

**ADMINISTRATIVE APPROACHES TO SUPPORT STUDENTS' GOAL DEVELOPMENT FOR  
SHORT-TERM STUDY-ABROAD PROGRAMS: PROGRAM'S FIRST AND THE  
MOST IMPORTANT ADMINISTRATIVE PHASE**

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**ABSTRACT**

Short-term summer study abroad programs have been quite popular among institutions of higher education (Dwyer, 2004; Dessoff, 2006; Sindt & Pachmayer, 2008). The programs are considered the highlights of the undergraduate experience or the memorable learning experiences for students (Brustein, 2008; Freeman, 2008; Stecker, 2008; Sindt & Pachmayer, 2008).

These programs' aims are very similar. First, the short-term study abroad program can be the firsthand experience in order to touch and observe business and marketing activities in various countries in very comprehensive ways (Sindt & Pachmayer, 2008). Second, the programs can help students acquire intercultural skills and competence for international business and marketing (Dekaney, 2008; Mendelson, 2008). Intercultural skills are also called global competence, which global business professionals are supposed to have in order to perform effectively in highly diversified business environments (Curran, 2007; Brustein, 2008). The last goal is to give all participants a new and wider scope of international markets. Therefore, the participants will not exclusively learn technical issues from international business and marketing classes. Rather, they will learn quite diversified beliefs, traditions, lifestyles, histories, communications, and human behaviors in foreign markets through experiential learning (Ashwill, 2004; Curran, 2007, Stecker, 2008).

Developing realistic and appropriate goals based on correct expectations and interests will almost guarantee successful learning experiences during the short-term study abroad programs. However, developing such goals is not simply done when students have sufficient information and reasonable expectations because there are many other critical expectations they do not notice. For example, in addition to students' expectations and interests, administrators should encourage students to consider expectations in intercultural skill acquisition and enhancing employability of the participants when they develop their goals.

Therefore, we think that administrators must be able to offer students not only correct information about the programs to generate correct expectations and interest, but also various pre-program supports to let students create appropriate goals. These opinions are somehow supported by administrators of study abroad programs at Arizona State University (ASU). They have assessed their performance in order to see: (1) if the short-term study abroad programs fulfill the missions and goals of the programs which ASU determined in order to offer all participants cross-cultural education and learning experiences, (2) if participants have correct expectations from the programs prior to actual participation, (3) if participants satisfied their pre-program expectations, and (4) if there are other achieved skills and experiences which participants did not expect prior to their participation (Sindt & Pachmayer, 2008).

**References Available on Request**