Dean Foster comments:

*“Reverse culture shock is experienced when returning to a place that one expects to be home but actually is no longer, is far more subtle, and therefore,*



*more difficult to manage than outbound shock precisely because it is unexpected and unanticipated” (2011)*

Some of the consequences that are mentioned in the article of Expatica (2011) where expats returning back home had listed as the top problems faced:

- \* Boredom*
  - \*No one wants to listen*
  - \* You can't explain*
  - \*Reverse Homesickness*
  - \*Relationships have changed*
  - \*People see 'wrong' changes*
  - \*People misunderstand you*
  - \*Feeling of alienation*
  - \* Inability to apply new knowledge and skills*
  - \*Loss/compartmentalization of experience*
- (According to Dr. Bruce La Brack from the School of International Studies of the Pacific)*

An excerpt from Corey Heller, 2010, also provides another good example of reverse culture shock:

*“Although it is true that those initial feelings of strangeness have subsided, I still feel that something will never be the same even now, so many years later. What I constantly contend with now is a continual pull to go back; a pull to go back anywhere as long as it isn't here. Yet when I am back there, I feel the pull to return here, the place I call home. It is as if I am living in a kind of suspended reality, never really here and never really there; restless.” (Corey Heller. 2010)*

Often times, the biggest struggle for returning students facing reverse culture shock is searching for re-integration when coming home. They may feel that they have grown and matured and become a different person. They realize that their friends and life style have changed very little in contrast to themselves. A conflict that younger students often face is returning to their old school life and living with their parents again. This brings the feeling of

not being allotted the same freedom they had in their host country and now they feel constraints on their perceived liberty.

A good explanation from Marcus Mabry and Jan Benzel (2013) writers of the dark side of the expat life: *The comments provided in the article imply that young people living away from their home countries feel somewhat 'stuck in limbo, neither here nor there. (2013)*

Continuing with this article from a former New Yorker named Alex Ellsworth, working in South Korea, explains how bad it is to be stuck in limbo: *"there's nothing back home for me now. Home is not "back home"; home is Seoul. My life is here."* (Alex Ellsworth ,2013)

*"Even though people back at home are continuing with their life and creating a family, he can't help but ask himself, if he should too go back home and do the same." (2013)*

Therefore the experience of being abroad is amazing; it has the benefits of familiarizing oneself with many places rather than only one. Which it also means that even though the feeling of being home never really comes back, it does give the advantage of being able to relate to many other people from different countries and to those who had similar experiences. The best and worst thing about this experience is that it's inevitable to avoid culture shock, the best thing to do is confronted and adapt to it as soon as possible. Also some advice to whoever is going through this stage is to always keep an open mind. Although once the "Reverse culture shock" effect is gone, there will always be the anxiety to go back and experience some new culture and get culture shock again.

### ***4.3 New knowledge***

Although there are many benefits of going abroad, the most important one is the new knowledge available to be studied. Every time a person experiences something new or leaves for travel, somewhere out of the norm, the traveler learns something new.

New knowledge comes in different ways but the knowledge acquired abroad is not equivalent to what is learned from a textbook, even though a language is better learned from a book but it doesn't compare to what there is to learn from the street and through real life encounters. For example if someone from Spain happens to go abroad to Mexico or Colombia or any other Spanish speaking country the Spaniard would not stand a chance in trying to understand the meaning of slang or colloquial terms used in that country or even region.

### ***4.4 New Skills***

These are the top five employment skills provided by studying abroad according to European University Business School (2014):

*“Employers today only choose the best candidates, and often these are the graduates who have gained international experience by studying abroad. From knowledge of different cultures and international communication skills, to problem-solving skills and adaptability, here are five of the top employment skills you can expect to gain as an international student.”*

#### **4.4.1 International experience**

*“Graduates who have gained international experience by studying abroad have obtained first-hand knowledge of another country's culture and protocol and will be better prepared to understand the 21<sup>st</sup> century business world.”*

1. The fact of working in a different environment surrounded by people from different cultures, gives an advantage of learning how different cultures think. All these experiences are useful on how to understand the host country's business market functions.

#### **4.4.2 Problem-solving skills**

*"Studying abroad strengthens people's independence, resourcefulness and problem-solving skills. Employers will know that they will be able to rely on these future employees in a variety of situations."*

2. Problem solving abilities is a very useful skill to learn since life is all about having a problem, if there are no problems in life, life just gets boring. Although the idea of being abroad might be frightening it helps the student/worker to think for himself; since they must rely on themselves. It allows the subject to learn from his/her mistakes and to find a better solution to the problem he/she might have to encounter. So when the mobility is done the subject would be able to make better decisions according to what has been experienced while abroad. Problems don't usually get easier but once the problem has been solved many times, it's just a fact that things are easier to confront.

#### **4.4.3 Adaptability**

*"Moving abroad can be daunting and overwhelming. There is no doubt that relocating to another country, whether it's for three months or three decades, is a challenge. Students who make the most of opportunities to study in a new place strengthen their ability to adapt."*

3. Adaptability can be best described as the ability to live anywhere in the globe. Although it can also be tough since there will never be a place that feels like home, but there is a possibility of creating a home-like atmosphere to live in the time spent there. Good advice for adapting quickly to any

environment is to keep an open mind and by welcoming everything that comes with a smile. Although it is also possible to have a “Why not” response to every adventure that has to come.

#### **4.4.4 Language skills**

*“Living abroad is the perfect opportunity to develop your language skills, a key asset in today’s ever-more globalized world. The chance to constantly hear others speaking a new language and to use it on a daily basis is rare, and one that can be greatly taken advantage of in order to advance your employment skills.”*

4. Language skills are the most important thing that can happen from being abroad, learning a language opens so many doors. It is said that learning a new language gives character. The more languages you learn, the more opportunities you will get to succeed in life. Language skills can help a lot if used wisely, for example in the case of an unknown subject if the language skills are decent that could help by going around the question without really answering the question. Language skills can also define the way you learn new languages or different things on life. By making language skills a priority in life, life should be easier to understand in many different languages.

#### **4.4.5 Networking and communication skills**

*“Despite all the benefits of studying abroad, the majority of today’s students still don’t take up the opportunity, making their international experience even more notable and worthwhile. Having to communicate in another language, whether it is the language of your destination or the universal business language, English, increases confidence levels and improves networking and communication skills, adding to your overall employment skills. Learning about the art, cuisine and history of another culture develops your understanding of others; something vital to working and succeeding in the global business world.”*

5. Networking and communication skills could be very useful once you start working, since these are the people you will be working with or selling your ideas to. A network is great as long as the relationship from both sides keeps in touch and in a professional way. Use these contacts; they will last as long as they are used properly. Take advantage of this. Communication skills are a big thing to learn while studying abroad; from personal experience this is something that is better learning abroad. While talking to different nationalities in English language it allows the student to developed confidence while speaking publicly. Also the student gains confidence by noticing that not everyone speaks perfect and that having an accent does not really matter to what it has to be said.

## **5 Practical part**

### ***5.1 Secondary research***

The Rotary Youth Exchange program was utilized as one part of the research; this program allows young ambassadors from ages of 15-18 to represent their country overseas.

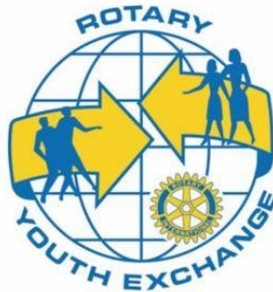
The Erasmus program has brought together different cultures and allowed students to coexist in a safe environment of University studies.

Research analysis applied provided the following steps:

- Create questionnaire – involving basic knowledge of Google forms and the questions selected were based on major points that needed to be clarified for new outgoing students.
  - Origin of student
  - Program
  - Experiences (other statements and if yes, explain?)

- Categorization
  - Yes/No statements
  - Other (Explanations provided)
  - Feelings
  - Experiences
- Visualization of graphs – Compilations of categorized information according to the categorizations above.
- Gender neutral – This does not believe to affect culture shock.

### 5.1.1 Rotary Youth Exchange program



The most important thing to expect from a Rotary youth exchange program is that the student must be ready for the adventure of a lifetime. The student is expected to break through culture shock and adapt to the new culture and set his mind to a new perspective and as so on through the year, becoming a functional member of the community. The process these students must do to have a successful mobility involves living with three different host families during the year by switching houses every 2-3 months with the other exchange students from the city inside the district they belong in. Plus the factor of having four rules that are not allowed to break, known as the four D's:

- No Drinking

- No Dating
- No Drugs
- No Driving

Other than this four unbreakable rules, the exchange is a healthy and amazing experience every student who got the guts to explore the world at that young age is ready for the experience of a lifetime.

### **5.1.2 “The Erasmus experience!”**

The Erasmus experience could be more likely describe as the continuation of the Rotary Youth Exchange for many of the former students who love to travel. Most of the students who lived an exchange experience when they were young are most likely to go abroad again once they obtain the certain amount of time or credits at University. This exchange program can also be recognized by the liberty they give the students who try going abroad for a semester to go study at a different university with more easy lessons which in some case do not add up to their study program. Although going abroad with Erasmus program has its benefits. According to Volina Serban (2015) who wrote the article on Erasmus for the 7 Reasons to participate in an Erasmus Exchange Program go as follow:

- “1. You get a taste of what studying abroad means*
- 2. You receive financial support*
- 3. You can learn a new language/ practice one you already know*
- 4. You get inspired or motivated*
- 5. You become more responsible*
- 6. You make friends from all over the world*
- 7. You travel further afield” (2017)*



## **Evaluation**

The results of this questionnaire were evaluated qualitatively and quantitatively, all the questions included both open and optional questions, none of the questions were mandatory, but there was enough interest that every student took the time to fill an answer each time.

From the methods of evaluation, I chose to compare the answers from many exchange students; none of them share the same city, neither exchange nor year.

The answers from this questionnaire were put together into a Microsoft excel sheet, the Google forms application was used to see a chart of what the students answered. This makes it easier to compare how students think by illustrating it with a percentage and showing how many students answer the question and what answer were marked or written.

The answers in italics were picked from the 193 responses choosing the most clearly related to the thesis.

## **Respondents**

Around 193 respondents filled the questionnaire; all the students come from different locations. 142 were from the Rotary program, 15 from Erasmus, 14 both Rotary and Erasmus and finally 18 other students participated in a different type of program. The respondents to this questionnaire are from 38 different countries for example: Australia, Brazil, Colombia, Denmark, France, Germany, Mexico, Sweden, Taiwan and so on. The students also who answered were abroad in a count of more than 30 countries. This is what makes Rotary unique, because the student does not get to pick where to go but the country picks you.

The questionnaire can be broken down in three parts:

I. First part was asked with the aim to find out where the students are from and where they went abroad. The follow up questions; questions the

student on the aim this thesis is about, did they encounter culture shock and reverse culture shock? How long did the students take to readapt to their old life style and whether they kept doing the same things as before the mobility?

II. The students were also questioned about their new skills, if they felt smarter, ahead of their time or just depressed that the mobility was over. This question was brought about to find out if the student felt he had changed in any way, if he could define where home is. As cheesy as it sounds, the top answer was, home is where the heart is.

III. For the last part, the future expat life questions, in which the students were questioned, where do they see themselves living in the future and whether the mobility changed their life? At the end of the questionnaire I left a free question asking them to share their experience after their mobility. It's impressive how many expats exist in this world; and it all started as a smart decision to go abroad at a young age.

INTERNATIONAL EXPERIENCE (Responses) ☆

File Edit View Insert Format Data Tools Form Add-ons Help

Comments Share

Timestamp

	A	B	C	D	E	F	G	H	
1	Timestamp	Where are you from?	Which country did you go	Did you encountered "Cu	If yes, described it in a sh	After the mobility, did you	If yes, how long did it too	How did you feel after the At	
2	4/13/2016 12:10:38	Denmark	United States	A little bit	I didn't realize I was expe	Both yes and no	For the first days only	Ahead of your time	Ni
3	4/13/2016 12:11:11	Brazil	Slovakia	No		No		More confident	Ni
4	4/13/2016 12:12:04	Turkey	USA	No		No		More confident	Ni
5	4/13/2016 12:12:11	Canada	Slovakia	Yes	It can't be described in a : I haven't gone back home yet			All of the above	Ni
6	4/13/2016 12:13:21	Denmark	Mexico	Yes	The culture is very differe	Yes	I never became myself a	More confident	Ni
7	4/13/2016 12:14:30	Australia	Switzerland	Yes	Not bad, not good, but dif	Yes	Still getting there	Depressed	Ni
8	4/13/2016 12:15:20	Mexico	France	Yes	Not as bad as I thought.	Yes	2-3 months	More confident	Ni
9	4/13/2016 12:15:33	Indonesia	France	No		Yes	It took probably about 3 n	Depressed	Ni
10	4/13/2016 12:15:54	Denmark	Mexico	Yes	The different way of being	Yes	When I came home it was	More confident	sc
11	4/13/2016 12:16:17	Mexico	Czech Republic	Yes	People took their shoes o	Yes	1 month	All of the above	Ni
12	4/13/2016 12:16:49	Czech Republic	USA - Florida	Yes	When I came to the US, e	Yes	It took about 6 months	More confident	Ni
13	4/13/2016 12:16:52	brazil	taiwan	Yes	complety different from m	Yes	more or less 6 moths, but	Ahead of your time	Ni
14	4/13/2016 12:17:04	Colombia	Slovakia, Hungary, Austri	Yes	in Colombia, you have a l	No		Smarter	Ni
15	4/13/2016 12:18:49	Germany	USA/ Venezuela	No		No		Ahead of your time	Ye
16	4/13/2016 12:19:07	France	Argentina	Yes		Yes	A year before feeling well	More confident	Ni
17	4/13/2016 12:19:54	Brazil	USA, Russia	No		No		All of the above	Ni
18	4/13/2016 12:20:00	france	russia	Yes	They are not cold as we c	Yes	About half a year and ma	Depressed	Ni
19	4/13/2016 12:20:13	South Africa	France	Yes	Although some things we	No		Ahead of your time	Ni
20	4/13/2016 12:20:52	Germany	USA	No		Yes	over half a year	Depressed	Ni
21									
21	4/13/2016 12:21:00	Belgium	New Zealand	Yes	No kisses just cuddle, foc	Yes	I guess I'll never really be	Depressed	Ni
22	4/13/2016 12:23:22	Belgium	America	No		Yes	2 years	Depressed	Ni
23	4/13/2016 12:23:59	Finland	Japan	I was so prepared for it that I didn't feel like I had on	Yes		About a year and a half, I	Depressed	Ni
24	4/13/2016 12:26:17	Wisconsin USA	Denmark	Yes	Food, fashion, and gener	Have not been home yet			

Form Responses 1

**Image 2 International experience (responses)**  
 Source: Own survey created with Google forms

## 5.2 International experience results

### 5.2.1 First set of questions

The majority of the respondents are from the RYE program.

On the question **“Where are you from?”** To this question the total of respondents was around 193 students with a variety of 38 different countries. This question is completed with a follow up question **“Where did you go abroad?”** This entire exchange program varies because of the country each student comes from and travels to, for example: Australia->Switzerland, Indonesia->France, Czechia->USA (Fl.), and Brazil -> Taiwan.

With a minus answer to this question, I still happen to collect answers from 192 students with a count of more than 30 different countries.

The next question was: **“Did you encounter culture shock?”**

This is what I was aiming for, it took 191 responses but I found out that culture shock is a real thing, even though many people claim not to have experienced any type of culture shock. The results are as follow:

With 103-Yes, 79-No and 9 said other.

Here are some other examples to what students responded as a culture shock:

*For like one month I didn't know what to do, and how to talk to people, how to behave, people were looking at me as an alien.*

*People smile and put family and friends first in Argentina. Helpful people in the streets; don't care of your appearance in Canada.*

*When I came to the US, everything seemed better than in the Czech Republic. Then after a while the situation changed. I wanted to go back to the Czech Republic. After few months my mood went back up and I had to go back to Czech. The same cycle appeared.*

*People are a lot more hesitant when it comes to first contact to foreigners (and I've lived abroad for a year before-Canada- so I have comparison). Also I think communism is very visible in many ways in Czech Republic. Also I feel as if people are happier with less here, which wasn't really a SHOCK, and very positive to see- just different from then what I am used to.*

*The way they eat, like they eat pizza with fork and knife and in México we almost eat everything with our hands*

*I wanted to try everything that was new to me, like their food, go to college football games and hang out with the natives and be as social as possible. Was a great experience!*

In comparison to the previous question the follow up question: **“Did you encounter reverse culture shock?”** Most of the students when compared

with going abroad and returning back home, shows and proves that most of the students suffer from Reverse culture shock instead of culture shock.

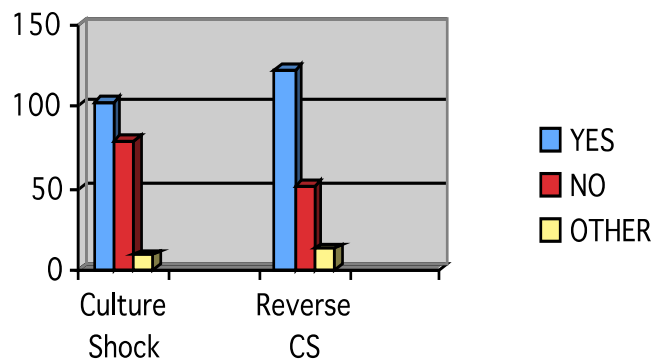
Results as follow:

188 responses. 124- Yes, 51- No and 13 said other.

Why is this, why do most students suffer from a reverse culture shock? Is it because the reality of opening up your mind to some new set of ideas/ culture? Living abroad reveals what really life is about, and it gives a sense to life.

### Culture shock vs. Reverse Culture shock

Chart 1 Culture shock vs. Reverse Culture shock



Source: Own survey

The last question was aimed to find out more about the consequences of reverse culture shock: **“After Reverse culture shock, how long did it take you to be yourself?”**

Answers vary from two weeks to up to two years; some people are never the same after this kind of experience. These answers vary on every student; it all depended on how good was their exchange program and how well they adapted to their temporary home.

*It was very difficult to come back to the French culture where everyone is very close-minded it took me 1 year to realize it was over and that things had changed again*

*Like three months I guess, as soon as started to have good friends, and I got my own "group" where I didn't have to pretend to be someone else.*

*I never became myself again, I changed, but it took really long time to get back to your "old" role in life, hardest thing ever tried.*

## 5.2.2 Second set of questions

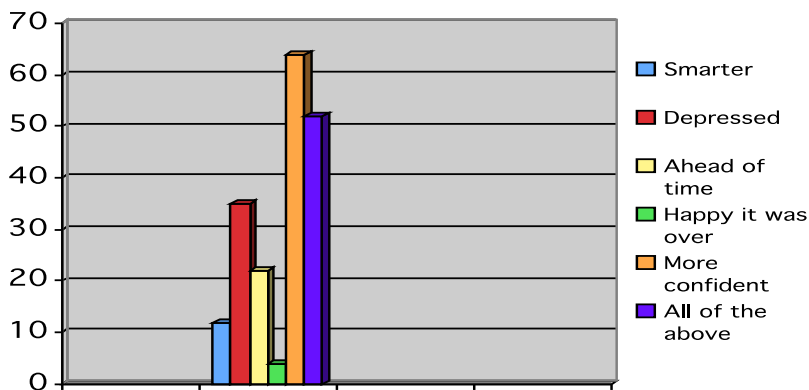
The second set of questions is aiming at the area of behavior. The first question was: **“How did you feel after the mobility?”**

To this question there were six possible answers to which 189 students responded to:

Smarter.....12  
Depressed .....35  
Ahead of your time...22  
Happy that it's over.... 4  
More confident .....64  
All of the above...52

### After mobility emotions

Chart 2 After mobility emotions



Source: Own Survey

Keep in mind that all these answers are anonymous and are not possible to identify the exchange student who wrote them.

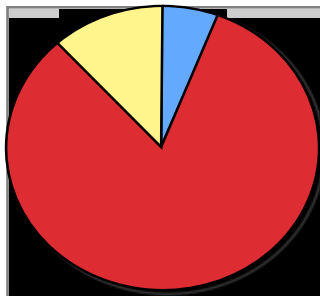
To find out more of what the students felt or lived, the student was questioned on the area of self-change, **“After your mobility, did you keep doing the same things as before?”** With 189 responses these are the three options the students had to choose from: Yes, my life stayed the same. (11 students)

No, I saw life different, with a more positive view. (155 students)

Other. (22 students)

### The pie of destiny

Chart 3 The pie of destiny



Source: Own survey

The following answers to what the students responded on what they ended up doing after their exchange are very simple. Most of the students, ages 15-19, went back to study. Some of them finished school and decided to move out of their country and keep studying abroad, since they felt out of place where they lived. Others went back to their host country for the reason of studies or just because they knew they did not belong anywhere else. But here I leave some of the comments the students reply with:

*Started living in another country (the Netherlands) then went on another exchange (Seoul, South Korea)*

*Back at school but ready to travel the world when I'm finished.*

*I valued time more than I used to before and I had problems sitting still or being in a place for too long*

*Partying a lot, meeting the exchange students I had met from Europe, organized everything for university. (Which helped me to settle down)*

*Continuing my studies, but with a more mature attitude towards it - not necessarily more ambitious but certainly more mature.*

*I went travelling for a year, to experience more cultures, and it was depressing to just stay home again after such an amazing time in America.*

*Many things. Cause you have learned many things. So it would be stupid to do them the same way you did before, it would mean you haven't learn anything.*

*I am finishing up my last year of high school, and I now have interest in traveling the world and learning about more cultures. Also I have been diagnosed with depression and this year after my exchange is the worst year of my life.*

As mentioned before in the introduction, no exchange student repeats the same story. That time spent abroad is the time of "a life time" in a year's time literally; no one else is there with you to experience or to help you confront any problems.

The following two questions are some-what related, so I will put the charts next to each other so you can compare how broad the answer can be.



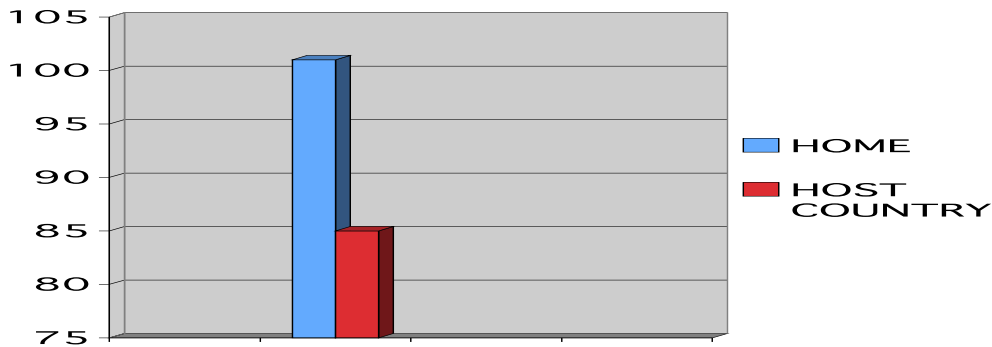
## “Where is home?”

With 186 responses

-Home country= 101 students responded that home is home.

-Host country= 85 students responded that they felt more comfortable in their host country.

Chart 4 Where is home?



Source: own survey

## “Where do you feel more comfortable?”

With 183 responses

-I don't know... 31

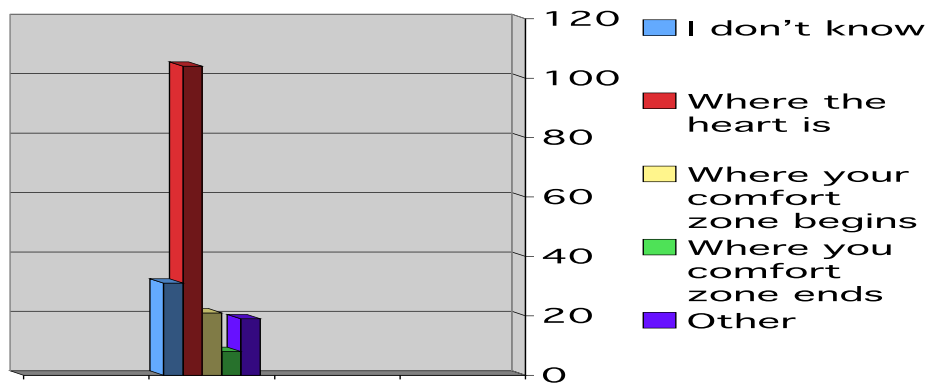
-Where the heart is.... 104

-Where your comfort zone begins.... 21

-Where your comfort zone ends.... 8

-Other... 19

Chart 5 Where do you feel more comfortable?



Source: Own survey

As you can see some other exchange students chose the option “other”, how can this be? The students may have an idea of where is home or personal definition of where they really feel like home. One important factor the students learn on being abroad was being able to adapt to any kind of situation. For example some of the students that chose other, gave us small explanations of where do they really can feel like home. The explanations vary and are listed below.

*My home is anywhere I settle in, my true home is where I lived since I was a child where I will always feel comfortable*

*In many places: Finland (my home country), Germany (my host country) and Sweden (where I study now).*

*I have no real home. I'm part of this world. As long as life is beautiful somewhere, this somewhere can be my home.*

*Home is wherever I make it. If I move to another city for a few months and then another country for a few weeks and then move back home with my parents, home is wherever I'm living for that time.*

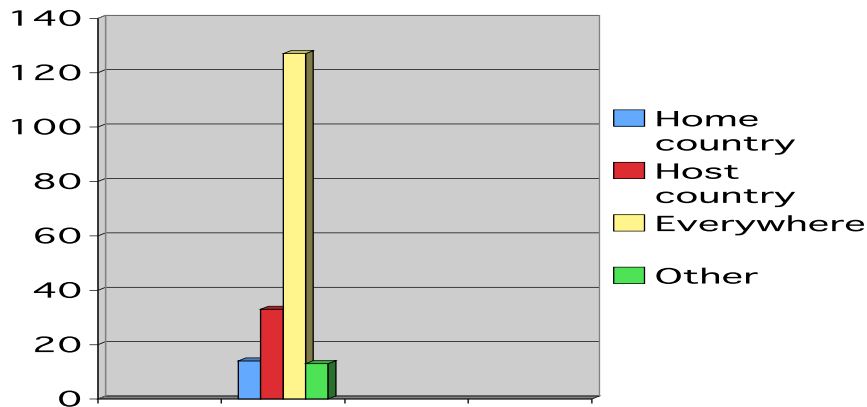
Or just some simple answers such as Denmark, Germany or just somewhere in Latin America.

The following question dealt with emotions; it dealt with their happiness. Since they have been able to adapt somewhere abroad, had they defined who they really are and where can they be really themselves. The question goes as follows: **“Where can you be truly yourselves?”**

With 187 answers divided between 4 options:

- Home country... 14
- Host country... 33
- Everywhere... 127
- Other ... 13

**Chart 6 Where can you be truly yourselves?**



Source: Own survey

As you can notice from **chart 6**, the students feel so comfortable being themselves, that they can actually be anywhere. The students are not aware that social media plays a major key of society that prevents them from completing their exchange year as it was meant to be; due to the fact that the student does not keep his mind from thinking of his old life. This pressure is due to people planting ideas of what a student or kid his age should act like. So according to the other 13 students who could not decide where they can be really be themselves, their answers may be the only way they can express themselves:

*Because in my home country I have my family but the culture and the way of living of my host country seems to be more adequate for me.*

This answer really supports my statement on the term of society trying to shape us into something we are not.

*I chose to pick other, because I feel that I can truly be myself just around people who know who I truly am. Or at least know it better than others. With them I don't have to act to fit in and can behave how I want to, not how*

*society/ people around me would like me to behave. But it doesn't matter where I am. It is rather with who I am.*

This student could also fall under the category of “Everywhere” because of the fact that he/she being with someone of he/she taste or like, could mean he/she happiness scale be on a positive side. Instead of making her happiness a place to be, he/she sees it better as an atmosphere surrounded by good vibes.

### **5.2.3 Third set of questions**

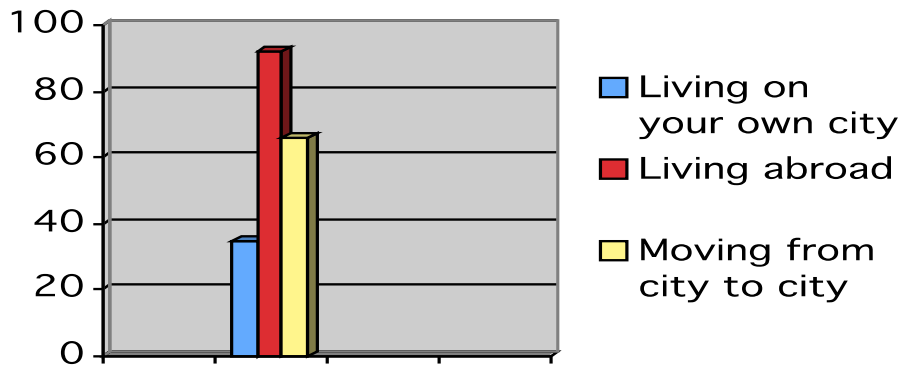
On the following, two questions triggered to find out and leave the students to decide where it is better to be.

In the third set of questions the opening question was: **“Where does your future life look like?”**

This answer is mainly an answer for dreamers who believe that their life will be taking a change of place that involves working or studying abroad. The respondents

With Living abroad as a top answer with 92 votes from 193 the follow up answers got the votes of 35 votes on Living on your own country and Moving from city to city with 66 votes. This proves that people are willing to leave their homeland for good to keep discovering what is out there waiting for them.

**Chart 7 Future life**

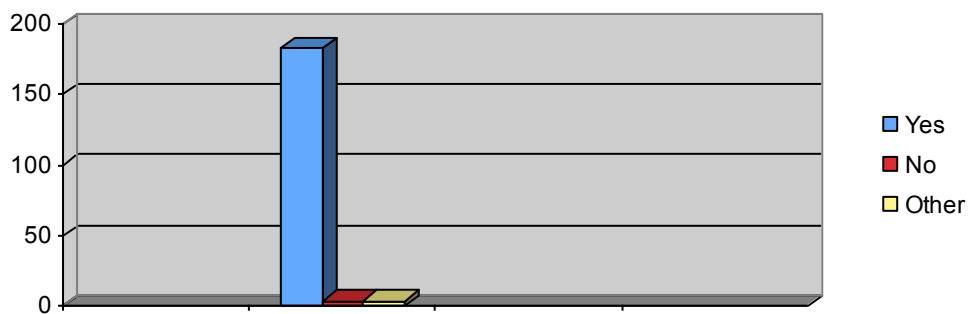


Source: Own survey

**At the question: “Did your mobility change your life?”**

This question was quite obvious since living for a year means that something is definitely going to change. So with 191 responses, 183 of them agreed with me, and said yes. Four students mention no and the other four mention other. **Did your mobility change your life?**

**Chart 8 Change of life style**



Source: Own survey

I took the liberty to find out more about these students by asking them how?

These are the respondents I got:

*I gained confidence which was really gone because I was bullied and I gained my power of speaking, I'm not afraid to talk in front of people and sharing things.*

*I know a lot of a different culture, which makes me with more experience. I learnt how to be far of your family, food and culture. So I could say I appreciate more what I have in Colombia*

*It made me a different person, but at the same time made me comfortable with myself. And realizing that if you don't 100% it into your home country that you should go try to find a place where you're happier to live.*

*I'm from a small town, and honestly the things I got to experience, while everyone was at home, going to prom is unbelievable. I became my own person. I learned confidence, and a language, and now have 3 families, who I consider my real family today. Going through the saddest, and wildest, and most different days of an unconventional life is whom I am. My exchange is part of my identity now. Where I am, I can trace back to my year abroad, even after years have passed.*

The final question on the questionnaire is open to share any of their experiences after exchange: **“If you have time, share with me your experience after your mobility, I would be happy to read more about what you have accomplish after.”**

*It was the most magical, eye opening experience that I have ever had! I meet so many people who taught me about their culture and how people in their country saw global issues, I saw so many places and I feel in love for my host country every single day. There is always something to see, to do or a new food to eat because of the variety of cultures they have. I learned so much and can only be grateful for the best year of my life*

*For me to be back home was awesome and cruel at the same time. But I think more awesome because I love Germany as much as I love Mexico and I know I can always go back there. So I'm fine to be back home and I'm so in love being back with my family and friends!*

*I've been depressed, I see a psychiatrist and a therapist, and I am on medication. It's just that, before my exchange, I have not experienced anything other than my normal boring life. After my exchange, I have realized that there is so much more to the world than what I am doing at home, and now I am trapped here and I feel like I can't be myself and do the things I want to do, like I could do while abroad. It is a really crappy time in my life right now, but I do not regret going abroad at all.*

*I am always happy to talk about my exchange, it just feel good to talk about it. All I can say is that words cannot describe what I did and what I felt. Never felt that kind of freedom before my exchange, it gave me wings, and now, nobody can cut them. I feel that I can do anything I wish to. Germany it is such a wonderful place, so that made my exchange way better. I could travel a lot, learn different ways of life, how to do stuff, how to control my feeling about home, how to take care of myself. I feel that my exchange was so important that now I know who I am. I took control of my life, my body and soul. I went thru a lot of changes. Hopefully I was able to tell you how important exchange was for me, and if you are not an exchange yet, just go for it, the other side is amazing. If you are already an exchange student, I hope you had the best time of your life. Now, let's do another!!*

The students proved that going abroad can be depressing and cruel. It also shows that is an important stage in life to go somewhere abroad and see with your own eyes a new culture and that not everything is rosy.

### **What is the best way to spend time during exchange?**

When abroad some of the best things to do is to try common ground, for example try to keep living your old life but in a new place. What that means is that instead of sitting around at home surfing the Internet try to keep a normal routine. There are many opportunities to do that, for example by playing the same sports as you used to play back at home. Also by trying to communicate with the host family to see if they have any plans for the afternoon. By trying to communicate with them, they will help making the experience more comfortable. If sport is not the solution, then there are many things that could take time. There is always something to do; if not learn the language, that should definitely work.

*I remember going on a lot of dates with girls or with friends after school just to spend the time and try to improve my language skills. (Pedro, Mexico)*

Many students fall into depression from the fact of not knowing what to do or that they don't feel immersed into the culture. This problem starts when the student not making an effort of coexisting in the culture or not trying to learn the language. As mentioned before, the best way to go on exchange is by having an open mind toward everything that comes your way. One more good advice of exchange concerning your free time is always take a chance and gain a different experience or feelings towards something. Make an effort on changing, it's easier for one to change then to a whole country to change.

*On my free time I usually study since I will be a Doctor, but if I have free time from that I get the chance to go out with friends for party or coffee. (Blanca, Spain)*

*I go to high school; I write on my diary, I try to learn some of the host language. At home I like to work out, watch movies or Skype family member /girlfriend. (Danilo, Colombia)*

*Sometimes I go out with friends, sometimes I study and sometimes I just binge watch Netflix. (Sydney, Canada)*

In this case most of the students I interviewed were more interested on talking to their family back at home or watching a series. This is a bad example of what they should be doing. Some of them actually tried on learning the language, which was what the main aim of the Rotary Youth Exchange program.



Metodologický seminář MES je aktivitou projektu IKLIM spolufinancovaného  
Evropským sociálním fondem a státním rozpočtem České republiky



Interdisciplinární, informaticko-kognitivní, lingvistický a modulární rozvoj studia  
CZ.1.07/2.2.00/28.0104

## 6 Summary of work

### 6.1 Summary of own research culture shock

It was mentioned several times that if someone does not go abroad they were never be able to understand what it's like. The students also struggle at the beginning to adapt to the cultural and language barriers. Some students claim that there was no pressure faced by culture shock.

The most varied response that impressed me from the respondents was the time that it took them to readapt to their old life style. The answers varied, after coming back from the mobility's end, indicating from two weeks to up to two years before they could readapt into their old habits; some indicated that they were never able to readapt.

The empirical research that was provided, thanks to the questionnaire, support the following results.

Here are the answers for the four important questions supporting my hypothesis:

The first question was about how many people struggle from culture shock and if culture shock is harder to face. From the survey it is proven that most of the students face culture shock but a bigger amount of them responded that reverse culture shock is harder to confront.

The second question focuses on the pros and cons of studying abroad and proves that the students developed a more mature stage of life. Most of the students responded that they felt ahead of their time or smarter.

Pros: from the research we can understand that the skills acquired abroad like language skills, understanding of life and creating an international network.

Cons: Studying abroad are mainly that the student is missing out of whatever is happening back at home. This includes the absence of family, friends or their favorite food.

The third question was aimed at understanding the definition of where home was. Most of the students replied with “home is home”.

The fourth question was; where did they feel more comfortable? To which they responded, “Home is where the heart is”.

The fifth question asked the students whether the mobility program changed their life. The students responded with a positive answer proving that moving abroad does change you for good and that there is nothing to be afraid of.

The final two questions of whether the mobility changed their life and what did they ended up doing after the mobility. The students replied with positive feedback that yes, it did change them, they learned how to appreciate life and can truly define what they want from life. They also learned to face problems by themselves, have more tolerance towards people and positive thoughts about life. Depression was a big factor to many students after the mobility but they had to overcome that and keep living life, by taking the next step waiting for each one back at home. Most of them lost close friends because of the different points of thinking the students developed during this year abroad. Some of them developed the art of talking to strangers without being afraid to speak in public to random people. Many of them kept studying

different cultures and languages, some of them moved to a different country to continue their experiences.

## ***6.2 Summary of secondary research culture shock***

The culture shock rollercoaster can be defined as the highlight of the thesis because it helps define what the students need to be ready for. Guiding them step by step to what is to come from beginning to end. This thesis will help future generations of Rotary Youth Exchange and Erasmus students. This guide will help them succeed on their continuing journey in life. It lets them know how to be ready for each downhill and uphill peak. This will also help them understand and provide relief against depression.

## **7 Conclusion and recommendations**

Most of the students after their mobility went back to finish High School or start University. Some of them decided to do another year abroad while others decided to go back to their host country for study purposes and living. This work shows that these programs allows the students to learn new cultures but challenges their cultural bias. Finding common ground allows the student to adapt their knowledge towards different cultures and languages. This happens because they get the chance to meet other students from foreign countries and allows them to find common ground.

What really changed after their mobility? Most of the knowledge about what is life on the other side of the globe, the ability to relate to other cultures, the knowledge possessed and adaptability will help the student learn at a faster pace than those not advised on the definitions of culture shock. This will make it easier to understand the different cultures by finding common ground. It also helps on solving problems or seeing things from a different perspective. This gives the student knowledge to be dependent. The student

will also learn to solve problems on his or her own. He or she will have knowledge of “survival skills”.

Based on the survey it can be proved that the results provided the following conclusion. The students were more affected by reverse culture shock. Responses provided from the questionnaire revealed a long-term effect of what the students did after their mobility ended.

Based on all factors, evaluations and interviews I propose the following recommendations for an upcoming student to be better prepared on his or her journey with the mobility program.

- To understand the definition of culture shock.
- To be open-minded when visiting a foreign country.
- To understand the real cultural differences of your host country.
- The awareness of the immersion of cultural assimilation and acceptance of hospitality and habits without becoming a native

I strongly suggest that anyone who gets the opportunity to travel to another country for an extended period of time to be mentally prepared and accept the recommendations provided above.

### ***7.1 Proposal for possible further examination of the issue***

The range of this work was very reasonable, but it would be beneficial to keep studying these two types of mobility programs. This is a very wide investigation that would take more time to develop a proper answer because it lacks real time information. It will continue to be essential to hold talks with former students to keep abreast of ongoing trends, which will continue to re-define culture shock.

## 8 Bibliography

### 8.1 Net Sources

Adjustments and Culture shock, (2012). *Students abroad* [online]. Czech Republic: Center for Global Education, 2012 [cit. 2016-05-02]. Retrieved from: <http://www.studentsabroad.com/handbook/adjustments-and-culture-shock.php?country=Czech%20Republic>

Carole Hallett Mobbs, 2013. Repatriation and the reality of going back home. In: *Expatchild.com* [online]. Carole Hallett Mobbs, 2013 [cit. 2016-04-29]. Available from: <http://expatchild.com/repatriation-reality-going-home/>

Corey Heller. (2010) Returning home after living abroad. (Multilingual living magazine) Retrieve from: Multilingual living. *Returning home after living abroad*. 2010, <http://www.multilingualliving.com/2010/05/28/retur>.

"Culture Shock." *Merriam-Webster.com*. Accessed November 14, 2017. [https://www.merriam-webster.com/dictionary/culture shock](https://www.merriam-webster.com/dictionary/culture%20shock).

European University, 2014. *Top Five Employment Skills Provided by Studying Abroad* [online]. 2014 [cit. 2016-04-20]. Available from: <http://www.topuniversities.com/student-info/careers-advice/top-five-employment-skills-provided-studying-abroad>

Expatica: Reverse culture shock: What, when, and how to cope. *Expatica* [online]. Netherlands: Expatica Communications BV, 2011 [cit. 2016-05-02]. Retrieve from: <http://www.expatica.com/nl/moving-to/Moving-home-Reverse-culture-shock-104957.html>

Google Forms. *Docs.google.com* [online]. [cit. 2016-08-15]. Dostupné z: <https://docs.google.com/forms/d/1xjYV2CG9D-T0Bsws1S8EGtAAiWUDnkBD1NhnT0hBAE/edit>

Marcus Mabry and Jan Benzel, 2013. The dark side of the expat life. In: <http://rendezvous.blogs.nytimes.com/> [online]. New York: MARCUS MABRY and JAN BENZEL, 2013 [cit. 2016-04-29]. Available from: <http://rendezvous.blogs.nytimes.com/2013/03/21/the-dark-side-of-the-expat-life/?r=0>

Marx, E. (2001). Breaking through culture shock: what you need to succeed in international business. [Books24x7 version] Available from <http://common.books24x7.com.lp.hscl.ufl.edu/toc.aspx?bookid=4923>.

NAFSA: Association of International Educators. (2003). Securing America's future: Global education for a global age. Report of the Strategic Task Force on Education Abroad. Retrieved from: [http://www.nafsa.org/public\\_policy.sec/public\\_policy\\_document/study\\_abroad\\_1/securing\\_america\\_s\\_future/](http://www.nafsa.org/public_policy.sec/public_policy_document/study_abroad_1/securing_america_s_future/)

Rotary International. (2016) *Rotary* [online]. [cit. 2016-08-15]. Dostupné z: <https://www.rotary.org/en/get-involved/exchange-ideas/youth-exchanges>

Salisbury, Mark Hungerford. "The effect of study abroad on intercultural competence among undergraduate college students." PhD (Doctor of Philosophy) thesis, University of Iowa, 2011. <http://ir.uiowa.edu/etd/1073>.

*Students Abroad* [online]. Canadian bureau for International Education: Steven Rhinesmith, 1984 [cit. 2017-11-14]. Dostupné z: <http://www.studentsabroad.com/handbook/adjustments-and-culture-shock.php?country=Peru#section1>

Volina Serban. 2015. 7 Reasons to Participate in an Erasmus Exchange Program. *Top Universities* [online]. Volina Serban, 2015 [cit. 2016-04-28]. Available from: <http://www.topuniversities.com/blog/7-reasons-participate-erasmus-exchange-program>

## **8.2 Book Sources**

Barrutia, R. (1971). Study abroad. *The Modern Language Journal*, 55, 232-234

Braskamp, L. A., Braskamp, D. C., & Merrill, K. C. (2008). Global perspective inventory (GPI): Its purpose, construction, potential uses, and psychometric characteristics. Chicago: Global Perspective Institute Inc. Retrieved from <https://gpi.central.edu/supportDocs/manual.pdf>

Braskamp, L. A., Braskamp, D. C., & Merrill, K. C. (2009). Assessing progress in global learning and development of students with education abroad experiences. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 18, 101-118.

Fulbright, J. W. (1989). *The price of empire*. New York: Pantheon

Gmelch, G. (1997). Crossing cultures: Student travel and personal development. *International Journal of Intercultural Relations*, 21, 475-490.

Gullahorn, J. E., & Gullahorn, J. T. (1966). American students abroad: Professional versus personal development. *Annals of the American Academy of Political and Social Science*, 368, 43-59.

Hoffa, W. W. (2007). *A history of U.S. study abroad: Beginnings to 1965*. Carlisle, PA: The Forum on Education Abroad.

Hoffa, W. W., & DePaul, S. C. (2010). *A history of U.S. study abroad: 1965-present*. Carlisle, PA: The Forum on Education Abroad.

Jurgens, J. C., McAuliffe, G. (2004). Short-term study-abroad experience in Ireland: An exercise in cross-cultural counseling. *International Journal for the Advancement of Counseling*, 26, 147-161.

Kauffmann, N. L. (1983). *The impact of study abroad on personality change*. (Ph.D., Indiana University).

Lincoln Commission. (2005). *Global competence and national needs: One million Americans studying abroad. Final Report from the Commission on the Abraham Lincoln Fellowship Program*, Washington, DC.

Lindsey, E. W. (2005). Study abroad and values development in social work students. *Journal of Social Work Education*, 41, 229-249.

McKeown, J. S. (2009). *The first time effect: The impact of study abroad on college student intellectual development*. Albany, NY: State University of New York Press.

National Task Force on Undergraduate Education Abroad. (1990). *A national mandate for education abroad: Getting on with the task*. New York: Council on International Educational Exchange.

Ryan, M., & Twibell, R. (2000). Concerns, values, stress, coping, health, and educational outcomes of college students who studied abroad. *International Journal of Intercultural Relations*, 24, 409-435.

Talbert, S., & Stewart, M. A. (1999). What's the subject of study abroad?: Race, gender, and "living culture." *The Modern Language Journal*, 83, 163-175.

Zhai, L., & Scheer, S. D. (2002). Influence of international study abroad programs on agricultural students. *Journal of International Agricultural and Extension Education*, 9(3), 23-29.

TROUSIL, M. A JAŠÍKOVÁ, V. Úvod do tvorby odborných prací. 2. vydání. Hradec Králové: Gaudeamus, 2015, 240 s. ISBN 978-80-7435-542-4.

VENCLOVÁ, K. A KOL. *Geopsychologie a ekopsychologie v cestovním ruchu*. 1. vydání. Hradec Králové: Gaudeamus, 2015, 242 s. ISBN 978-80-7435-540-0.



## 9 Attachments

### **9.1 Questionnaire “INTERNATIONAL EXPERIENCE” for former Rotary Youth Exchange students and Erasmus students.**

International experience

Author of the questionnaire: Alejandro Acosta Olivas

Contact to the author: alejandro.ao1212@gmail.com

My dear exchange family,

I have a quick questionnaire that I would like to post here to be filled up.

This questionnaire might be interesting because is focus on former exchange students. I am writing my final bachelor thesis in the topic of “International experience” it would be of great help if you could take few minutes of your time to complete. The survey results will be used solely for the purpose of the bachelor thesis and will be processed anonymously.

**The questionnaire contains a series of questions for you who are former students from the program Rotary Youth Exchange.**

#### **1<sup>st</sup> set of questions – Adaptation to change**

\* Where are you from?

.....

\* Which country did you go abroad to?

.....

\* Did you encounter “culture shock”?

- Yes

- No

- Other

\* If yes, describe in a short sentence.

.....

\* After the mobility did you had to face with “reverse culture shock”?

- Yes

- No

- Other

If yes, how long did it take you to be yourself again?

.....

**2<sup>nd</sup> set of questions - New knowledge acquire from exchange.**

\* How did you feel after the mobility?

- Smarter

- Depressed

- Ahead of your time

- Happy that it was over

- More confident

- All of the above

\* After the mobility did you kept doing the same things from before the mobility?

- Yes, my life stood the same

- No, I saw life different, with a more positive view

- Other

\* What did you ended up doing after your mobility?

.....

\* Where do you feel more comfortably?

- Home country

- Host country

\* Where is your home?

- I don't know

- Where the heart is

- Where your comfort zone ends

- Where your comfort zone begins

- Other

\* If you chose other, described where.

.....

\* Where can you be truly you?

- Host country
- Home country
- Everywhere
- Other

\* If you chose other, describe why?

.....

\* Where is better?

- Host country
- Home country
- Is not possible to compare

### **3<sup>rd</sup> set of questions – After mobility and future plans**

\* Where does your future life look like?

- Living on your own country
- Living abroad
- Moving from city to city

\* Which program did you do your mobility with?

- Rotary Youth Exchange
- Erasmus
- Both
- Other

\* Did your mobility change your life?

- Yes
- No
- Other

\* If yes, explain how?

.....

\* If you have time, share with me your experience after your mobility, I will be happy to read more about what you have accomplished after.



Univerzita Hradec Králové  
Faculty of Informatics and Management  
Akademický rok: 2015/2016

Studijní program: Economics and Management  
Forma: Full-time  
Obor/komb.: Management cestovního ruchu - anglický jazyk  
(mcr-p-a)

**Podklad pro zadání BAKALÁŘSKÉ práce studenta**

<b>PŘEDKLÁDÁ:</b>	<b>ADRESA</b>	<b>OSOBNÍ ČÍSLO</b>
Acosta Olivas Alejandro	Jesus Gonzales Ortega 3262, Ciudad Juarez, Chihuahua	114220

**TÉMA ČESKY:**

Mezinárodní zkušenosti a kulturní šok

**TÉMA ANGLICKY:**

International Experience a guide to culture shock

**VEDOUcí PRÁCE:**

Bc. James Buchanan White - KAL

**ZÁSADY PRO VYPRACOVÁNÍ:**

Table of Contents  
ABSTRACT  
1 Intro  
2 Aim of the work  
3 Methodology process  
3.1 Research Questions  
3.2 Research Methods  
3.3 Review of Literature  
4 Theoretical part  
4.1 Going abroad  
4.2 Return to reality  
4.3 New knowledge  
5 Practical part  
5.1 Secondary research  
5.2 Expat life  
5.3 New Skills  
5.4 Progress Questionnaire  
5.5 INTERNATIONAL EXPERIENCE RESULTS  
6 Summary of the work  
7 Conclusions & Recommendations  
8 Bibliography  
9 Attachments  
Table of images  
Table of charts

**SEZNAM DOPORUČENÉ LITERATURY:**

TROUSIL, M. A JAŠÍKOVÁ, V. Úvod do tvorby odborných prací. 2. vydání. Hradec Králové: Gaudeamus, 2015, 240 s. ISBN 978-80-7435-542-4.

VENCLOVÁ, K. A KOL. Geopsychologie a ekopsychologie v cestovním ruchu. 1. vydání. Hradec Králové: Gaudeamus, 2015, 242 s. ISBN 978-80-7435-540-0.

Podpis študenta:

Alexander

Datum: 22/8/16

Podpis vedoucího práce:

Ing. B. K.

Datum: 22/8/16

(c) IS-STAG, Portál - Požadavk na kvalifikační práci, 114220, 22.08.2016 10:23