

A Study of Motivation and Assimilation: Examining Asian International and American College
Students' Employment on Campus

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Yasa Guo

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Thesis Committee

Randall Pruitt, Ph.D., Chair

Date

Cecil Kramer, D.Min.

Date

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This thesis is dedicated to

My mother, Yilin Guo

For your selfless upbringing and encouragements in my life.

Asian international students in America

For your hard work and perseverance in the wonderful land of the United States of America.

Thank you to

My Chair, Dr. Randall Pruitt,

For your hard work in working with me on my thesis and your constant encouragement.

Abstract

The author researched the topic of this thesis from six different aspects: Maslow's Hierarchy of Needs, international students, student employment, motivation, Cultural Intelligence Theory, and cross-cultural adaptation. There are twenty participants that participated in this research. Among them, ten are Asian international students and ten are American students. All students have been a student at a private Christian university and working for at least one semester. The researcher developed twelve questions related to Maslow's Hierarchy of Needs for all participants and nine questions related to Cultural Intelligence Theory to only Asian international students. The research methodology of this thesis is qualitative research with face-to-face interviews using convenience sampling method. Based on the results of the research, Asian international and American students vary in their motivations of getting a job on campus. American students focus more on the financial aspect while Asian international students also consider other factors that help them to adapt to American culture. Results show that getting a job on campus does help Asian international students adapt to American culture by helping them to know the difference between Asian and American culture, getting to know American culture, interacting with host people, and finally adapting to American culture. The most important skills Asian international students acquired at work is the communication skill which is the tool for them to interact, express, and get to know American people. The research is conducted professionally with some limitations such as limited number of participants and researcher. However, the research is beneficial to both Asian international and American students. Future research related to the topic will likewise bring benefits to many people.

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A Study of Motivation and Assimilation: Examining Asian International and American College
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Chapter I: Introduction and Overview

Why do people get a job? The answer may vary depending on people's background, ethnicity, family situation, etc. The reasons for getting an on campus job are also different for college students in the United States. As more and more international students are studying in the United States of America, they are playing an important role in contributing to the campus work force.

Among all immigrants in the United States of America, the Asian population is playing a more and more vital role with the fastest growing rate of population in America as pointed out by Condon (2012): "Asian-Americans are a small but fast-growing part of the American population that may in the coming years have more influence -- in politics and American life in general... As of 2010, 36 percent of immigrants arriving in the U.S. are Asian, according to Census data, while just 31 percent are Hispanic" (Condon, para. 1-2). As Asian-American influence continues to grow it is important to understand the process of culturalization and transition, this includes the Asian American student population. Asian American students face many cultural differences when they travel to the United States of America to study. With the change of culture, comes the need of cross-cultural adaptation.

Cross-cultural adaptation is a process that all travelers in a foreign country have to deal with. This process could be long or temporary depending on the time the person stays in the new country. For international students, this process could range from months to years. Therefore, cross-cultural adaptation is an inevitable phase of life that international students face and accept. As a Chinese international student, the author understands the challenges and difficulties of

cross-cultural adaptation first hand. Many studies have pointed out the challenges of living abroad (Fail, 1996; Gemer, 1985; Gemer, Perry, Moselle & Archbold, 1992). Sojourners not only need to adjust to new life styles, but often need to abandon old living habits.

Cross-cultural adaptation is a broad topic that involves communication, intercultural interaction, and different people groups. According to Gudykunst (2004),

research on intercultural communication generally focuses on communication between people from different national cultures. Some researchers, however, use broad definitions of 'culture' and include studies of communication between people from different ethnic/racial groups, able-bodied/disabled communication, intergenerational communication, and other areas. (p. vii)

Over the past few decades, theories of cross-cultural communication and adaptation have grown rapidly. Not only are people starting to recognize cross-cultural challenges, but they have started to analyze and attempt to solve these cross-cultural adaptation challenges.

Although many studies have examined cross-cultural adaptation challenges and methods, few have focused on the important role employment plays in the cross-cultural adaptation among Asian international students in the United States of America. "By 2025, IDP (Intern Development Program) forecasts that the global demand for international higher education will grow four-fold to 7.2 million with a compound growth rate of 5.8%" (Wisansing, 2008, p. 13). When these international students seek to be employed on campus, their interactions with the host culture will be different. Consequently, their experience in acclimating to the host culture will be different from whole time studying international students.

The purpose of this thesis is to find out what American student workers and Asian international student workers' motivations are for finding a job and how these motivations differ

by their nationalities based on Maslow's Hierarchy of Needs Theory. The thesis will further use the results to help Asian international students better acclimate to the American culture by using Cultural Intelligence Theory. According to Kraimer, Wayne, & Jaworski (2003), a successful experience at work will influence people's cross-culture adjustment positively. The research questions of this thesis are as follows:

1. What are the motivations for American student workers and Asian international student workers in getting a job on campus?
2. How, if at all, are their motivations different based on their nationalities?
3. Does getting a job on campus help Asian international students better acclimate to the host culture of America, if so, how?

This thesis seeks to find answers to the above listed research questions using a qualitative methodology that incorporates interviews of American student workers and Asian international student workers at a private university in the Eastern region of the United States of America. Investigating this topic is meaningful because the author believes this study will offer multiple benefits to both Asian international students and American students.

First of all, this study may help Asian international students to better understand their reasons for working in the American culture while attending school. Ideally, these reasons will go beyond just the need for finances. When Asian international students arrive in the United States of America, they will find themselves facing a totally new environment, and finding a job may have more meaning to them than just meeting financial needs. With a better knowledge of what the benefits of getting a job could bring, Asian international students may be more motivated in acquiring a job on campus. As well, it could also help them to better adjust and acclimate to the host culture in the United States of America.

Second, finding any differences that exist between the two cultures with regard to the perceived benefits of working could provide insight on cultural differences and commonalities. Many Asian international students as well as American students are looking for jobs blindly because they may not know their needs. It is hoped that by conducting this study, Asian international and American students will be able to better recognize their motivations in choosing jobs that can meet their needs. Thus the job seeking process could be more efficient for Asian international and American students after this study.

Third, this study will help job providers or companies to know how to tailor their job openings to Asian international students according to the students' needs. As the population of Asian international students continues to grow rapidly in the United States of America (Institute of International Education, 2012), more employment opportunities on campus are needed to provide help to this particular student group. Consequently, more job opportunities could be developed for Asian international students. By knowing the motivations and needs of Asian international students, job providers on campus will be able to advertise their jobs in a way that will draw more response from Asian international students.

Fourth, this study could help job providers to better understand how to provide cultural and relational socialization as an additional incentive for international workers on campus. By studying the motivations and needs of Asian international student workers, companies or departments on campus could provide specific social events or benefits to satisfy and meet the needs of Asian international student workers and American student workers in order to prevent them from switching jobs. The study of Gudmundsdottir (2013) has shown the positive relationship between job satisfaction and culture acclimation. He concluded that, "extrinsic job satisfaction contributed positively to the non-work variables, general adjustment, and interaction

adjustment. This means that the extrinsic job satisfaction that relates to salary, bonuses, work conditions, and other financial incentives, relates positively to how expatriates adjust generally (e.g. to housing, shopping and entertainment) as well as to interacting with host nationals” (p. 46). More research will be needed to explore the relationship between not only extrinsic but also intrinsic job satisfaction and cross-culture adaptation.

In conclusion, the study of this thesis will help both Asian international students and American students to understand the reasons and benefits in acquiring employment on campus. After analyzing the motivations of getting a job on campus among Asian international student workers, the research will evaluate how employment is affecting the cross-cultural adaptation process of Asian international students. This study will also provide more information for job providers on campus in regard to hiring student employees from both native and Asian cultures.

This thesis is consisted of five chapters. The first chapter begins with an introduction and presentation of the problem. Then the thesis continues in the second chapter with a thorough literature review. In order to study the Asian international student workers’ and American student workers’ motivation for employment on campus from a thorough perspective, this thesis will provide an extensive literature review to study this subject. The thesis literature review will cover six major parts: Maslow’s Hierarchy of Needs, international students, student employment, motivation, Cultural Intelligence Theory, and cross-cultural adaptation. After the detailed and resourceful study in the literature review, the researcher will continue the investigation of the research questions through face-to-face interviews. Research methodology and interview questions will be provided and explained by the researcher in the third chapter of this thesis. Following the methodology and research, the author will present research results in the fourth

chapter. And last, the thesis will conclude with the fifth chapter which discusses the results and limitations of the study, and offers ideas for future research.

Chapter II: Literature Review

Maslow's Hierarchy of Needs

The main theory of this thesis is Maslow's Hierarchy of Needs. Maslow proposed that human needs can be categorized into five areas and these five parts are often depicted as a pyramid beginning with basic needs and progressing to higher-level needs. These include Physiological Needs, Safety Needs, Love Needs, Esteem Needs, and Self-Actualization Needs. (Maslow, 1943, p. 370-369). On the bottom of the pyramid is the basic need in Maslow's Hierarchy of Needs Theory – Physiological Needs. Physiological needs include all the foundational needs to support human existence: air, food supply, water, sleep, etc. According to Maslow, people need to fulfill their basic needs before they move on to the next level of needs: “Another peculiar characteristic of the human organism when it is dominated by a certain need is that the whole philosophy of the future tends also to change” (Maslow, 1943, p. 374). However, when one level of needs is satisfied, it will no longer hold importance in people's agenda. Instead people are motivated to pursue the next level of needs. Maslow (1943) summarized, “One main implication of this phrasing is that gratification becomes as important a concept as deprivation in motivation theory, for it releases the organism from the domination of a relatively more Physiological Needs, permitting thereby the emergence of other more social goals” (p. 375).

Therefore, when Physiological Needs are met, people start to ignore it and move up to the next goal. The second level in Maslow's Hierarchy of Needs pyramid is safety needs. Safety needs include the need for a safe and secure environment as well as personal welfare. Consequently, an unstable society during crucial times and unpredictable possibilities of future turbulent events may cause a lack of safety satisfaction among its people. Moving up the pyramid of Maslow's Hierarchy of Needs is the need for love. At this stage, people are desiring

love, affection, and acceptance. They want to be welcomed and treasured by their friends, family, and even lovers. The fourth level in Maslow's Hierarchy of Needs is the esteem needs. Maslow (1943) divided the need for esteem into two parts: the need for achievement, confidence, independence and freedom; and the need for reputation, prestige, recognition, attention, importance, and appreciation (p. 381-382). The fifth and the top level in Maslow's Hierarchy of Needs is the self-actualization needs. Self-actualization is the ultimate goal of one's desire, it is to fulfill what one is born or called to be and to reach one's maximum capacity. Because different people have different aspirations in life, their self-actualization desires are distinctive as well.

Although Maslow's Hierarch of Needs Theory can be widely used in many circumstances in its order, some people may not follow this order. Maslow (1943) explained that, "We have spoken so far as if this hierarchy were a fixed order but actually it is not nearly as rigid as we may have implied. It is true that most of the people with whom we have worked have seemed to have these basic needs in about the order that has been indicated. However, there have been a number of exceptions" (p. 386). Because of certain special circumstances or the past experience, people may value one certain type of need over the others regardless of its order in the hierarchy pyramid.

Maslow's Hierarchy of Needs is a mature theory that has been widely used in many areas of study. Maddi (1972) used Maslow's Hierarchy of Needs in humanism. Udechukwu (2009) studied Maslow's Hierarchy of Needs through employment and turnover. According to Udechukwu (2009), employee turnover is influenced by job satisfaction. His study through Maslow's Hierarchy of Needs helps people to understand voluntary turnover and employers to avoid unnecessarily loss of the company. Thielke, Harniss, Thompson, Patel, & Al (2012)

analyzed the relationship between Maslow's Hierarchy of Needs with health and technology, and Freitas & Leonard (2011) studied academics through Maslow's Hierarchy of Needs. Maslow's Hierarchy of Needs Theory is a foundation of many other theories and is recognized in many countries: "Maslow's work inspired many motivation theories, for example, expectancy theories, achievement, motive and hierarchy of human needs. Maslow's Theory has been validated in many cultures, including American culture in which it can be mapped on their society's high individualism, low uncertainty avoidance and high masculinity" (Hanif, Khalis, & Khan, 2013, p. 57). Thielke, Harniss, Thompson, Patel, & Al (2012) used Maslow's Hierarchy of Needs Theory in the field of health after categorizing Maslow's Theory into mind and spirit:

Most treatments for chronic health conditions and diseases are intended to satisfy safety and security needs, since they promise long-term well-being or health. From the health care provider's perspective, taking medications and managing vital physiological parameters like blood sugar or blood pressure might seem to satisfy elemental physical needs. Yet these steps often do not have any direct effect on how patients feel or evaluate their own health status, and may cause unintended negative effects (p. 477).

Maslow's Hierarchy of Needs Theory is also widely used in management. Kermally (2005) strongly supported Maslow's Theory and said that, "In managing people today we should not reject his theory as being old or inappropriate. Like any other theory it has its usefulness is it is adapted to accommodate the changing context" (p. 34). Maslow's Hierarchy of Needs Theory is used by managers to motivate employees. As Kermally (2005) proffered, "The needs are hierarchically structured and they act as motivators. Their arrangement within the hierarchy depends on the urgency and priority to individuals" (p. 26).

One general rule of motivating and inspiring workers is to satisfy employee's needs from the bottom hierarchy to the top hierarchy of needs in Maslow's Hierarchy of Needs Theory:

It should be noted that almost no one stays in one particular hierarchy for an extended period. We constantly strive to move up, while at the same time various forces outside our control try to push us down. Those on top get pushed down for short time periods, i.e., death of a loved-one or an idea that does not work, while those on the bottom get pushed up, i.e., come across a small prize. Our goal as leaders therefore is to help people obtain the skills and knowledge that will push them up the hierarchy on a more permanent basis. People who have their basic needs met become much better workers as they are able to concentrate on fulfilling the visions put forth to them, rather than consistently struggling to make ends meet. (Clark, 2014)

One of the most effective ways in gathering new talents in the company is through the application of Maslow's Hierarchy of Needs. Once companies and managers know how to advertise or tailor their job according to the needs of potential or present generation Y employees, they can better attract and motivate their employees. With the understanding of the needs of their employees, managers can know what to offer in order to meet their needs. When managers combine the knowledge of their generation Y employees' needs with the understanding of Maslow's Hierarchy of Needs, managers will be equipped to practice motivating and inspiring their generation Y employees. In the competitive 21st century, attracting talents means making a profit for the company. When employees are persuaded that working in the company can be beneficial, they will be more motivated to stay and serve in the organization. Therefore, attracting and keeping talents in the company is a campaign that determines the future development and growth of the company. In order to know how to advertise the company or

positions in a way that attracts employees, managers should improve in the knowledge of Maslow's Hierarchy of Needs.

International Students

When a person travels to a foreign country, he or she will be facing multidimensional cultural challenges and, in some cases, cultural shock. These cultural challenges can even be prolonged if the person decides to stay in that foreign country for a longer period of time. For example, people from different cultures may encounter difficulties understanding each other due to differing cultural backgrounds, language usages, values, and perspectives. As well, a person's upbringing, personality and cultural background all affect his or her worldview, perspectives, communication styles, and social perspectives.

The research focus of this thesis is mainly Asian international students. Asian international students contributes to more than fifty percent of the international student population at colleges in United States of America. (Institute of International Education, 2012). Therefore, the cross-cultural challenges Asian international students are facing should not be neglected. These challenges not only hinder international students from acclimating to the new environment, but also affect their personal lives and emotional status. Thus, cross-cultural adaptation is imperative for international students to better understand in order for them to enrich their academic and personal lives in the United States. Many studies including Arthur (2008) and Johnson & Sandhu (2007) have focused on the challenges international students face in America. The challenges international students are facing in America include but are not limited to interpersonal relationships, communication, academics, emotions, and values contradiction. According to Singaravelu & Pope (2007), international students will experience pressure from their parents' expectations, loneliness in being in a foreign country, unfamiliarity of the different

education systems, and cultural acclimation. The study of Lee, Koeske, & Sales (2004) showed that stress will increase the mental health problems among Asian international students. Their study also pointed out that that social interaction between international students and American people helps international students to release stress and buffer the culture related stress. Mori (2000) analyzed how relationship between international students and American people plays in the process of international students' study to work transition. Mori's research suggested that the more supported relationships international students have with their mentors and friends, the smoother transition they will experience in America. Pedersen (1991) emphasized that it is important to recognize the differences between international students and Americans in order to help international students to adjust better to American culture.

International students are a special group of people. They are identified as sojourners in the new country because they voluntarily move to a new environment and stay for a temporary period of time. According to Ward, Bochner, & Fumham, this period of time varies from six months to five years (2001). Because sojourners are different from tourists and immigrants, they are facing distinctive cultural and communication challenges. International students are recognized as the largest group of sojourners and they have contributed substantially to the economic world (Hayes, 1998, p. 85-89). However, where there is a difference, there is potential conflict. Even Plato observed the challenges of intercultural interaction thousands of years ago: "The intercourse of cities with one another is apt to create a confusion of manners; strangers are always suggesting novelties to strangers. When states are well governed by good laws, the mixture causes the greatest possible injury" (Plato, 384 B.C.E. trans. by Jowett, 1982, p. 338). The more challenging it is, the more important for international students to learn about cross-

cultural adaptation in order to minimize the conflict and improve interpersonal relationships among international and American students.

The inflow of international students are bringing many multicultural elements as well as positive influence to native students in America. Kinnucan (2012) summarized that international students are many times role models to American students:

International students are go-getters. The willingness to leave one's native land to study abroad implies a level of ambition a cut above the norm. Most international students have mastered at least one foreign language. To qualify for graduate student in the United States, international students typically must outcompete domestic students in terms of test scores, grade point averages, and other indicators of academic achievement. This is especially true for students seeking financial support, as most are. Thus, they must study harder, and be more disciplined than domestic students (p. 294).

Thus, by helping international students to better adjust to the host culture in America through the study, this thesis is also contributing to the community of American students.

Knowing the characteristics and needs of international students can also contribute to organizations in America as more and more graduated international students become valuable employees in American companies. It will greatly improve the management of young international workers in the organization. As a matter of fact, the challenges managers are facing in motivating and training young workers is not only in America but also in Asia. Mahtani & Vernon (2008) pointed out that Asia is also facing the difficulties in managing and accommodating younger generation workers or generation Y workers in the company. Failing to understand the needs of generation Y workers result in talent loss of the company: "Many good

employees are quitting traditional organizations because the older workforce does not know how to manage them properly” (Smith, 2007)

Student Employment

Regardless of the challenges international students are facing in the United States of America, they are still trying to obtain employment on campus. The reasons for getting a job on campus may vary among international students. These reasons include financial income, pressure from family, personal desire, etc. (Lin & Flores, 2013). International students come to study in America with the notion that being educated in a different culture will add multicultural perspectives, experiences, and skills to them which will help them in obtaining employment after graduation (Brooks, Waters, & Pimlott-Wilson, 2012). Working on campus during school can also prepare international students for future employment whether in the United States of America or other countries including their own. International working experience will better equip international students in the work force worldwide.

Obtaining a job on campus as an international student not only brings them financial but also emotional support because of the interaction and communication opportunities the job often provides. These social interactions often lead to a smoother cross-cultural transition of international students. Lakey & Orehek (2011) proffered that social interactions such as daily communication or regular activities with others helps people to improve or maintain a healthy mental state. Opposite from regular social interactions with others is an unhealthy mental development which will lead to alienation, loneliness, depression, or even sickness (Jordan, Kaplan, Miller, Stiver, & Surrey, 1991; Miller & Stiver, 1997). A healthy mental state is crucial for international students as they are facing many cross-cultural challenges, homesickness, or cultural shock.

The relationship between career and human relationship has been a popular topic over the past decades. Blustein, Schultheiss, & Flum (2004), Flum (2001), Philips, Christopher-Sisk, & Gravino (2001), and Schultheiss (2003) have conducted researches that analyze the relationship between career and interpersonal relationship. Researchers claimed that relationship is a necessary topic in the study of career because career is by nature relational and contextual (Collin & Young, 2000). Blustein, Schultheiss, & Flum (2004) postulated that relationship is a vital factor in people's personal and professional lives and it is deeply influencing the identity, purpose, and decision of people. The literatures have shown that interpersonal relationship is a crucial factor in the study of career. Thus, it is also important in the study of international student and American student employment.

International students are a popular employee group among corporations globally. Opportunities for international students being employed in companies from a different culture are high. Arthur & Nunes noted that countries such as Canada, Australia, UK, France and so on are using immigration opportunities to attain international student workers to stay in their country as a strong work force (Arthur & Nunes, 2014). These international students are usually recognized for the importance and value of their work while they are still in school. Once companies have hired a valuable asset of their work force, they are reluctant in letting the worker go:

Nowadays, organizations are aggressively trying to keep ahead of their rivals and to do so retaining their best human talent is the first thing HR department [*sic*] tries to do. Authors in this paper refer to employees as the core competency of any organization, and stress upon the fact that if such employees are not provided suitable incentives like adequate participation, suitable job environment etc. they are most likely to leave the job for a

better opportunity. A considerable amount of resources are also required on recruiting and training newly hired personnel, so organizations prefer retaining their best employees rather than bringing in talent from outside which is not so familiar with organization's culture and norms. (Hanif, Khalis, & Khan, 2013, p. 55).

With increased competition globally, it is important for the corporations or companies to gather enough talent to compete and succeed in the market. As the student workers and recently graduated students are making an impact and taking a lead in today's work force, companies and managers ought to learn and use techniques in attracting and motivating young people of generation Y as assets in their companies. There should be different methods and techniques applied in attracting and keeping young generation employees because as Smith (2005) pointed out, the differences among generations are vivid (p. 10).

Knowing the goals and needs of generation Y employees allow managers to determine what kinds and types of rewards or motivations to provide to employees. In order to utilize Maslow's Hierarchy of Needs in a certain people group, managers should distinguish the needs and characteristics of generation Y employees from other generations. Generation Y members were born between the years of 1980 and 2000 (Zemke, Raines, & Filipczak, 2006). One magnificent characteristic of generation Y members is that they are familiar with technologies:

Because children born during this time period have had constant access to technology (computers, cell phones) in their youth, they have required many employers to update their hiring strategy in order to incorporate updated forms of technology. Also called millennials, echo boomers, internet generation, iGen, net generation. (Generation Y, 2015)

Because generation Y members are familiar with technologies and social media, they are used to share and defend their opinions. This has formed the independent and self-centered characteristics of generation Y members. Smith (2005) concluded that generation Y are more dependable on technology at work for reading, writing, and calculation purposes (p. 10).

In this day and age, the main force of work is transitioning from the older generation to the younger generation. Replacements for generation Y is needed desperately in the work force. According to Zemke, Raines, & Filipczak (2006), around 69.7% of workers are generation Y employees. This is a huge transition for companies and corporations as they will be facing hiring new people, training professionals, adjusting policies, overcoming challenges, and meeting the needs of new workers. Motivating and attracting generation Y employees is different than motivating older generation employees because generation Y members were raised in a unique environment with different value systems. Generation Y employees supports that original ideas and thoughts should be instilled in the company and that supervision is not showing respect to their rights in the organization (Kunreuther, 2007, p. 10). This distinctive aspect of generation Y workers should be considered by employers and managers when managing in order to keep generation Y employees in the company and inspired to work.

The Dean of Admissions at Massachusetts Institute of Technology did research among the generation Y or Millennial enrollees at her institution. Jones observed that the millennial students are problem solving and aiming at making a positive change in the society. She proffered that generation Y members are more collective than previous generations because most of them grew up in a daycare center and participated in many group activities (2008). Although Jones claimed that generation Y members respect authority, Yeaton (2008) has an opposite perspective in this matter. Yeaton (2008) believes that generation Y seems to challenge

authority, prefer flexible work arrangements, and do not regard age or authority as reasons for respect. Jones (2001) explains that as long as generation Y youngsters realize the importance of the rules, they will obey to them: “Eventually they will realize that you mean business and they’ll comply because Millennials generally want to obey the rules” (p. 15). Jones further noted that generation Y members desire to be part of the decision making process and are motivated by praise and recognizing remarks. She (2005) further concludes, “Not only will this huge population of very hard workers who care about community do good things in their lives, they will never let Social Security fail” (p. 15). Generation Y workers are people that want to be valued, respected, recognized. They have the desire to bring positive changes to the society for the good of all people. They are eager to learn and easy to adapt. As Glass summarized, generation Y employees’ innovative ability with technology and courage to experiment are significant among generations of workers:

Millennials are the first workplace generation to be digital natives. They grew up with these technologies in abundance, and new ones being developed regularly. Unlike older generations, they are unafraid of new technologies and are often what marketers would call “first adapters”—the first to try, buy, and spread the word about cool new gadgets/technologies. (Glass, 2007, p. 101)

Motivation

To understand how motivation works, one should first understand the definition of motivation. According to Robbins (1993), motivation is someone’s “willingness to exert high levels of effort toward organizational goals, conditioned by the effort’s ability to satisfy some individual need” (p. 212). Mitchell (1982) explained motivation as a “psychological process that causes the arousal, direction, and persistence of voluntary actions that are goal oriented” (p. 81).

Motivations are usually categorized into two types: internal motivation and external motivation. Internal motivation is related to the pride and achievement employees attain after completing an assignment. By providing sufficient growth opportunities and job varieties in the company, managers can motivate their employees to participate actively in daily tasks. External motivation is related to incentives such as monetary rewards, promotion, and so on (Reece & Brandt, 2007, p. 157). People are usually motivated by goals, however, goals are defined differently by different employees (Gordon Rouse, 2004, p. 12).

Motivation functions both ways during cross-cultural interactions. From the international students' standpoint, motivation is the best cause for an action. Without motivation, one would not desire or even be willing to make an effort. In order to effectively adapt to a new culture, one should discover his or her own motivation and goal in life. There are multiple benefits one can find when adjusting to a new culture. With the motivation engaged, one will have the power to overcome difficulties and the desire to interact with natives in the host country.

From the local students' standpoint, motivation is the reason behind their interactions and relationship developments with international students. These motivations could be "intrinsic (self-motivation), extrinsic (rewards), or reactionary (not real and temporary) in nature" (Ahmad, 2009, p. 80). Ahmad (2009) further concluded the importance of motivation as follows:

Highly motivated individuals have a clear vision of objectives, strategic and tactical plans; have high expectancy, energy, drive, self-confidence, a need for responsibility and control, and strong communication skills. They are willing to take risks and criticisms and have a desire for recognition and an interesting job, as well as authority. These are not natural characteristics but can be nurtured in any individual. (p. 81)

According to Ahmad, motivation is important and accessible to each person who desires to pursue it. Sometimes, personal goals play an important part in developing motivation in the person while sometimes environment plays a huge role in helping the person to develop the motivation. The two are usually intertwined and affecting each other. This is why the topic of this thesis is focusing in part on how environment change for Asian international students—from whole time studying to part time working affects students' cross-culture acclimation experience. The goal being to help Asian international students to better acclimate to the host culture through the study of motivation.

Motivation is also critical to work adjustment in cross-cultural adaptation. Earley & Ang (2003) noted that people with higher motivational cultural intelligence are more open to new elements in the new environment and more patient in adjusting to the unfamiliar culture. Templer, Tay, & Chandrasekar (2006) suggested that people who are “culturally adventurous” and “intrinsically motivated” are more likely to be successful in their career (p. 158). Also, leaders who are more motivated to achieve in their professions are more willing to adjust their managing skills to the leadership style in the foreign culture. Because employees' needs and requirements are different in different cultures, it is crucial for managers to be willing to adjust their leadership techniques in order to effectively lead their followers and excel at work. Thus, high motivational cultural intelligence is positively related to a person's work adjustment during cross-cultural adaptation.

Motivational cultural intelligence also assists a person's living condition adjustment in the new culture. People with higher motivational cultural intelligence are “open to new and different experiences” and “enjoy trying new things,” thus are often able and willing to adjust to the new living environment regardless the challenging and unacquainted circumstance (Templer,

Tay, & Chandrasekar, 2006, p. 158). One of the critical characteristics of a person with high motivational cultural intelligence is openness (Earley & Ang, 2003). Without an open attitude toward the host culture, a person may develop stereotypical perspectives and even negative presumptions of the culture regardless of how regular the person interacts with the culture. However, with an open attitude toward the fresh culture, the person will be able to learn about the culture, adjust his or her stereotypes, and appreciate the new environment (Triandis, 1972). This openness is often accompanied by the person's desire for self-development. With an objective in mind, the person will not only be willing to interact with the new culture but also enjoy the process as he or she engages in the foreign environment.

Moreover, motivation theories in the area of management have been a popular topic in the academic field. Ranjan & Hobson (2002) proffered that "Theories have been formulated... These theories assume that factors exist within the individuals that energize, direct, and sustain behavior" (p. 605). Managers can attract and motivate their employees through providing rewards. These rewards could be either tangible or intangible. Tangible rewards include prizes, monetary gifts, etc. while intangible rewards include promotion, praise, recognition, etc. Whether these attractive rewards are tangible or intangible, they should be valued and wanted by employees (Hackman & Johnson, 2004).

Knowledge and skill of communication can only equip a person, but the motivation one possesses can help the person to take the initial steps to start a communication. People with higher motivational cultural intelligence are more comfortable talking with strangers, more willing to start a communication, and are more flexible in adjusting their communication skills based upon the other party's communication habits (Earley & Ang, 2003). According to Erez & Earley (1993), people with high motivational cultural intelligence have high objectives in self-

enhancement and self-efficacy. They perceive that it is meaningful and beneficial to interact with people in the host country. Therefore, people with high motivational cultural intelligence are more active and positive in interpersonal interactions with the locals in the host country (Erez & Earley, 1993). Willingness to communicate is the key in successful cross-cultural interaction. Regardless of the language barrier, the attempt to bridge the gap itself is sufficient to attain trust from the locals in the host country. Earley & Ang (2003) pointed out that a person “who is not fluent may well pick up a few choice phrases (for example, jargon, popular events) and earn a great deal of credit with the locals” (p. 127).

Cultural Intelligence Theory

The first step of adapting to a culture is to understand the meaning of culture. Kluckhohn & Kelly defined culture as a “historically created system of explicit and implicit designs for living, which tends to be shared by all or specially designated members of a group at a specific point in time” (p. 98). Goodenough described culture as “the forms of things that people have in mind, their models for perceiving, relating and otherwise interpreting them” (p. 36). For Geertz, culture is a structure of symbols. He writes that culture is “a historically transmitted pattern of meaning embodied in symbols, a system of inherited conceptions expressed in symbolic form by means of which men communicate, perpetuate and develop their knowledge about the attitudes toward life” (p. 89). Keesing (1974) understood culture through the perception of individual and diverse theories. His idea brought together independent cross-cultural communication theories:

Culture, conceived as a system of competence shared in its broad design and deeper principles, and varying between individuals in its specificities, is then not all of what an individual knows and thinks and feels about his world. It is his theory of what his fellows know, believe, and mean, his theory of the code being followed, the game being played,

in the society into which he was born... It is this theory to which a native actor refers in interpreting the unfamiliar or the ambiguous, in interacting with strangers (or supernaturals), and in other settings peripheral to the familiarity of mundane everyday life space; and with which he creates the stage on which the games of life are played... But note that the actor's "theory" of his culture, like his theory of his language, may be in large measure unconscious. Actors follow rules of which they are not consciously aware, and assume a world to be "out there" that they have in fact created with culturally shaped and shaded patterns of mind. We can recognize that not every individual shares precisely the same theory of the cultural code, that not every individual knows all the sectors of the culture...even though no one native actor knows all the culture, and each as a variant version of the code. Culture in this view is ordered not simply as a collection of symbols fitted together by the analyst but as a system of knowledge, shaped and constrained by the way the human brain acquires, organizes, and processes information and creates "internal models of reality." (p. 89)

One key to the success of intercultural communication is cultural intelligence which is a secondary theory of this thesis. One relevant model of cultural intelligence is the CQ model presented by Earley & Ang in 2003. They defined it as "a person's capability for successful adaptation to new cultural settings, that is, for unfamiliar settings attributable to cultural context" (p. 9). There are four major aspects of cultural intelligence: metacognition, cognition, motivation, and behavior.

Metacognition is a person's intellectual competency and monitoring ability toward a culture (Kuhn, 2000, p. 178-181; Pintrich, 2000, p. 544-555). It is the foundation of cultural Intelligence. Metacognition is involved with "cognition about cognition" which means the

strategic application of one's cognitive awareness (Butterfield, 1994, p. 725). The ability of metacognition is significant in cross-cultural communication because it is the skill that enables one to observe and adjust to both verbal and nonverbal language in a strange cultural environment. Therefore, people with metacognitive abilities are better at understanding, interpreting, and adjusting to communication cues and unfamiliar environment (Gudykunst, 2004). Earley & Peterson added that the ability to observe the details is vital to cultural adaptation (p. 100-115). In a word, if a person wants to understand the culture metacognitively, he or she needs to first of all be involved in the culture, either through group activity or interpersonal interaction. Second, one should be equipped in proficient language skills in order to comprehend and communicate effectively in the host society. After an individual is actively seeking to master metacognitive skills, one is ready to move on to the next stage of cultural intelligence: cognition.

Cognition is a significant part of cultural intelligence. Cognition includes the ability to not only monitor new environments but also distinguish the original culture from the new one. Earley & Ang (2003) noted that there should be "cognition relevant for comprehending and functioning within a cultural context" (p. 68). There are three facets in cognitive knowledge: "knowing 'about' things" which is declarative, "knowing 'how to do' things" which is procedural, and "knowing the 'why and when' of things" which is conditional (Earley & Ang, 2003, p. 109). The knowledge of a culture is a basic prerequisite of cultural adaptation.

Earley & Ang (2003) further developed cognition into five aspects: decision reasoning, inductive reasoning, social perception, specific cultural information, and cognitive flexibility. Decision reasoning is the embedded "software of the mind" since one's childhood in the native environment (Hofstede, 1997, p. 9). However, in order to better adapt to the new culture and

society, one must adjust one's original cultural framework. It is a difficult process to change one's mental framework; fortunately, this could be achieved through diligent metacognitive training and practice. Inductive reasoning allows a person to go beyond one's original cultural framework to gather new communication cues in the unacquainted environment. Social perception is an indispensable part of cognition. It helps one to differentiate other's perception of self in the home culture with other's perception of self in the host culture. Only when a person possesses an objective view of self, could the person interact with others from a culturally related standpoint. With the correct social perception, one should also obtain specific cultural information in the new environment. The specific information provides the person with necessary knowledge of living or working in the brand-new situation. The last aspect of cognition is cognitive flexibility which "refers to a person's awareness that in a given situation there are options and alternatives available, and the willingness to be flexible and adapt to the situation" (Martin & Rubin, 1995, p. 623). Yum (1984) illustrated the importance of understanding the social contexts and network to intercultural communication:

Intercultural communication is a process that involves the construction of new networks, and/or the restructuring or augmentation of existing networks. From this perspective, intercultural communication is a process of creating and maintaining cultural boundaries, or bridging the boundaries between diverse cultural groups. (p. 96)

The third major component of cultural intelligence is motivation. According to Adler, a person's perceived reward from interacting with people in the host culture is a sufficient way to motivate the person to adapt to the new culture (2002). This motivation is often created by a person's mental vision of a goal achieving end (Bandura, 1977). With a specific goal in mind, the person will be motivated to fulfill the goal through means of learning and adaptation. Locke

& Latham (1990) emphasized the importance of goal-setting in a person's cross-cultural adaptation process by concluding that goal-setting is the most effective way to encourage people to be motivated to work (p. 47). Earley & Ang (2003) also stressed the importance of goal-setting in relation to a person's motivation and achievement: "The immediate benefit of these goals is to guide adaptation strategies in productive directions, solidify personal commitment to adjusting, persisting in the face of failure or confusion..." (p. 152). Another major type of motivation is the desire of self-enhancement. People with a stronger desire of self-enhancement and promotion will be more motivated to interact socially in a new culture. They gain confidence and enforcement through positive feedback during social interaction. Earley & Ang (2003) described it as following:

A person who has a strong motive for self-enhancement may be more likely than others to engage people in a new culture since it becomes a source of positive reinforcement and self-affirmation. Further, a person with a strong self-enhancement motive is likely to try avoiding threatening others' face (Earley, 1997) and to discover as much about the new cultural setting so as to maximize opportunities for personal enhancement. (p. 136)

Motivation is the best cause for an action. Without motivation, one would not desire or even be willing to make an effort. In order to effectively adapt to a new culture, one should discover his or her own motivations and goals in life. There are multiple benefits one can find when adjusting to a new culture. With motivation, one will have more desire to overcome difficulties and interact with natives in the host country.

The last aspect of cultural intelligence is behavior. It is usually the outcome of motivation. Cultural intelligence behavior is based upon the skill and capacity of metacognition and cognition. As a matter of fact, cultural intelligence behavior "reflect[s] cognition and

motivation” (Earley & Ang, 2003, p. 10). Apparently, mere ability in metacognition and cognition does not guarantee effective cultural adaptation. One must also be able to carry out meaningful behaviors. Gudykunst & Kim (1992) clearly stressed the importance of behavior in cultural intelligence: “What is critical is not whether strangers have acquired the appropriate cognitive and affective orientation but whether they carry out the appropriate role performance in the host society” (p. 219). Seeking employment on campus is a behavior Asian international students conduct based on their metacognition, cognition, and motivation. Thus, its role in cultural intelligence should not be neglected. Behavior not only carries out all the knowledge, but also achieves the goal of cross-cultural adaptation. (Earley & Ang, 2003) summarized that “Cultural intelligence is not meaningful unless an individual is able to generate the behaviors needed to reflect cognition and motivation, the behavioral component is extremely critical” (p. 10).

Therefore, in order to understand and observe a host culture, one needs to engage in the new culture actively through interpersonal interaction with the locals. Being engaged in the culture is the first step one should take to comprehend and adjust to the culture. It is usually easier for people to connect with each other if they are from the same cultural background. However, one should keep in mind that in order to interact more with the local people, one should limit his or her interaction with his or her own culture group in the local area. It is difficult to step out of one’s own comfort zone, but the step of courage is needed when one desires to make a change.

In order to be culturally intelligent, one must be able to take the initiative to behave positively. This is a vital step of approaching and adapting to a new culture. When a problem has been recognized, behaviors should be carried out to solve the problem. First of all, the person

should be bold enough to get involved in the activities in the culture and interact with local people. Language is often the major hindrance of cross-cultural communication. Therefore, proficient language skill should be acquired by international students who are trying to adapt to the new culture. Nonverbal signals are more difficult to notice in communication and social interaction. One should be observant in capturing and learning nonverbal cues in the host culture.

Compared to verbal language, nonverbal signals are more complicated, powerful, and uncontrollable. If used improperly, nonverbal language can cause severe negative influence and dislikes (Goffman, 1959). Therefore, it is critical for a person to observe attentively to nonverbal cues in the new culture and learn to apply nonverbal signals in the conversation appropriately. It is definitely a useful tool to advance international students' cultural adaptation and relationship formation with the locals. Through the study of employment and motivations for employment of Asian International students in America, perhaps some insights into engagement can be made.

Cross-Cultural Adaptation

When sojourners improve in cultural intelligence, they will experience a smoother cross-cultural adaptation. Cross-cultural adaptation is demonstrated through two major ways: psychological adaptation and sociological adaptation. Psychological adaptation was always linked to human interaction in a group level until Graves (1967) used it to interpret interpersonal interaction in the individual level. In Gudykunst & Hammer's study in 1984, psychological adaptation is listed as one of the most important aspects in intercultural adaptation (p. 1-11). Psychological adaptation includes but not limited to the status of positive emotion, overall psychological development, and the absent of depression (Oguri & Gudykunst, 1984, p. 577-593). The role of emotion plays in a person's social development is crucial. Matsumoto et al. (2003) claimed that,

emotions are arguably some of the most important aspects of our lives, and psychologists, philosophers, and social scientists have, for many years, been concerned with them. They give meaning to life, serve as important motivators for our behaviors, and color our thoughts and cognitions. They are, indeed, the basic psychological fuel for growth, development, and action. (p. 91)

However, scholars did not use psychological adjustment as a tool to interpret individual intercultural adaptation until 1960's (Martin & Harrel, 2004, p. 309-336). The emotional and psychological discomforts and disturbance caused by interaction with an unfamiliar culture is defined as culture shock by Oberg (1960, p. 177-182). Scholars such as Aycan (1997) and Berry (1999) also made important contributions to the study of psychological adaptation. Aycan (1997) proposed that stress is the factor that affects cross-cultural psychological adaptation (p. 434-456). Berry (1999) claimed that stress is the cause of "mildly pathological and disruptive" behaviors in individual cross-cultural adaptation (p. 20). In a word, the study of emotion and stress in psychological adaptation is crucial to the analysis of cross-cultural adaptation of international students in the United States of America.

Another major way to evaluate cross-cultural adaptation is through sociocultural adjustment. Sociocultural adjustment includes three areas in life: adaptation at work, adaptation in the living environment or circumstance, and adaptation of interpersonal communication with individuals from the host country (Black, 1988, p. 277-294). This cross-cultural adaptation ability is "marked by reduced conflict and stress and increased effectiveness" (Aycan, 1997, p. 436) both in work and general living environment. Adaptation at work refers to the ability to coordinate with supervisors and co-workers, fulfill task requirement, and finish assignment effectively. Adaptation in the living environment is related to a person's adjustment to the food,

custom, living habits, atmosphere, transportation, and other factors of the environment. Lastly, adaptation of interpersonal interaction with the locals is a person's social skill ability to interact with the native people in the host country.

Psychological adjustment is different from sociocultural adjustment in several ways. Psychological adjustment is often determined by a person's personality and personal experience while sociocultural adjustment is often influenced by a person's knowledge of and attitude toward the different culture. Berry (1999) summarized the difference between psychological adaptation and sociocultural adaptation as follows:

Psychological problems often increase soon after contact, followed by a general (but variable) decrease over time; sociocultural adaptation, however, typically has a linear improvement with time. Analyses of the factors affecting adaptation reveal a generally consistent pattern: good psychological adaptation is predicted by personality variables, life change events and social support, while good sociocultural adaptation is predicted by cultural knowledge, degree of contact, and inter-group attitudes. (p. 16)

As the study in cross-culture adaptation progresses, more and more scholars have noticed the importance of personal factor in the development of cross-cultural adaptation. These scholars have discovered that certain personalities are very beneficial and helpful to a successful cross-cultural psychological adaptation (Arthur & Bennett, 1995, p. 99-114; Caligiuri, 2000, p. 67-88). These personalities and characters as well as the ability to observe the new culture belongs to the cognitive aspect of cultural intelligence. People with high cognitive cultural intelligence are better at gathering culture cues, distinguishing cultural differences, and adjusting psychologically to fit in the host culture. Earley & Ang (2003) stated that individuals with high cognitive cultural intelligence "captures the relative utility of particular strategies across various contexts" (p. 109).

The ability to utilize these strategies helps the person to reduce his or her stress level and enhance self-esteem, thus aiding his or her psychological adjustment in the cross-cultural adaptation process.

Motivation is another aspect that affects the psychological adjustment in cross-cultural adaptation. A person's motivation engages his or her self-efficacy and a desire to get involved in the new culture (Earley & Ang, 2003). Black & Gregersen (1990) proffered that people who have more successful experience in the new culture will be more motivated and thus less likely to return to their homeland too early (p. 485-506). This motivation encourages a person to embrace the change in the foreign country, persevere through difficult adversities or even discriminations, and remain in the new culture regardless the challenges (Smith & Bond, 1999).

Not only is psychological adjustment affected by cultural intelligence, but so is sociocultural adjustment. The three aspects of sociocultural adjustment: work adjustment, living environment adjustment, and interaction with locals are positively affected by both cognitive and motivational aspect in cultural intelligence. The first aspect of sociocultural adjustment is work adjustment. It is a person's ability to work efficiently in the new country through adjusting one's work skills and habits. Work adjustment is affected by a person's cognitive cultural intelligence. When a person moves to a new country, the faster the person captures and applies the strategies to improve his or her work effectiveness, the better the person will adapt to the work environment in the novel culture. Earley & Erez (1997) found out that managers who are swift in adjusting their management techniques are better at doing business and less likely return to their home countries after their task has finished. Therefore, a high cognitive cultural intelligence will help a person to adjust to the work environment quickly and thus improve his or her cross-cultural adaptation.

The second part of sociocultural adjustment is the living environment which includes basic life supports, housing, transportations, social security, and so on. Scholars have discovered that people with higher cognitive cultural intelligence are better at accommodating to the new living systems in the strange environment (Oguri & Gudykunst, 2002, p. 577-593). They learn how to carry out basic life skills and use new facilities fairly fast due to their ability to observe and analyze cognitively. This ability of “how to do things” allows the person in the unfamiliar culture to learn from others and adjust to the new conditions (Earley & Ang, 2003, p. 109). People who are fast in developing these survival skills in the unknown environment will receive more self-affirmation and comfort.

The third aspect of sociocultural adjustment is interactions with the people in the host country. The ability to understand the differences between host culture and original culture, the knowledge of the novel culture, and the skill to apply one’s knowledge is critical in the cross-cultural interaction between a foreigner and a local. Thus, the cognitive aspect equips and allows one to communicate freely and comfortably with people from the host country. A meaningful communication requires not only the receiving of knowledge but also the sharing of knowledge or experience. Therefore, cognitive cultural intelligence provides individual with the skill to develop meaningful relationship with the locals (Heath & Bryant, 2000).

To summarize, cultural intelligence plays a salient role in cross-cultural communication and adaptation of international students. Each of the four parts of cultural intelligence – metacognition, cognition, motivation, and behavior – should be diligently studied and practiced by international students who want to adapt to the new culture they are living in and build deeper relationship with the host people in the country. International students need to be cognitively aware and diligent to discern the differences between original and host culture. Goals should be

set and basic skills should be acquired to achieve these objectives. With the inspiration of goals and motivation, international students must actively integrate metacognitive and cognitive knowledge into behavior because behavior is the only visible signal the host people could perceive and interact with (Earley & Ang, 2003).

In conclusion, students' motivations for getting a job on campus can be analyzed through five levels of Maslow's Hierarchy of Needs: Physiological Needs, Safety Needs, Love Needs, Esteem Needs, and Self-Actualization Needs. Motivation behinds students' employment on campus will affect their work experience, communication development, and cross-cultural adaptation. Cross-cultural acclimation can be studied through Cultural Intelligence Theory from four aspects: metacognition, cognition, motivation, and behavior. When Asian international students are able to perform all four areas of cultural intelligence, they will experience better and smoother cross-cultural adaptation.

Chapter III: Methodology

This thesis will utilize a qualitative research approach using face to face interviews. This qualitative approach allows the research questions to be investigated and understood in a more comprehensive way. Because the research questions of this thesis are very personal, the use of interviews will be helpful for the author in investigating the theory of Maslow's Hierarchy of Needs, comprehending research results, and comparing the results to Cultural Intelligence Theory. Furthermore, Bryman & Bell (2007) suggested that "qualitative studies provide a detailed account of what goes on in the setting being investigated" (p. 418). Critical but diverse variables could also be detected through the interview process. Consequently, Maslow's Hierarchy of Needs and Cultural Competency Intelligence Theory can be integrated in a most effective way with regard to employment motivations. Glesne (1999) pointed out that "a research project is an effort to remedy the ignorance that exists about something" (p. 24).

In order to investigate the topic in depth, the researcher will interview ten American student workers and ten Asian international student workers face-to-face. The research will be conducted at a private Christian university in the Eastern United States. The researcher will use a convenience sampling method in selecting participants for the interview. All participants of the interview will need to meet several requirements. First, the Asian international participants must have resided in the United States of America for a minimum of one semester. A proper length of time in the new country allows the international students to begin to experience the host culture, perceive the cultural differences, and understand their needs in the setting of the new culture. Second, the participants should already have held their jobs on campus for a minimum of one semester. Again, sufficient time allows the participants to experience the job environment and what the job offers them. Third, the participants need to be willing to share their experiences

freely and truthfully. All of the ten Asian international student participants will be Chinese. This is because Chinese students have the highest population number among all international students in the United States of America. According to Haynie from Education – U.S. News & World Report (2014), “Much of the increase in international students in the U.S. during 2013-2014 was fueled by undergraduate students from China, the report's authors found. The number of Chinese students increased to 31 percent of all international students in the U.S.”

The questions of the interview will be designed by the author based on the research topic and Maslow’s Hierarchy of Needs theory. In each interview, questions will be asked by the author to the chosen participants. Taking into account the time and length of responses to open-ended questions, the author will record the interview process with an audio recorder to ensure the accuracy of transcribing the interview. The participants will be informed of the usage of an audio recorder prior to the interview. They will also be assured of confidentiality. The researcher will provide participants with a consent form before the interview. The consent form will be printed out and given to participants by the researcher face-to-face prior to the interview. The researcher will collect the consent form with signature before each interview. In order to be consistent throughout the interview, the setting of the face-to-face interview with all participants will be a classroom. The interviewer will wear professional attire. There will be only one interview for each participant. Each interview will take approximately twenty to thirty minutes. In order to assure a successful interview meeting with the interviewee, the author will contact the participants by phone or email beforehand to remind them of the meeting.

After the interview, the author will transcribe the answers of the interviewee verbatim by listening to the audio tape. The script will be accurate and the researcher will listen to the tape multiple times. The researcher will also read the script at least three times to better understand

the meaning of the answers provided by the interviewees. Then, the author will compare the answers of different interviewees. The author will apply Maslow's Hierarchy of Needs and Cultural Intelligence Theory when analyzing the answers of the interviewees. Strategies will be summarized and general results and findings discussed. The researcher will look for themes, patterns, and strategies from the interviews that are related to Maslow's Hierarchy of Needs and their relationships if any to Cultural Intelligence Theory. The author will also point out the contradictions, problems, and limitations of the process. The author will strive to be as professional as possible during the process of this research.

Chapter IV: Results

The author interviewed twenty participants according to the requirements and guidelines of the methodology. Among all participants, ten were American students and ten were Asian international students. In order for the result to be as convincing and impartial as possible, the author has interviewed participants with diverse jobs on campus. Among all Asian international students, five are male and five are females. Among all American students, five are males and five are females. The researcher has chosen to interview three graduate school students from each side of Asian international students and American students participants so that the research will contain a wider range of view with different perspectives. In an effort to better compare the results, the researcher has chosen to interview two pairs of American students that hold the same occupation, two pairs of Asian international and American students that hold the same occupation, one pair of Asian international students that hold the same occupation, and one pair of Asian international students that hold a similar occupation. In order to provide readers with a clearer view of the results of the interview, the author has constructed two tables of demographic information and twenty-one tables of questions with answers. On each of the twenty-one tables of questions with answers, each participant's answer is listed beside the specific student number from which the answer comes from. This type of layout helps the researcher to compare and contrast the results of the interview. It also helps the reader to understand the results of the interview easily. The author has attached the verbatim transcription of the interviews in appendix VI with this thesis for readers to view.

Tables 1 and 2 are Asian international and American students' demographic information which includes student number, nationality, gender, type of student, year of school, length in college, job title, job description, and length at work.

Table 1

Basic Demographics of Asian International Students								
Student Number	Nationality	Gender	Type of Student	Year of School	Length in College	Job Title	Job Description	Length at Work
1	Chinese	Female	Residential	Graduate	1.5 years	Counselor	Counseling clients	0.5 year
2	Chinese	Female	Residential	Graduate	1.5 years	Information Assistant	Customer service	1.5 years
3	Chinese	Female	Residential	Graduate	2 years	GSA in College of General Studies	Assist professor, teach, grade, etc.	2 years
4	Chinese	Male	Residential	Senior	4 years	Accountant	Journal entries, maintain files, etc.	0.5 year
5	Chinese	Male	Residential	Senior	4 years	Student Manager	Pray with students and CSER	3 years
6	Chinese	Male	Residential	Junior	3 years	Student Manager	Pray for requesters, send emails, etc.	3 years
7	Chinese	Male	Residential	Senior	4 years	IT Helpdesk Student Worker	Customer service, repair software.	
8	Chinese	Male	Residential	Senior	4 years	Office Assistant	Translation, office maintenance, etc.	1 year
9	Chinese	Female	Residential	Senior	4 years	International Student Services Office Assistant	Customer service, office assistant, etc.	1 year
10	Chinese	Female	Residential	Junior	2 years	Chinese Language Tutor	Tutor American students Chinese	2 years

Table 2

Basic Demographics of American Students								
Student Number	Nationality	Gender	Type of Student	Year of School	Length in College	Job Title	Job Description	Length at Work
1	American	Female	Residential	Senior	4 years	Peer Mentor	Consulting students academically	2 years
2	American	Male	Residential	Junior	3 years	IT Help Desk Student Worker	Trouble shoot, repair computers, customer service.	1.5 years
3	American	Female	Residential	Graduate	1 year	GSA in College of General Studies	Assist professor, teach classes, etc.	1 year
4	American	Male	Residential	Sophomore	2 years	Book Seller	Customer service, etc.	1 year
5	American	Male	Residential	Graduate	2 years	Forensics Coach	Drive students to tournaments, etc.	1 year
6	American	Female	Residential	Senior	4 years	Ski Slope Operator	Safety check, operation, etc.	0.5 year
7	American	Female	Residential	Junior	3 years	Preschool After-School Teacher	Watch Preschool Kids	0.5 year
8	American	Female	Residential	Senior	4 years	Preschool Teacher	Supervise class, manage class, etc.	0.5 year
9	American	Male	Residential	Senior	3 years	Peer Mentor	Mentor students in different areas	2 years
10	American	Male	Residential	Graduate	0.5 year	Advertising Director	Advertisement sales, office logistics, etc.	2 years

Tables 3 through 14 are tables of questions pertaining to both Asian international and American students related to Maslow's Hierarchy of Needs. Each table contains one question with twenty different answers from twenty participants. In order for the author and the readers to compare and contrast American students' and Asian international students' replies, the author put their answers for each question on the same chart. Answers of Asian international students are listed on the left side of the table while answers from American students are listed on the right side of the table.

Tables 3, 4, and 5 are questions that are related to the first level of needs in Maslow's Hierarchy of Needs. On Table 1, American students and Asian international students were asked: "For what reasons did you seek or take your current job?" This question was asked by the researcher to find out the answer to the first research questions: What are the motivations for American student workers and Asian international student workers in getting a job on campus? On Table 2, American students and Asian international students were asked: "What other reasons were there (if any) for seeking or taking your current employment?" These first two questions are not directly linked to Maslow's Hierarchy of Needs' first level of needs – Physiological Needs. The researcher asked these open-ended questions to find out the motivations behind American students' and Asian International students' decisions in getting a job on campus and to see if their answers are related to Maslow's Hierarchy of Needs. Answers from question 1 and question 2 will help the author to find out answer to the second research question: How, if at all, are their motivations different based on their nationalities? Question 3 on Table 3 is more directly related to Physiological Needs in Maslow's Hierarchy of Needs. The purpose of this question is to find out clearly how much value the job is playing in meeting the Physiological Needs of American students and Asian international students.

Table 3

Questions Related to Maslow's Hierarchy of Needs			
Question One: For what reasons did you seek or take your current job?			
Asian Student	Asian International Student Answer	American Student	American Student Answer
1	I'm a counselor, I want to help people.	1	I wanted a job on campus. I was interested in this job as I want to be a teacher in the future.
2	I want to work at university, not waste time, build social network, and get financial support.	2	I need a work while being here as a student living on my own off campus. Financial need.
3	It provides free education and salary. It will help my basic daily life and study.	3	I get benefits at my job with my classes paid for and compensation. It's a great professional experience.
4	I need to gain experience for future jobs so that I can stay in America as an international student.	4	Just needed a job. My brother works there. I started as seasonal employees and they decided to keep me.
5	A previous employee in the department invited me. I started off as a volunteer.	5	To pay for school.
6	I wanted a job that doesn't need me to talk much, my friend worked there too and I needed that money.	6	I want to work on campus that is flexible. I was looking for a job because of finances.
7	Financial situation so that I am able to have extra income besides my family support.	7	To have my own personal money and to continue to pay the bills for my house.
8	Because I need money.	8	Money was the biggest reason but I wanted to make sure that it's something I loving doing too.
9	Because I love international office and have involved with a lot of its events. I want to know more students.	9	I just needed the job, the money to pay for school and have the money. This job fits my plan which will prepare me for my future career and ministry.
10	I got an email from my scholarship about job openings. I thought I could use my skill in this job.	10	Primarily income and education benefits. I didn't know where to go and this position opened up after college.

Table 4

Questions Related to Maslow's Hierarchy of Needs			
Questions Two: What other reasons were there (if any) for seeking or taking your current employment?			
Asian Student	Asian International Student Answer	American Student	American Student Answer
1	To work with people with the same worldview, religion, and values.	1	Financial reasons. I do need the money.
2	I worked at library in my college years which is why I applied for this job.	2	It's an opportunity to build my resume. I hope my versatility would appeal to my future job interviewer.
3	I teach communication so it helps me to understand communication for college students and myself.	3	It's convenient for me as I'm already getting my master degree and getting it paid for.
4	Experience.	4	For most part, financial reason. It's nice working there on campus with nice coworkers.
5	The job involves prayer which is the main reason. It also helps me to heal my past hurt.	5	I wasn't going to come back to school if I didn't get this position.
6	To get experience and improve my communication skills with people and office skills by doing my job.	6	People are friendly and flexible. It's something I would like to work at.
7	Because I just got married, I want to support my family financially without relying on family.	7	To have something else to do. Now I have something to look forward to in the afternoon.
8	To have at least something to put on my resume.	8	I love kids and that's what I want to do after I graduate so that's the perfect job for me.
9	I needed a job last summer to make the extra money to pay for rent and other stuff and to do something.	9	No. I just need it for future preparation and income for bills and school.
10	I wanted to improve my communication skill. This job forces me to talk to American native speakers.	10	That's basically it. I basically wanted to stick a little bit longer until I finish everything here.

Table 5

Questions Related to Maslow's Hierarchy of Needs			
Questions Three: Does this job primarily help you meet basic needs like food, a place to live, clothing, transportation, etc. or does your job primarily meet your non-essential needs like entertainment or recreation?			
Asian Student	Asian International Student Answer	American Student	American Student Answer
1	Non-essential needs because this job pushes me to grow up and learn more things.	1	Both. The job is not enough to cover all my bills. I use a little bit for entertainment and the rest for bills.
2	Not all essential needs because it's only a student work so it offers help for my nonessential need.	2	The basic needs.
3	Both. It provides basic daily needs and opportunity for me to entertain myself with my coworkers.	3	Both. It pays for my utilities and a little bit of entertainment or professional advancement.
4	Neither, because my job is unpaid and accounting is boring.	4	Basic needs. I'm living with parents but need money for gas and myself. I plan to move which needs money.
5	Non-essential since it helps me to grow spiritually. It covers food but not suffice for tuition.	5	The basic needs.
6	It meets my financial basic needs like food because my family supports my other living expenses.	6	Both. It's a part time job so it doesn't cover large expenses but small utilities. I sometimes use it for traveling for competitions I take part in.
7	Basic needs. I put most of the money toward saving for emergency fund. It's not enough for food support.	7	Both. It meets the basic needs and also entertainment.
8	It just meets my partial basic needs.	8	It meets my basic needs like rent, bills, and things like that.
9	It helps my essential needs while my parents help me with my school fee.	9	It meets more of my basic needs because I get the job at the first place to pay for school and other stuff.
10	It basically meets my non-essential needs for extra things because I live on campus.	10	Primarily basic needs.

Table 6 and Table 7 are tables of questions related to the second level of needs in Maslow's Hierarchy of Needs – Safety Needs. On Table 6, both American students and Asian international students were asked by the researcher: “Does your current job help you to feel more secure? If yes, in what ways does this job help you to have a sense of security?” This question was asked by the researcher to find out how, if at all, the job meets participants' Security Needs. This question is a very open-ended question that allows all participants to share their thoughts and insights without any restraint. Answers from question 4 not only help the researcher to find out if getting a job on campus helps students to meet their Safety Needs, but also if there are any differences in how an on-campus job helps American students and Asian international students meet their Safety Needs.

Table 7 includes answers to question 5: “Does your current job help you to improve your sense of overall wellbeing (a good or satisfactory condition of existence) either physically, mentally, emotionally, or spiritually? If yes, how?” This question also assesses students' Safety Needs in Maslow's Hierarchy of Needs. The author mentioned four areas of wellbeing in the question: physical, mental, emotional, and spiritual. By asking participants this specific question, the researcher will be able to get a well-rounded and comprehensive answer from participants. If the student is able to experience wellbeing on either of the areas, the student will be able to provide valuable insights and positive answers to the question. A comprehensive question will also help the researcher to evaluate different types of jobs equally. For example, some jobs may require more spiritual involvement than others, like Asian international students 5 and 6 who are student managers that pray with students. Some jobs, on the other hand, may involve more mental activities than others, such as Asian international student 7 who is an IT Helpdesk Student Worker which requires him to fix computer software.

Table 6

Questions Related to Maslow's Hierarchy of Needs			
Questions Four: Does your current job help you to feel more secure? If yes, in what ways does this job help you to have a sense of security?			
Asian Student	Asian International Student Answer	American Student	American Student Answer
1	Yes, because counseling is a confidential job and I know how to help myself.	1	Yes. Everyone at this office is encouraging in our beliefs and life in general and I feel secure financially.
2	Yes, it helps me to have more confident and have more opportunities to get to know Americans.	2	Yes. Security in the sense that there is financial security.
3	Yes, it does. I definitely feel accepted by this group of people which is important for a foreigner.	3	Yes. I feel I'm becoming an adult with a job of income, responsible for students and studying.
4	Not secure because it is only one semester. After the semester I have to finish school and graduate.	4	Yes, it gives me something to do and a source of money. It gives me some experience for my resume.
5	Yes. It trains me as a leader and manage my time to serve which builds my self-confidence.	5	Yes, slightly, just to pay rent. I used to have a job but I ran out of funds when I came back to school.
6	Yes, people treat me the same as others regardless race which builds my own confidence.	6	Yes. It helps me to feel more financially independent because I don't want to rely on family for money.
7	Yes, secure on my career path as I have more experience I can get certain position after I graduate.	7	Yes. It gives me affirmation. The kids that I work with love me. It's like a self-help for me at the job.
8	Yes, a little bit both financially and experience because I know what is like working in an office.	8	Yes, because it's steady, constant, and provides the same paycheck every week, I can live like this.
9	Yes. To have that financial base I am more secure and able to afford things I need or want.	9	Not more secure. I'm a pretty secured person without the job. The only aspect would be financial security.
10	Yes, in some way. It's basically financial security because I know I have money for extra spending.	10	Yes. It's steadier since it's a salary job. It has a little of extra when I get commission for advertisement.

Table 7

Questions Related to Maslow's Hierarchy of Needs			
Questions Five: Does your current job help you to improve your sense of overall wellbeing (a good or satisfactory condition of existence) either physically, mentally, emotionally, or spiritually? If yes, how?			
Asian Student	Asian International Student Answer	American Student	American Student Answer
1	Yes, because I know how to solve my own problems, know myself, and avoid future problems.	1	Yes, in all four areas as I'm secure knowing I'm working, still take care school work, and make money.
2	Mentally it gives me changes to know American people and culture. Physically I get to walk around.	2	Yes. I get to interact with people and financial income. Personally and spiritually, I get to meet people.
3	It does help me a lot not only physically but more importantly mentally because I feel accepted.	3	Yes, emotionally by accomplish something, being an adult, helping students, and giving back to university.
4	Accounting experience. Emotionally it helps me to accept new environment and connect with colleagues.	4	Not all but it helps me emotionally in my social need because I did make some friends at my job.
5	Mentally, spiritually, and emotionally. I'm stable because my security is in God.	5	No, it's quite stressful.
6	Mentally as I put things together and do activities with people. Spiritually in encouraging environment.	6	I don't think so.
7	Emotionally and spiritually when I take the responsibility and get through tuff time.	7	Yes, spiritually because I teach Jesus to kids. Physically because kids keep me moving. Mentally because I need to be creative in teaching.
8	Yes, mentally. After I get this job, I wore more formally and tried to act more professionally.	8	Yes, spiritually because I get to teach the kids about Jesus and I am reminded of Jesus by what I teach them.
9	Yes, mentally, emotionally, and spiritually. My coworkers are encouraging and I can use my skills.	9	Physically, mentally, emotionally, and spiritually. I have good and uplifting coworkers whom to talk with.
10	Spiritually, I share my students' passion of ministry in China. Emotionally, I get to make friends at job.	10	Yes, mentally because I got this job after undergrad when it's hard to find a job. Being an adjunct professor is a good experience on my resume.

Table 8 and Table 9 consist of questions that assess students' Love Needs in Maslow's Hierarchy of Needs. Table 8 contains answers to question six: "Does your current job provide opportunities for you to collaborate (work together) and build relationship with your coworkers or customers? If yes, please explain." This question was asked by the author in order to find out if the job allows or provides students opportunities to build relationships and be loved by their coworkers or customers. This question does not directly ask participants if they feel loved by their coworkers or customers because the term love could have different meanings in each participant's perspective. Therefore, by asking students if they are able to collaborate and build relationship with their coworkers or customers, it helps the researcher to better find out the answer of whether an on campus job meets participants' Love Needs.

Table 9 contains answers to question seven: "Do you feel loved, accepted, or connected with your coworkers in your current job? If yes, please explain." This question more directly assesses if and how students' job is meeting their Love Needs. In this question, the author not only used the word "loved" but also "accepted" and "connected" so that students' answers will be more comprehensive. The author hopes to find out if and how students could bond with their coworkers at work and if the job can meet their Love Needs in Maslow's Hierarchy of Needs.

The author also wants to find out through this question how differently American students and Asian international students interact with their coworkers. Answers to this questions will help the researcher to compare and contrast the answers from American students' and Asian international students' replies. Their answers may also help the author to find out if getting a job on campus helps Asian international students to build relationships with American people and acclimate to the American culture.

Table 8

Questions Related to Maslow's Hierarchy of Needs			
Question Six: Does your current job provide opportunities for you to collaborate (work together) and build relationship with your coworkers or customers? If yes, please explain.			
Asian Student	Asian International Student Answer	American Student	American Student Answer
1	Yes. We have meetings which we talk about jobs and help each other.	1	Yes, because we have staff bonding and events which we need to work together. They talk and care for me.
2	Yes, because I work at customer service so I talk to people and staff training meetings help too.	2	Yes, not much customers but coworkers. We're a team and we are rely on each other and build relationships.
3	It does. My coworkers are awesome. We work together and develop relationships, students too.	3	Yes, teaching is one-on-one relationship building with students. I build relationships with GSAs.
4	Yes, my coworkers taught me when I first arrived at the office and had no idea what to do.	4	Yes. We start to do things outside of work when I start to get to know my coworkers better.
5	Definitely with my coworkers. They are like family. We have meetings to get to know each other.	5	I can definitely build relationships with the students, that's the cool part.
6	Yes, we reach out to volunteer workers and befriend them. We work together with American workers.	6	Yes, especially working the tubing area I have to talk to customers. I get to know them and coworkers.
7	Yes, as I work at customer service. Sometimes I ask my coworkers to help when there're many customers.	7	Yes, coworkers and I rely on each other as we work together. I talk and build relationships with parents.
8	Yes. I talk to my coworkers every day about ideas and things. Sometimes I sit at the front desk to help.	8	Yes, sometimes it's hard as we disagree on each other but we had to makes sure we are working together. I know the parents and try to please them.
9	Yes, we work as a team and look out for each other. I sit at the front desk to welcome and talk to students.	9	Yes. Coworkers together and plan events to meet certain goals. We greet and help customers.
10	Yes. I get to know my coworkers and customers who are my students.	10	Yes, mainly with coworkers as we hang out and talk in the office every week. I also meet advertisers.

Table 9

Questions Related to Maslow's Hierarchy of Needs			
Question Seven: Do you feel loved, accepted, or connected with your coworkers in your current job? If yes, please explain.			
Asian Student	Asian International Student Answer	American Student	American Student Answer
1	Yes, because we greet each other and my coworkers do care about, encourage, and help me.	1	Yes. They are loving and accepting. They will make sacrifice if I need it. They have a heart to help.
2	Yes but not deep because we do not have deep conversations other than greetings.	2	Yes, in all areas to some degree. We are beyond coworker to friendship. We talk openly and hang out.
3	To some extent it does. I feel accepted, loved, and really cared for.	3	Yes. It's a community, everybody is the same and we share thoughts, accept, mentor, and help each other.
4	Yes, they respect me. We communicate very well and plan for activities out of work.	4	Yes. We do not pick on each other. We do joke around and hang out outside of work.
5	Yes, we greet each other and pray for each other. It's like family and a body of Christ.	5	Yes, we are pretty open with each other. We not only talk about jobs but care for each other.
6	Yes, my coworkers are very caring and pray for my needs. We are happy to see each other at work.	6	Yes. We talk about our lives when bored, We become friends, joke, and become comfortable with each other.
7	I feel connected since we have to communicate with higher rank coworkers to get more experience.	7	Yes, we do not just go to work but also have devotions. We rely on each other and build relationships.
8	A little bit. We greet every day and ask about each other's life but not deep conversation.	8	Yes, we are pretty close and talk a lot at work. One of them is my roommate.
9	Yes. I build relationships with my coworkers and we became best friends.	9	Yes. It's very calm and accepting environment. Sometimes I'm down I look forward to coming to work because I know someone's going to care for me.
10	Yes. We have good relationships and are connected. I feel accepted and cared. They are willing to help me.	10	Yes, I want to be really good friend with them since I'm with them every day. We do stuff outside of office a lot of times. I build relationship over years.

Table 10, Table 11, and Table 12 include answers to questions pertaining to the fourth level of Maslow's Hierarchy of Needs – Esteem Needs. Table 10 records answers from both American students and Asian international students to question eight: “Do you generally feel respected in your current position by your coworkers? If yes, please describe.” This question directly asks students about their sense of respect perceived from their coworkers at work. It is designed to assess whether getting a job on campus helps to meet students' Esteem Needs.

Table 11 records American students' and Asian international students' answers to question nine: “Do you feel respected in your current position by your friends or family members? If yes, please describe.” This question was asked by the researcher to also assess American students' and Asian international students' level of Esteem Needs gained from their work on campus. In Table 10, all participants were asked whether they feel respected from their coworkers while this question asked them whether they feel respected with regard to their family and friends.

The researcher divided the question for Esteem Needs into two questions because students have diverse social circles. Their job may affect their Esteem Needs in and outside of work. Therefore, it is important to ask question eight and question nine to discover how getting a job on campus can help American students and Asian international students gain respect and esteem from coworkers, families, and friends. Respect and esteem American students and Asian international students receive from their coworkers, families, or friends may affect their own self-esteem. Therefore, the author continues to investigate participants' level of Esteem Needs experience at work. Question ten in Table 12 asked by the researcher to all participants seeks to find out if and how getting a job on campus meets students' Esteem Needs by increasing their self-esteem: “Does this job help you feel higher esteem for yourself? If yes, please describe.

Table 10

Questions Related to Maslow's Hierarchy of Needs			
Question Eight: Do you generally feel respected in your current position by your coworkers? If yes, please describe.			
Asian Student	Asian International Student Answer	American Student	American Student Answer
1	Yes. They understand my language difficulty as an international student and they care about me.	1	Yes, even though I'm at the bottom position. I feel needed and cared for by people ahead of me.
2	Yes, especially at Christian university.	2	Yes. We joke around with each other but there's always that sense of respect.
3	To some extent. They are curious and want to know my culture but the culture barrier still exists.	3	Yes. They trust me and asked me to cover classes for them. We are on the same boat.
4	Yes, they never yelled at me but patiently teach me and answer my questions.	4	Yes, in the level that I expect. I feel I receive the appropriate level of respect for the position I hold.
5	Yes, because mutual respects are required because it's not about one person, it's the team that matters.	5	Yes. They respect me by showing their love towards me.
6	Yes, because I'm and older worker sometimes I help newer workers at work and they respect me.	6	Yes. I'm not sure how to describe, it's like I have a sense respect there.
7	Half and half. I work at the lowest position. Sometimes I may need to work overtime.	7	Yes, at first it's hard because I was new. I had to break into the mold they have. It's much better now.
8	Yes, because there's no disrespect. I'm not offended. Why they ask me to do something it's my job.	8	Yes, not in the beginning as I was really new. As I kept working I built a respect with them so it's much better.
9	Yes. We respect each other even if we have disagreement. We solve problems and avoid conflict.	9	Yes. We are like a team because without others our jobs will be harder to do.
10	Yes, because they are fascinated by Chinese language. They think it's amazing and want to learn.	10	Yes. I'm above them on job ranking and order office supply which helps for me to get more respect.

Table 11

Questions Related to Maslow's Hierarchy of Needs			
Question Nine: Do you feel respected in your current position by your friends or family members? If yes, please describe.			
Asian Student	Asian International Student Answer	American Student	American Student Answer
1	Yes. My families respect me because they think counselor is a good job in the society. My friends think it's cool after I explain to them what my job is.	1	Yes. My friends said it's great that I help students. My mentees look up to me and family respect me.
2	Yes, my family supports me to work my friends think it's a good experience for now and future job seeking.	2	Plenty, because I'm helping at the front desk. People recognize my specialty, so do my friends and family.
3	Yes, because I can make a living here in the states meanwhile helping students from America.	3	Yes. My parents are excited and proud of me as my mom's a teacher so I kind of connect to her. Friends for sure and my boyfriend is proud of me.
4	Yes, we talk about jobs and respect each other. My family are encouraging, grateful and happy for me.	4	Yes. My brother used to joke that I should get a job and he stopped that. Friends is same regardless.
5	Yes, my friends and roommates are pretty respect to my job. My family says positive things about my job.	5	Yes, my family's proud of me. My friends kind of joke with me but it's cool.
6	Yes, my friends are curious and appreciate my job. My family loves the fact that I have this job.	6	Yes, by my friends because my job is pretty hard to get. My family wants me to get a job indoor.
7	My wife respect me. My friends don't really care.	7	Yes, my mom was a teacher and we share stories. My parents are for it. My friends love hearing my stories.
8	Yes, because at least it's a job. They think it's something better than just being a student.	8	Yes, a lot of them respect the job I do because they think working with kids is really hard.
9	Yes. The job is a responsibility. My parents are proud and my friends ask how I manage work and school.	9	Yes, not directly. They are excited overall that I have a job, not necessarily the position that I'm in.
10	Yes. My friends are very happy. A lot of my friends want this job too.	10	Yes, mainly because it sounds really impressive to say that I'm teaching college classes.

Table 12

Questions Related to Maslow's Hierarchy of Needs			
Question Ten: Does this job help you feel higher esteem for yourself? If yes, please describe.			
Asian Student	Asian International Student Answer	American Student	American Student Answer
1	Yes, because I help others very directly. This job is professional thus makes me feel special.	1	Yes, because it is a job. I'm financially independent and I am helping my mentees.
2	To some point because I'm not wasting time my scheduling my time wisely.	2	Yes, because I'm able to help people and hear they say I saved their project gives me a sense of joy.
3	Absolutely, when students share their stories and future plans with me.	3	Yes. At first I was kind of timid but now I'm comfortable and enjoy the job and know I can do well.
4	I don't think so.	4	Yes. I'm hired which means I can do something to help out the company.
5	Yes, because it trains me of my responsibility.	5	No.
6	Yes, I have more confidence in myself knowing that I can take some challenges.	6	Yes, in a sense of financial independence which is not connected to the job because any job can do that.
7	Yes, when I compare myself with others I know how I can improve to compete and accomplish more.	7	Yes, the kids just love me which warmed my heart. I know I'm making a difference.
8	Yes, maybe at the beginning but after I got familiar with this position I felt kind of normal.	8	Yes, I prepare my class. It gives me confidence since I know what I'm teaching, especially spirituality.
9	Yes, when people appreciate things I do. I am creative and get to use my skills at this job.	9	Not really. It doesn't bring down or raise my self-esteem.
10	Yes. I feel I have some skills and am able to help people. I feel what I do is useful and meaningful.	10	Yes, especially as a guy I need steady job to provide for myself or friends and family. Just knowing that I have a job with educational benefits helps.

Table 13 and Table 14 consist of questions that investigate the fifth and the last level of Maslow's Hierarchy of Needs – Self-Actualization Needs. On Table 13, answers from American students and Asian international students were recorded for question eleven: "Does this job help you to achieve a sense of accomplishment? If yes. Please explain." The researcher asked this question to assess American students and Asian international students' Self-Actualization Needs and how, if at all, getting a job on campus help them meet their Self-Actualization Needs.

Table 14 records answers from both American students and Asian international students for question twelve: "Does this job make you feel more satisfied with yourself? If yes, please explain." Question twelve is the last question that is related to Maslow's Hierarchy of Needs. This question continues to evaluate the Self-Actualization Needs of American students and Asian International Students.

These two questions are similar but have some slight differences. Question eleven asked American students and Asian international students whether they have a sense of accomplishment through the job while question twelve asked American students and Asian international students whether they are more satisfied with themselves. Question eleven focuses more on the aspect of how the job is helping American students' and Asian international students' meet their Self-Actualization Needs, while question twelve focuses more on how getting a job on campus help American students and Asian international students increase their self-actualization about themselves. Accomplishment can be reached from different areas and aspects while satisfaction is an overall status of self-actualization. Regardless, these two questions work together in assessing American students' and Asian international students' Self-Actualization Needs.

Table 13

Questions Related to Maslow's Hierarchy of Needs			
Question Eleven: Does this job help you to achieve a sense of accomplishment? If yes, please explain.			
Asian Student	Asian International Student Answer	American Student	American Student Answer
1	Yes, it is a challenge and I'm pursuing my dream and accomplishing something.	1	Yes, because I'm able to provide for myself and build relationship and assist my mentees.
2	Not really.	2	Yes, almost on a daily basis by helping a customer or repair an ongoing task.
3	Yes absolutely when I see students' improvement at the end of the semester. I feel I achieved something.	3	Yes, because I'm working with both my education and job. I can balance things well and help my students.
4	Part of it helps me accomplish through practical experience which is different from school knowledge.	4	Yes, because I know I can do something when I get tasks down every day and get paycheck.
5	Yes, when God answered requesters' request after we pray for them.	5	No.
6	Yes, especially when I finish a new assignment. I enjoy my job and my boss appreciate it.	6	Not really.
7	Yes. I have more knowledge of technology and feel accomplished when I fix a problem.	7	Yes, especially in relationship aspect. It's important to life being able to relate to kids at such young age.
8	Yes, because I can help my coworkers at a lot of aspects because I'm good at Word or Microsoft.	8	Yes, when I work with the kids. I am confident to go to work as I have been working for a while.
9	Yes, I can use my skills and do things I didn't think I could do. I also have work on file for resume.	9	Yes, when I finish really hard project and someone attend the event, and when my mentees progress.
10	Yes, when I help my students to understand the grammar and hear they say I'm so helpful.	10	Yes, having a steady job after college is beyond my expectation. Next May I will leave with a Master degree which would be a big thing too.

Table 14

Questions Related to Maslow's Hierarchy of Needs			
Question Twelve: Does this job make you feel more satisfied with yourself? If yes, please explain.			
Asian Student	Asian International Student Answer	American Student	American Student Answer
1	It satisfied me only at work. It does not influence a lot of my life.	1	Yes, because I'm able to help my mentees to help themselves.
2	Yes, because as a student I'm trying to do other things and putting some effort in it.	2	Yes, not entirely but in an aspect of life. It's a sense of appreciation I'm not only in school but also working.
3	Yes, I feel I have put effort in helping students and I feel valued by them.	3	Yes. I have seen growth in myself as I can take control of the classroom and help my students to progress.
4	No.	4	Yes, because I'm making money and helping out this operation. It's not pride satisfaction.
5	Yes, I have internal security after I see God's power. I want to extend it to others.	5	No really because it's not what I really want to do. I have figured that out and now I just want to graduate.
6	Yes, especially when I see my potential and step out of my comfort zone. That's pretty encouraging.	6	Yes, because I'm working on my own.
7	Yes, I'm satisfied at this stage, at the same time I see farther view of the future and want to achieve more.	7	Yes. I'm happy to go to work. I'm happy that I get to be with the kids and interact with them every day.
8	Yes, because I can at least meet some of my basic needs financially, not fully depending on parents.	8	Yes, especially if the day went well. If not, I feel discouraged. Overall, the job is good for my resume.
9	Yes. I gained experience and get to help and interact with international students. They look up to me.	9	Not necessarily but possibly. I'm encouraged when I see my mentees progress while I'm having a rough time in school or spiritually.
10	Yes. I'm engaging in work environment even though I'm a student. I have more experience for future job.	10	Yes, main thing is to have this steady job, get another college degree, and be more educated when I leave.

Tables 15 through 23 are tables of questions pertaining to only Asian international students and are related to Cultural Intelligence Theory. Table 15 and Table 16 comprise two overall questions that are related to cultural adaptation. Table 15 records Asian international students' answers to question one: "Does this job help you to adapt to the American culture?" Table 16 includes answers to question two: "If so, in what ways is the job helping you to adjust to the American culture?" These two questions give the author a general concept of if and how getting a job on campus help Asian international students adapt to American culture.

Table 17 records Asian international students' answers to question three which pertains to the metacognition area of Cultural Intelligence Theory: "Does your current job help you notice the cultural difference of your culture and the host culture? If yes, please describe." Table 18 also includes a question that is related to the metacognition: "Does your current job help you to be aware of the need in adapting to the host culture? If yes, please describe." Table 19 and Table 20 contain answers from Asian international students to question five that is related to cognition. Question five in Table 19 asked, "Does your current job help you increase your knowledge about American culture? If yes, please explain." Question six in Table 20 asked, "Does your current job provide you with additional skills in adapting to American culture? If yes, what are they?" Table 21 and Table 22 consist of answers and questions that pertain to motivation. Question seven in Table 21 asked, "Does your current job motivate you to get to know more about American culture?" and question eight in Table 22 asked, "Does your current job motivate you to interact with host people? If so, please explain." Table 23 comprises answers from Asian international students to question nine which is related to the last area of Cultural Intelligence Theory – behavior: "Are there things that you do at or related to your job that help you to adapt to American culture? If yes, please describe."

Table 15

Questions Related to Cultural Intelligence Theory (Particular to Asian International Students) Question One: Does this job help you to adapt to the American culture?	
Asian Student	Asian International Student Answer
1	A lot, it's very helpful.
2	Yes.
3	Yes.
4	Actually I don't think so because I'm doing accounting jobs, it's not necessarily related to American culture but when I talk with my coworkers I can feel some of the American culture from them. Its work time we don't actually talk so much with each other. The accounting job really is not very related to American culture.
5	Yes.
6	Yes
7	Half and half because I came to America when I was fourteen so it had been eight years. At the same time, I still do not get a lot of the jokes. I can be able to talk to them and understand some of the jokes but at the same time as international, I will always have accent. You won't be able to get involved in the American culture because you're not American.
8	Not too much, maybe a little bit.
9	Yes and no. Because it's the international office, there's a lot of international stuff that we do. A lot of my coworkers are American so I get to see how they work. I have been in America for a while so a lot of things I learn about American culture are from outside of the office. Even before I got the job, I had the chance to be exposed to American culture
10	Yes.

Table 16

Questions Related to Cultural Intelligence Theory (Particular to Asian International Students) Question Two: If so, in what ways is the job helping you to adjust to the American culture?	
Asian Student	Asian International Student Answer
1	Counselors need to learn many cultures so that we can know what is better for the client. So when the clients come to me they talk about something happen to them like their family, work, life that really shock me. For me a Chinese that's not a problem, but for them that's serious. So I get to know American culture.
2	Communication with other people. During the working time we have short conversations which we talk about culture and food so we discussed the different relationships between Americans and Chinese. I think that helped.
3	Like daily working with my coworkers. The topic they talk about everyday even the topics the students are interested in. I would like to do a little bit more research about the topic they are interested in.
4	N/A.
5	Many people criticize American heritage. I am pretty proud of it. I believe the God of Abraham is also the God of Taiwan, the God of China. God's love is the common factor that bonds us together no matter the nationality.
6	Especially communication wise. I know how people talk to each other between Asian culture and American culture, especially among peers.
7	First of all, communication. You have to communicate with another American and you have to understand what their boundary their line is because American are freer in social live but in Asian culture there's certain area that you don't talk about. Americans are freer in expressing themselves or make fun more often.
8	At least I can know how an office works and how the relationships among coworkers are like in an office.
9	My job has a bigger picture which includes a lot of international elements. Because my job is in America, it helps me to see how people work in America like do not come late to work. Little things like this at my job helps me to adapt to the American culture.
10	I learn so much from my students. Sometimes we talk about different practices in Chinese tradition, and I will ask them what this is like in American culture. Through this interaction I learnt a lot about American culture.

Table 17

Questions Related to Cultural Intelligence Theory (Particular to Asian International Students)	
Question Three: Does your current job help you notice the cultural difference of your culture and the host culture? If yes, please describe.	
Asian Student	Asian International Student Answer
1	Yes. This job really helps me to realize there's a big difference between east and west culture. Most people who come to me are couples. I really know what Chinese couple looks like but I didn't know what American couple looks like. Sometimes when they come to me, they would describe to me their lives and problems which are a cultural shock for me.
2	Yes. During the conversation sometimes we have some arguments between my coworkers and me. We talked about our own cultures toward the same event. Both of us tried to find out why we had different opinions. We found out it was because we have different cultures.
3	It does, yes. I can give you an example. The big difference between American parents and Chinese parents is Chinese parents are willing to pay tuition for their kids all the way from primary school to college. That's a big moment when I realize the big cultural difference.
4	Because I came to American college after high school in China, I never worked with Chinese people. When I worked with American people, I found out the major difference is of course language. Actually I don't feel the difference to be honest. I think people are the same.
5	Last semester we started to have six American student workers come in the office. The American students actually enriched the office. They brought in the American culture like Christians decorations and gift culture from America.
6	Yes, because I was always kind of been a leader person, so I was just telling the new worker what to do and what not to do. She just came across and told me I was being bossy. That got me thinking what have I done and realized the difference between my culture and American culture. In my culture, they are always fine with me but in America everyone is the same
7	Yes. Because I think in our culture, we work super hard on things but in American culture people probably just work until certain level. They see the job is done then they're done or when they see it's five o' clock then it's done no matter how much task they have on their desk they would just drop it. For our culture, we would still finish the things regardless.
8	No, at least for me there's not much difference for culture. I don't feel anything. We don't have much difference on culture.
9	Yes definitely. We talk about it at the office all the time about how differently my culture is from American culture.
10	Yes definitely. We talk about culture difference like how Chinese and American greet each other. All the small things show the difference in culture. I also observed cultural difference through my students' nonverbal behaviors.

Table 18

Questions Related to Cultural Intelligence Theory (Particular to Asian International Students)	
Question Four: Does your current job help you to be aware of the need in adapting to the host culture? If yes, please describe.	
Asian Student	Asian International Student Answer
1	Yes. I think so. Because I listen a lot. I listen from people of their firsthand information. American people talk very directly. From them and their talking I can see what is American culture is like. I need to adapt accordingly.
2	Yes, definitely. As a customer service, I help some people. Sometimes they use their language or talk about something that as a foreigner I kind of had a hard time understanding them, not just because of language but because of the culture difference.
3	Yes because I see the way they grow up and the way they think in their age make me wonder why they think so different from me. That's the moment I realize that may be the cultural difference American and my culture.
4	Yes. I felt the need to improve my English in order to seek a job. When I was seeking for this job, I can feel it was very hard for international students to find a job. The other job which I applied was so competitive but they always have the priority to choose American people because English is my second language. They had to consider my culture background.
5	I think this is what happens when international students study in America. When international student is in the culture, the student is permeated by the culture. Every aspect the student experience is American. Speaking of the work place, yes, there's American way of conducting this ministry or job.
6	Yes, definitely I need to adapt to the host culture. For me, I feel like in America you have to be confident in yourself and know how to present yourself. You don't wait for people to come to you, you have to take the initiative, not only at jobs but also in study and other things. I think I see this over and over again at my job and other responsibilities.
7	Probably be more open because even though a person can be shy, like me, I'm shy, I need to change my own culture because in our culture, if people don't bother me, I don't bother them. We just have a wall set up but in America you got to get involved in their conversation, otherwise they won't think about you.
8	I don't know because I don't think it's a host culture, but just a culture here, there's not much difference.
9	Yes definitely. It's like the saying when you are in Rome you act like a Roman. You're in a certain work environment then you have to adapt to the way they do things. It's pretty different working in the office here to working in the office back home.
10	Yes definitely because if I want to work with American students I don't want to be rude. That's the basic for people to communicate with people from another culture. I want to be polite.

Table 19

Questions Related to Cultural Intelligence Theory (Particular to Asian International Students)	
Question Five: Does your current job help you increase your knowledge about American culture? If yes, please explain.	
Asian Student	Asian International Student Answer
1	Yes, it helps a lot. In order to be a counselor, I need to read a bunch of materials, journals, and books. One important thing for me as a counselor is that I need to know many different cultures from different races and different countries. American culture is a main culture for this major because most people I contacted are Americans.
2	Yes. Because sometimes my coworkers' sharing with me helps me. Sometimes I watch some books or movies even though I am not interested in them. I watch them because my coworkers told me why they like them or watch them at specific times because of their culture.
3	It does to some extent. For American festivals I want to know why the holiday is so important for them that students want to leave school and go back home.
4	It depends. When I talk with my coworkers at spare time, I can feel the difference between my culture and American culture. The first thing is that they clearly know what they want to do for their future. For most Chinese college students or high school students, they do not know. They just do what their parents tell them or just follow the routine. Another difference is eating habit. I always bring lunch to work and my coworkers felt some of my food was weird or different.
5	It is adding something new to my knowledge. For example, there are some slangs that was not spoken before and added on the new generation. Some of mine coworkers are born in the 90s. I got to know how English is spoken now because it is changing constantly.
6	Yes, especially spending time talking to our CSER workers, getting to know their lives, getting to know what they like and what they pursue.
7	Yes, that's for sure. Americans are friendlier, even for the customers. In Taiwan or China, the customers wouldn't really talk. They would just tell you the job and ask you to fix it. In America, when there's a customer comes, I will ask the customer how his or her day is. The customers will start to open up and share stuff we don't share in Asian culture.
8	I won't say it's just American culture. I think every person has his or her own worldview so he or she has his or her own part of culture that I can learn from the individual. I don't think it is American culture.
9	Yes, because I get the chance to talk to my coworkers. We do have staffs there are American so yes I am exposed to a lot of things and they teach me a lot about American culture. We also have a lot of American that come into the office because they are curious about our culture. I get the change to communicate with them, find American friends and learn about them.
10	Yes definitely. We talk about different food, habits; ways of greeting people, family, siblings; and views on a lot of things.

Table 20

Questions Related to Cultural Intelligence Theory (Particular to Asian International Students)	
Question Six: Does your current job provide you with additional skills in adapting to American culture? If yes, what are they?	
Asian Student	Asian International Student Answer
1	I don't think I have additional skills. I just accept. Before when I learn something, I felt a little bit uncomfortable but for now when I learn or hear something new, I can accept it peacefully.
2	Yes, such as communication skills, language skills. Those all helped me to adapt to American culture.
3	It does. I think research skills and communication skills are the two main things that I gained over the teaching experience.
4	The first one is communication like communication with coworkers. The second one is working habit. For example, my boss doesn't go to the office but my supervisor goes to the office every day. My boss has to do something of the marketing. I think this is what boss should do because the boss controls the whole department and has to oversee things at department.
5	Yes. This job actually enhance my skill especially interpersonal skills with Americans because they are American.
6	Just being more open and understanding. Willingness of adapt to see the good part about American culture, how they communicate with each other, their people, their culture. Communication skills.
7	Yes. Technology repair skill. Pronunciation and enunciation helps a lot. To be able to communicate clearly and understand what they are saying are also huge communication skill improvement.
8	Yes, I would say I would be more direct in asking something or asking anything I can do. I think individuals in the office are more direct not because culture but because they need to be direct in the office.
9	Yes. I think definitely the idea of taking initiative. That's big. I think it's important to take initiative at a lot of things we do in the office. Another one is teamwork. Teamwork is big at my office. When we have teamwork, we can do well at the things we do. If something happens we are helping each other. We work as a team not blaming each other.
10	I would say definitely communication skills. It's the top skill because I have speak to students every day. I think it's the most important thing. The other thing would be nonverbal communication like eye contacts and all the small things. It could show emotions.

Table 21

Questions Related to Cultural Intelligence Theory (Particular to Asian International Students)	
Question Seven: Does your current job motivate you to get to know more about American culture? If so, please explain.	
Asian Student	Asian International Student Answer
1	Yes, because most of my customers I contact are American so the first thing I need to do is understand them and understand their culture so that I know what their talking way is like. That really push me to learn from them and accept their culture. I think I have to learn. Sometimes I am not very interested in that, but because of my work I need to know more and more.
2	Yes, because when I get to know more about their culture, I will have more topic to talk to them. I will have easier time to communicate with my customers.
3	It does because I feel like I am more accepted. They don't see me totally new so I want to know them better to prepare myself.
4	Actually no because I've been learning in college for many years so I kind of know the American culture in the college. Because this job is short so I don't think it can help me know more about the culture. I can know just a little bit.
5	Yes, by interacting with folks and see how they handle and react toward things. Different people react differently toward the same thing. It is very interesting to see how they react.
6	Yes, when we are writing out emails, writing done prayer requests, and talking to people, I figured out I have to spend time to get to know them and their culture. There are a lot of things that I don't know and would not be able to know if I'm back home. While I am here I need to learn about them and take the most out of it.
7	Probably no.
8	Yes. I would like to know since I see the difference between each other. It motivates me to get to know culture within each individual.
9	In a sense yes because as I ask questions about what is the things I'm making PowerPoint of like other cultures make me curious what are the comparison of those cultures to America. That definitely at the same time motivates me to find out more things about American culture too at the same time.
10	Yes definitely because my students are fascinated about Chinese culture. In return I want to know more about them. That's why my students become friends with me because we chat and have conversation with each other. We have totally different perspectives and that's very interesting.

Table 22

Questions Related to Cultural Intelligence Theory (Particular to Asian International Students) Question Eight: Does your current job motivate you to interact with host people? If so, please explain.	
Asian Student	Asian International Student Answer
1	I think this job motivates me to have a deep talk and relationship with host people because it is normal for me to say hi to American, but it's very difficult for a Chinese and an American to have a deep talking about their personal things. I think my job really push me to do this, to understand them, to learn how to talk with them, and to encourage or comfort them.
2	I want to say yes because as a customer service I need to have a willingness to help others. If I know their culture, I will know how I can respect them and help them. That's really motivate me to interact with them.
3	I thinks so because I do learn a lot from daily interactions with them. I will learn from interacting with them.
4	Yes actually. The first reason is that I want to practice my language, also I want they to communicate with me. They can help me to improve my skill in working in American company.
5	It's like family. Since we have opportunity work together, we should be motivated in both parties.
6	Definitely, if not, I would just be doing my job. I want to do more because I like people. I want to have relationships with people, be friend with them. I care about them so definitely I would have to interact with people and just to step out and ask how they are doing.
7	Yes. Now I can talk to person behind me at places like Starbucks and say hey do you want this coupon after talking to my customers and know that they are friendly. Because I know they are friendly, they won't be thinking I'm such a creeper.
8	Yes, because it's very interesting. Now I see the difference I would like to know what is the difference, what caused the difference, what do they think about something may be different from I think.
9	Yes, we have a lot of missionaries come in or even different camps come in to the office during special events or time. They come to the office so we get to interact with them. Also, we get a lot of American students that come in to the office to know more about other cultures and we get the change to also learn about what they think and their cultures too.
10	Yes, because at first it forced me to talk, but now I feel very comfortable to chat with host people. When I was in china I didn't have any American friends. When I came to actually sit with someone face-to-face, it could be a little bit intimidating, but now it becomes natural. I think it took two or three months for me to feel natural. Now I really enjoy it.

Table 23

Questions Related to Cultural Intelligence Theory (Particular to Asian International Students)	
Question Nine: Are there things that you do at or related to your job that help you to adapt to American culture? If yes, please describe.	
Asian Student	Asian International Student Answer
1	Yes. Because counsellor cannot judge others. Whatever they say or value or background they have, we need to accept it totally. I think my job helped me to adapt and I am learning to adapt more to American culture.
2	Yes. Sometimes I need to help others to find movies, especially before Christmas. Some people were trying to find some Christmas movies. I think that's a good time for me to know that at Christians they would watch these movies.
3	Yes. Not only at work but also outside of the work I hang out with American friends. We celebrate Thanksgiving or Christmas. That's a good way to know American culture.
4	No I don't think so.
5	Particularly in joking. Asians tend to take seriously to some jobs. I learned to laugh out and go easy with them because they are just joking. I will say American people they are friendly but sometimes they like to give you a hard time. We do have get together at pastor's home. I get to see how they interact with their family. The sense of myself being included that speaks a lot. It's like home away from home. It is really nice. It's a blessing to be in a team.
6	I think one of them is that now I can pray in English. It's a challenge at first because of American language. My job helps me a lot. When we talk to people, there are things that I have never said before in English. Because I need to express myself, it forces me to explain it in English. Every semester we will have a gathering or dinner to get together.
7	I don't go to any parties because I'm married. Maybe listening at the job, listening to anything that they say, picking up certain information helps me to adapt to American culture.
8	No, I cannot think of any right now.
9	Yes definitely. It's the customer service. It's definitely a big thing in America. It's something that I definitely learn that really relates to the American culture.
10	Yes. We have to hold events for each semester. When I hold event, I would have to think about is this too much for the students or is this a cultural shock for them. I would have to adapt to American culture. Sometimes I have to look up things when students ask me questions. Every year my students invite me to dinner for their assignments.

The previous tables are results of the research interviews with answers from Asian International and American student workers to questions related to Maslow's Hierarchy of Needs and answers from Asian international student workers to questions related to Cultural Intelligence Theory. Table 1 and Table 2 include information of both American students' and Asian international students' demographic backgrounds. Tables 3 to 14 consist of questions and answers involved with Maslow's Hierarchy of Needs. These questions were asked by the researcher to both American students and Asian international students. Tables 15 to 23 comprise questions and answers that are related to Cultural Intelligence Theory. These questions were only asked by the researcher to Asian international students in order to find out how, if at all, getting a job on campus help Asian international students adjust to American culture.

By displaying answers from Asian international students and American students to each question related to Maslow's Hierarchy of Needs on the same table, the researcher and readers can compare and contrast the similarities and differences among their answers. The format of the table allows the researcher and readers to read and analyze participants' answers easily. The researcher and readers will then be able to study the answers from Asian international students to each of the questions related to Cultural Intelligence Theory on the same table. This allows the researcher and readers to evaluate and compare the answers from individual Asian international students. The tables of demographic information help the researcher and readers to conveniently analyze the background of each student and study how it is affecting each student's answers.

Following the results of Asian international students' and American students' answers to the interview questions, the author will discuss the results of the thesis, answer thesis questions, draw conclusions, analyze thesis limitations, and propose future research related to the topic in the next chapter – Chapter V: Discussion.

Chapter V: Discussion

In the first question, twenty participants were asked “For what reasons did you seek or take your current job?”. This question is asked by the researcher in order to find out the primary motivation for students to acquire a job on campus and to find out if there are any differences between Asian international and American students’ motivations in getting a job on campus. This question will answer the first research question of this thesis: What are the motivations for American student workers and Asian international student workers in getting a job on campus? Among ten Asian international students, one student directly replied that money was the only reason for having this job, four students mentioned other reasons besides financial reason such as not wanting to waste time, building social network, getting education benefits, wanting a job where they do not need to talk that much, having a friend at the job. Five students listed reasons which do not include any financial aspect. Their reasons include wanting to help people, getting experience, being invited by an employee, feeling loved the office, and using skill at the job. Among ten American students, all of them mentioned financial reason in their replies. Three student answered financial reason as the only answer to the questions while seven students included other elements besides financial reason which include being interested in the job, lining up with future career path, getting education benefit, getting professional experience, having a brother works at the job, wanting a job that is flexible, loving the job, not knowing what to do.

The answers show that finances or Physiological Needs are the primary reason for American students to get a job on campus while some Asian international students are considering other elements when acquiring a job on campus such as whether they like the job or not, if the job fits their future plan, if they know someone at the job, etc. Financial reasons are only the primary reason to a small portion of Asian international students. Most Asian

international students look at the job as a way to build network, get experience, and utilize time. There is a small portion of Asian international students whom did not consider financial reasons at all as their primary motivation in getting a job on campus. They answered helping people, gaining experience, loving the job, knowing more students, using the skill, etc. as their primary motivations for getting employment on campus. According to the results, American students get a job on campus to meet more of their basic level needs in Maslow's Hierarchy of Needs such as Physiological Needs, while Asian international students get a job on campus to meet more of their higher level needs in Maslow's Hierarchy of Needs such as Love Needs. Thus, the first research question regarding the motivations for American student workers and Asian international student workers in getting a job on campus is answered.

The second question asked by the researcher was "what other reasons were there (if any) for seeking or taking your current employment?" This question was asked by the author in order to find out more motivations behind students' decision in getting employment on campus other than the answers they provided on the first question. This question encouraged students to think more. Among all answers of American students, six reaffirmed their motivation in getting a job on campus is a financial reason. American student 5 honestly pointed out, "I wasn't going to come back to school if I didn't get this position." The other four American students included reasons such as to build their resume, working with friendly and flexible coworkers, to have something else to do, and because the job lines up with future career plans.

Asian international students' answers show more interesting insights. Asian international student 7 who just got married reaffirmed that the financial reason is the primary motivation for him to get employment on campus. Asian international student 9 who did not mention financial reasons on the first questions stated that she needed a job to pay for rent and other things. Three

students mentioned that they wanted to improve their communication skills with people at work. Other reasons included to work with people with the same worldview, religion, and values; get experience; improve office skills; and add something on resume. Answers of Asian international students indicate that getting a job on campus is a way for Asian international students to improve their work skills and communication skills which are crucial abilities to possess in America. Comparing Asian international and American students' results, it clearly shows that financial reasons play a much higher value in American students' motivation in getting a job on campus. Although most Asian international students also consider money as their reason when getting a job on campus, it is apparently not their only concern or focus. The only Asian international student who put a financial reason as his only answer for both the first and second questions was Asian international student 7 who is a married student who may have more financial responsibility than other Asian international students. The reason that Asian international students have more motivations other than finances when seeking employment on campus compared to American students may be that Asian international students want to use the job as their method to integrate into the American society and culture. The results show that Physiological Needs holds a higher value among American students' motivation in getting a job on campus than Asian international students' motivation in getting a job on campus. The first and second questions both answered the second research question of this thesis: How, if at all, are their motivations different based on their nationalities?

The third question asked by the researcher to all participants was "Does this job primarily help you meet basic needs like food, a place to live, clothing, transportation, etc. or does your job primarily meet your non-essential needs like entertainment or recreation?" based on Maslow's Hierarchy of Needs. This question is related to the first level – Physiological Needs in Maslow's

Hierarchy of Needs. The reason for the author to ask this question was to find out how necessary the jobs are for Asian international and American students physiologically, thus to find out if Physiological Needs are essential in their motivation in getting a job on campus.

In American students' answers, all of the ten students included basic needs or Physiological Needs in their answers. Four of the American students also included non-essential needs besides basic needs. Among all Asian international students' answers, only three students answered basic needs. Two of the three students pointed out that their parents are helping them to cover their other living expenses and school fees. One Asian international student replied that the job only meets his partial basic needs. One Asian international student replied the job covers both basic needs and non-essential needs. One Asian international student said neither because his job is unpaid. Four students replied that the job meets their non-essential needs. Their reasons include that the job is helping them to grow and because the job is only a student job, it could not cover basic needs. One thing to point out is that Asian international student 10 was living on campus thus her basic needs had already been covered. The answers to the third question shows consistency with the previously asked questions. All American students need the job for basic needs like food, rent, clothing, transportation, etc. while most Asian international students do not require the job to cover their basic needs. Even though some of them need the money to cover basic needs, it is not an urgent need because their parents are helping them with their bills. Most of the Asian international students use the money for non-essential needs. There is even an Asian international student who works the job without any payment because he only wants to gain more experience from the job. The results indicate that most Asian international students genuinely seek campus employment for reasons other than financial aspects or to reasons related to Physiological Needs. They are motivated to get employment for reasons which are related to

adapting to the American culture. Asian international students are seeking the job for things quite different from American students whose major motivation is to cover their basic needs. However, there are a small portion of Asian international students who are seeking employment on campus to meet their Physiological Needs, even if it's just to cover their partial basic needs.

Question four is related to the second level – Safety Needs in Maslow's Hierarchy of Needs. The researcher asked twenty participants, "Does your current job help you to feel more secure? If yes, in what ways does this job help you to have a sense of security?" to find out if the job helps participants in meeting their Safety Needs in general. The question will help the researcher to discover if employment on campus helps students to improve their security level and contrast how Asian international and American students differ in their need of safety.

Nine out of ten American students replied positively to this question. Of the nine, eight students indicated that they are secure because they have financial security while the other student who worked as a Preschool After-School Teacher stated that the kids she is working with gives her affirmation. Three out of the nine students also stated other reasons such as encouraging office environment and being an adult with responsibility. American student 9 was the only one who responded to the question negatively. He stated, "I would not say more secure necessarily. I'm a pretty secured person without the job." However, he pointed out that the job gives him a sense of financial security: "I guess the only secure aspect would be that because of the job I'm able to be more confident in making payments." The answers from the American students show that most of them, if not all, do feel secure from the job but primarily because they are more independent and secure financially. There's only few that consider other aspects as reasons that improve their sense of security.

Nine of ten Asian international students replied positively to this question. Among these nine students, only three students indicate a financial aspect as their reason of security and one of them also indicated that experience improves the sense of security. The rest of the six Asian international students gave diverse reasons of security: having a confidential job, being able to help oneself, building confidence, having more opportunities to get to know America, being accepted by the group as a foreigner, training in leadership and time management skills, building self-confidence, being treated the same, and increasing future employment opportunities. Judging from the answers of these six students, it is apparent to see that the job is providing Asian international students a sense of security at the mental, psychological, spiritual, and cultural level. It is helping them to build self-confidence, get to know American people, be accepted by American people, be respected by American people, adapt to American culture, and prepare for future careers. The job certainly is helping Asian international students in acclimating to the American culture. The only student that responded negatively to this question is Asian international student 4 who said that he's not secure because the job only lasts for a semester. This shows that in order for the job to effectively bring security and benefits to students, it may need to be a steady and constant job.

The fifth question "Does your current job help you to improve your sense of overall wellbeing (a good or satisfactory condition of existence) either physically, mentally, emotionally, or spiritually? If yes, how?" continues to assess students' Safety Needs in Maslow's Hierarchy of Needs and find out how if the job is meeting students' Safety Needs. Answers to this question are very diverse but also similar. It is diverse in a sense that each participant improves his or her overall wellbeing in different ways but similar in a sense that their descriptions have many resemblances. Eight out of ten American students relied yes to this question. Among these eight

students, six students indicated that people they work with or interact with at work help them to improve their sense of overall wellbeing while one American student also mentioned financial income as the reason. Two out of these eight students indicated that they have the sense of overall wellbeing just because they have the job and financial income. Two American students replied no to this question. American student 5 replied, “No, it’s quite stressful.”

All of the Asian international students replied yes to this question. Among their answers, six people mentioned that the people they work with, being able to learn about American culture, being accepted by American people, and doing activities with people help them to improve their overall wellbeing. Three people answered that their jobs help them to improve their overall work ability, responsibility, and professional experience. Asian international student 5 whose job is involved with prayer answered the question from the spiritual aspect that his security is in God. The answers of these Asian international students demonstrate that getting a job does help them improve their overall wellbeing especially in their working and living quality and their interaction with the American culture. Their daily interaction with host people at their job is helping them to adapt to the American culture while meeting their Safety Needs in the unfamiliar host culture as a foreigner.

The six question asked by the researcher was “Does your current job provide opportunities for you to collaborate (work together) and build relationship with your coworkers or customers? If yes, please explain.” This question is related to the third level of Maslow’s Hierarchy of Needs – Love Needs. In this question, all of the Asian international and American students replied positively. All of the replies mentioned that they have opportunities to interact, talk, get to know, and bond with their coworkers. One difference to point out is that only the American students described that they hang out with their coworkers outside of work. Most of

the Asian international students' answers involve being helped by their coworkers and exchanging ideas with their coworkers. Their answers show that most Asian international students receive help and guidance from their coworkers at work because of their unfamiliarity with the job or the culture while American students are at the same level with their coworkers. The fact that Asian international students are the recipient party may have caused them not being able to be close friends with their coworkers outside of work. Yet, having a job on campus certainly helps Asian international students integrate into American culture and be accepted by American people. As Asian international student 5 noted, "Definitely with the coworkers. Coworkers are like family to me. We have meetings to get to know each other and each one's role." Asian international student 3 replied, "It does. We not only work together to know how to better meet the needs of our students, but also we got to know each other better and feel like we are connected." The work environment is certainly a great place to build relationship and encourage bonding among coworkers. It is a place where Asian international students can find friendship, help, acceptance, and belongings in America.

Question seven is an extended and more specific question about Love Needs in Maslow's Hierarchy of Needs: "Do you feel loved, accepted, or connected with your coworkers in your current job? If yes, please explain." Both Asian international and American students replied yes to this question. All of the American students positively to this question. Their replies include that their coworkers are loving, accepting, sharing and they are friends, community, and close with each other.

Asian international students also have positive replies to this question. Most of the Asian international students described that they have good relationships, communications, and connections with their coworkers. However, three of Asian international students pointed out that

regardless the fact that they have relationships with their American coworkers, their relationships and their conversations with American students are not deep. Asian international student 2 said that, “We have some working connections like we will say hi, we know each other’s major, and know what they are doing right now, but we do not deeply know what’s happening in their lives.” Asian international student 3 replied, “To some extent it does.” Asian international student 8 also mentioned that, “We do say hi every day and try to ask each other about life and how is everything going. Not deep conversation.” The results show that American students seem to have better and closer relationships with their coworkers while Asian international students may have some obstacles in communicating and building deep relationships with their American coworkers.

As Asian international students 2, 3, and 8 pointed out, having a deep conversation and relationship with American students may still be a challenge for Asian international students. On the other hand, American students’ answers do not show such concern in this matter. American student 3 who holds the same position as Asian international student 3 has an answer to question seven that is more definite and positive than Asian international student 3: “I feel very much of a sense of community being here. Everybody is on the same boat because we are all working towards our masters. We all come from the same walk of life. I do feel I belong here because we all are experiencing being a GSA. We get to share our thoughts and laugh about the same things. I definitely feel connected and mentored to other GSAs, helping each other out. And yes, for sure loved because I have made several friends here.” The fact that some of Asian international students’ interactions with American people are only on the basic greeting level indicate that something is hindering them to have deep connection with host people. Regardless, getting

employment on campus is still assisting Asian international students in building relationships with, and feeling loved by, their coworkers in America.

The eighth question asked by the researcher to all participants was, “Do you generally feel respected in your current position by your coworkers? If yes, please describe.” This question is related to the fourth level – Esteem Needs in Maslow’s Hierarch of Needs. All of the American students replied that they do generally feel respected in their position by their coworkers even though some of them rank lower and some rank higher in their department. However, there are two American students who hold a similar position – Preschool Teacher, who said that at the beginning when they were new it was hard for them, but after they worked there for a while, they had earned respect from their coworkers. The reason they had a different experience than the rest of the group may be that their department is not as friendly as others or simply because their department is more stressful as it involves teaching young children.

All of the ten Asian international students have positive answers the question about feel respected. Asian international student 2 pointed out that because the university which she works at is a Christian organization, she thinks everyone is friendly. Asian international student 10 pointed out that “I think I feel respected because they are fascinated by Chinese language. Sometimes when I was tutoring students, they said this was amazing and that they wanted to learn Chinese.” It clearly shows that the position Asian international student 10 holds as a Chinese Language Tutor helps her to gain more respect from her coworkers because of her special skill in Chinese language.

Overall, Asian international students feel respected by their coworkers. However, Asian international student 2 stated that the respect is only to some extent. She shared, “I feel like I want to share some with them but to some extent the culture barrier still exists. They not really

understand where do I come from and why I come up with some ideas.” Her answer also added to question seven that some Asian international students could not build deep relationship with American coworkers because the cultural barrier still exists. Student seven noted that he receives half respect since he’s working at the lowest position in the department and sometimes he needs to work overtime.

Comparing Asian international student 7 and American student 2 who hold the same job – IT Help Desk Student Worker, their experience and relationships with their coworkers are slightly different although their primary motivations for getting their job are both for financial reasons. When they were asked about their relationships with their coworkers in question seven and question eight, Asian international student 7 replied in question eight, “Because I work at the lowest position, the customer service, so I don’t have the authority.” American student 2 replied in question seven, “It’s beyond coworker to coworker relationship because it’s more like a friendship there. We can talk to one another openly and not to worry about being formal per sé. Being formal is something that’s required but it there’s that relationship being established, it’s a little bit beyond that. We hang out often.” Apparently their answers show that American student 2 is having a better coworker relationship comparing to Asian international student 7.

In question nine, ten American and ten Asian international students were asked “Do you feel respected in your current position by your friends or family members? If yes, please describe.” This question is also assessing if and how the job is meeting the Esteem Needs of participants based on Maslow’s Hierarchy of Needs. All of the answers from Asian international and American students are affirmative. All students have shown that their family and/or friends have been supportive and respectful to them with the job they have. Some students are respected by their family and friends because the fact that they have a job and are able to balance between

school and work, while some students are respected by their friends and family because they have a respectful job. For example, American student 10 is an Advertising Director and also teaches college classes. He said he was respected by his family and friends “mainly because it sounds really impressive to say that I’m teaching college classes.” Likewise, Asian international student 1 said “My families think counseling is a good job and people who become a counselor have higher position in this society, so they think I have a good job and respect me.” Apparently, students are generally respected by their family and friends because of the fact that they are working as a student regardless their nationality difference.

Question ten asked by the researcher to all participants continues evaluate participants’ Esteem Needs: “Does this job help you feel higher esteem for yourself? If yes, please describe.” Eight out of ten American students replied yes while two responded no. Three of the eight students who responded positively included financial independence as their reason that help them to have a higher self-esteem. Five students responded that the people whom they work with and the fact that they are helping the company or people improve their self-esteem. Two students replied no to the question. One of them – American Student 9 explained that the job does not bring down or raise his self-esteem. The other student – American student 5 is a Forensics Coach which only requires him to drive students to speech tournaments. This job does not involve many interactions with the students or people which may be the reason for his negative reply to this question. Both of these two students’ primary and only reason for getting this job was the financial reason. The results show that for some American students, being able to have financial independence is crucial in their self-esteem.

Nine out of ten Asian international students replied yes to this question. Their reasons include feeling special, utilizing the time wisely, improving responsibility, building confidence,

and being useful and meaningful. The only Asian international student that replied no to this question is the Asian international student 4 whose work is unpaid and only lasts for one semester. This shows the importance of a job being steady and constant in order for the student to build self-esteem. The type of work also affects students' experience at work. Asian international student 4 who replied no is an Accountant whose job does not require much people interaction.

Question eleven was asked by the researcher to all participants in order to assess the fifth level in Maslow's Hierarchy of Needs – Self-Actualization Needs: "Does this job help you to achieve a sense of accomplishment? If yes. Please explain." In this question, eight out of ten American students replied yes while the other two replied no. The two students who replied negatively have jobs that do not require much interaction. These two students are American student 5 and American student 6 whose jobs are Forensics Coach and Ski Slope Operator. Their major job descriptions are driving students to tournaments and safety check of operation. This may explain the reason of their lack of sense of accomplishment through the job. American student 6 did provide a positive answer to question ten. Unlike American student 5, American student 6's job does require some customer service and interaction with coworkers and customers. Only one out of ten Asian international students – Asian international student 2 replied negatively to this question.

The last question that is related to Maslow's Hierarchy of Needs for all participants is also assessing students' Self-Actualization Needs: "Does this job make you feel more satisfied with yourself? If yes, please explain." One out of ten American students replied positively to this question. The student who responded no is still American student 5. Only one Asian international

student replied no to this question. This Asian international student is Asian international student 4 whose job is unpaid and only lasts for a semester.

Results from the twelve questions related to Maslow's Hierarchy of Needs demonstrate that compared to American students, Asian international students have more motivations (other than financial reasons) when acquiring a job on campus. Questions related to the five levels on Maslow's Hierarchy Needs show that getting a job on campus helps American students meet primarily their financial needs, while it seems to help Asian international students in adapting to the American culture and meeting a variety of needs in Maslow's Hierarchy of Needs. The results also demonstrate that when students' only motivation for getting a job on campus is for financial income, higher level needs would not be easily met by the job. The effectiveness of the job in helping Asian international and American students to meet their higher level needs, such as Esteem Needs or Self-Actualization Needs, depends on the type of the position. Results indicate that positions that require more interaction with coworkers or customers help students to meet their higher level of needs in Maslow's Hierarchy of Needs.

In order to investigate if and how getting a job on campus helps Asian international students better adapt to the American culture, the researcher prepared nine questions related to the four aspects of Cultural Intelligence Theory: metacognition, cognition, motivation, and behavior. These questions were only asked by the researcher to Asian international students. The first two questions were asked to assess if getting a job helps Asian international students adapt to American culture.

The first question asked by the author to Asian international participants was "Does this job help you to adapt to the American culture?" Eight out of ten Asian international students replied yes to this question. Two Asian international students replied ambiguously. Asian

international student 7 replied “Half and half” because he came to America when he was fourteen years’ old so he already knew many American culture. However, he pointed out that “At the same time, I still do not get a lot of the jokes. I can be able to talk to them and understand some of the jokes but at the same time as international, I will always have accent. You won’t be able to get involved in the American culture because you’re not American.” His insight is very precious to the study because it shows that even though an international student has been in America for a rather long period of time, it is still challenging for the international student to be competent in the local language especially when it’s related to cultural language like slang or humor. These cultural nuances make it crucial for international students to interact freely with American people on a daily basis. The other student who replied “yes and no” is Asian international student 9. She replied that, “I have been in America for a while so a lot of things I learn about American culture are from outside of the office. Even before I got the job, I had the chance to be exposed to American culture.” According to their answers, the reason they replied ambiguously to this question is mainly because they have been in America for a while and had known this culture outside of this job. Although Asian international student 8 replied positively to this question, his reply was not very affirmative. He said, “Not too much, maybe a little bit.” in his answer to this question.

The only Asian international student who did not reply positively to this question is Asian international student 4, the Accountant for one semester. He explained that, “because I’m doing accounting jobs, it’s not necessarily related to American culture, but when I talk with my coworkers I can feel some of the American culture from them. It’s work time so [*sic*] we don’t actually talk so much with each other. The accounting job really is not very related to American culture.” His reply indicates that his job as an Accountant is limiting him from getting to know

American cultural other than daily communication with his coworkers. The results from the first question show that even though getting a job on campus helps Asian international students to adapt to the American culture overall, having a job that encourage or provide more opportunities to interact with American people will better promote Asian international students to get to know and adjust to American culture.

On the second question, the researcher asked participants to further explain their positive answers in the first question: "If so, in what ways is the job helping you to adjust to the American culture?" Besides the Asian international student 4, all other students shared valuable ideas of how their jobs are helping them to adjust to the American culture. Six out of these nine Asian international students pointed out that their jobs are helping them to adjust to American culture through communication during their interactions with their coworkers and other American people. Asian international student 2 said, "Communication with other people. During the working time we have short conversations which we talk about culture and food so we discussed the different relationships between Americans and Chinese. I think that helped." Asian international student 3 replied, "Like daily working with my coworkers. The topic they talk about everyday even the topics the students are interested in. I would like to do a little bit more research about the topic they are interested in." Asian international student 6 answered, "Especially communication wise. I know how people talk to each other between Asian culture and American culture, especially among peers." These communications allow them to get to know American culture, share their own culture with American people, and build relationship with their American friends. Their replies show the important role communication plays in Asian international student's acclimation to the American culture.

The third question asked by the researcher to ten Asian international students is related to the first level in cultural intelligence – metacognition: “Does your current job help you notice the cultural difference of your culture and the host culture? If yes, please describe.” Eight out of ten Asian international students replied yes to this question. Among these eight students, four mentioned the way they know the difference of their culture and the host culture is through communication with American people. The other two students said they notice the difference between Asian and American culture in the aspect of financial dependence and work habit. The two students who replied no to this question are Asian international student 4 and Asian international student 8. Asian international student 4 explained that, “Because I came to American college after high school in China, I never worked with Chinese people. When I worked with American people, I found out the major difference is of course language. Actually I don’t feel the difference to be honest. I think people are the same.” Although he pointed out that there’s language difference between the two cultures, there’s no other difference. The reason behind his answer may be because of his lack of interaction with people in the host culture due to the characteristics of his job. Asian international student 8 noted that, “at least for me there’s not much difference for culture. I don’t feel anything. We don’t have much difference on culture.”

Question four also investigates student’s metacognition involvement with the position they hold by asking Asian international students “Does your current job help you to be aware of the need in adapting to the host culture? If yes, please describe.” Nine out of ten Asian international students replied yes to this question. Five of them noted that they realized they want to improve more in their communication skills after interacting with American students. The other two students pointed out other factors such being confident in presenting oneself to American people and learning to do things like Americans in a work environment. The student

that replied negatively to this questions is Asian international Student 8 who also replied negatively to the third question. He explained that, “because I don’t think it’s a host culture, but just a culture here, there’s not much difference.”

Question five assesses if and how getting a job on campus helps Asian international students increase their cognition level in cultural intelligence. Ten Asian international students were asked “Does your current job help you increase your knowledge about American culture? If yes, please explain.” Besides Asian international students 8, all other nine participants gave positive answers to this question. Among the positive answers, all nine of them mentioned that they learn about American culture through their communication with American people and getting to know them. Two students also mentioned that in order to better understand and communicate with host people, they read books and watch movies which are related to American culture. Asian international student 8 holds the view that the reason people act differently is not because of a certain culture but because every person is different. He claimed that, “I won’t say it’s just American culture. I think every person has his or her own worldview so he or she has his or her own part of culture that I can learn from the individual. I don’t think it is American culture.” His special point of view is causing him to see a culture behind each person instead of a general culture behind a country, thus, he did not see the need to adapt to “American” culture.

The sixth question also assesses Asian international students’ cognition ability in cultural intelligence by asking them “Does your current job provide you with additional skills in adapting to American culture? If yes, what are they?” This question encourages participants to list cognition knowledge they have learned in their jobs. In this question, all of the participants responded positively and shared their insights of skills they acquired from their jobs. Seven out of ten participants mentioned language/communication skill and interpersonal skill as their top

skills learned at work. Their sharing demonstrates that communication is the most important skill to have in adapting to the American culture because it is crucial in helping them to understand, exchange thoughts with, and express ideas to American people. Communication skill is also the most common tools for Asian international students to realize the difference and get to know American culture based on their answers to previously asked questions. Other students also pointed out that work habit, teamwork, having an accepting attitude, and nonverbal communication skills are important skills they have acquired at their job which help them to adapt to American culture.

The seventh question asked by the researcher to ten Asian participants was, “Does your current job motivate you to get to know more about American culture?” This questions seeks to find out if and how getting a job on campus motivates students to get to know American students. Eight out of ten Asian international students replied yes to this question. They pointed out that their jobs motivate them to ask questions to, get to know, understand, talk with, and interact with American people; thus they are motivated to know more about American culture. Asian international student 4 replied no because he thinks he have already learned the American culture in his college years and the job is not a lasting job. Asian international student 7 also replied no. Asian international student 7 has also been in America for a relatively long time which may be the reason that this job is not a huge motivation factor for him to get to know American culture since he is already very familiar with it.

Question eight is also related to the motivation aspect in cultural intelligence. Ten Asian international participants were asked “Does your current job motivate you to interact with host people? If so, please explain.” All of the participants replied yes to this question. The participants shared that their jobs motivate them to talk and interact with their coworkers and/or American

customers. Asian international Student 1 shared that her job not only helps her to communicate with host people, but more importantly it helps her to have deep conversation with host people. She noted, "I think this job motivates me to have a deep talk and relationship with host people because it is normal for me to say hi or hello to American, but it's very difficult for a Chinese and an American to have a deep talking about their personal things. I think my job really push me to do this, to understand them, to learn how to talk with them, how to begin and end the conversation, and how to encourage or comfort them." Unlike Asian international student 2, 3, and 8 who previously shared that their conversations with American people are not that deep, Asian international student 1 has had a deep conversation with host people because her job being a Counselor requires her to get to know American people at a deep level. A deep conversation is the conversation that brings people close to each other. Brooks-Rallins noted that deep conversations foster meaningful and honest relationships (2013, p. 65-66). This shows the type of the job really affects the level Asian international students is adapting to the American culture.

Asian international student 10 shared that her job helps her to overcome her fear in communicating with American people and to now feel comfortable in doing so:

When I was in China I didn't have any American friends. When I came here even though my English skill is ok, I have to actually sit with someone face-to-face, it could be a little bit intimidating. Because it's my job, it kind of forced me to do it, but now it becomes natural. I think it took like two or three months for me to feel natural. Now I really enjoy it.

Her testimony demonstrates the important role a job plays in helping Asian international students to overcome emotional fear and improve their communication skills in interacting with American people. Asian international student 6 has also shown a growth in his comfort level of

interacting with local people. In question one which is related to Maslow's Hierarchy of Needs, he shared that the motivation for him was to get a job. He was "looking for something that I don't need to talk to people." However, after he had worked at the position for 3 years, he described that he was definitely motivated to interact with host people because "if not, I would just be doing my job. I want to do more because I like people. I want to have relationships with people, be friend with them. I care about them so definitely I would have to interact with people and just to step out and ask how they are doing." These two examples reveal the salient role jobs are playing in helping Asian international students to interact with host people and adapt to the American culture.

The last question – question nine asked by the researcher to all participants, seeks to investigate if and how getting a job on campus helps Asian international students to perform necessary behavior in adapting to the host culture. Behavior is the last but important aspect in the Cultural Intelligence Theory. Ten Asian participants were asked "Are there things that you do at or related to your job that help you to adapt to American culture? If yes, please describe." Eight out of ten participants replied positively to this question. The things that they do include accepting and not judging when listening to Americans, finding movies related to Christmas for customers, hanging out with American coworkers during holiday celebrations, joking with American friends, praying in English, listening to American coworkers at work, performing customer service, holding events for American students, and dining with American students. These things that they do at work confirm that getting a job on campus helps Asian international students adapt to American culture because it allows them to learn and apply the things they learn about American culture into their daily lives and work. This is the final step and an

important phase for them to experience American culture first hand and adjust to it in their lives. Their job is the medium where they can utilize their knowledge to acclimate to American culture.

Asian international student 4 and Asian international student 8 are the only participants who gave negative answers to this question. Asian international student 4 is only working at this position for one semester as an Accountant. This shows the importance of getting a job on campus for a relatively longer period and a job that involves more interpersonal interactions. Asian international student 8 does not think there's a difference between Asian and American culture. He replied "I cannot think of any right now." to this question. This shows that in order for the student to learn about American culture and perform behaviors to adapt to American culture, the student needs to first realize the difference between Asian and American culture. This illustrates the importance of the role of metacognition in cultural intelligence. Metacognition is the foundation of all four aspects in cultural intelligence.

The results of the nine questions related to Cultural Intelligence Theory exhibits the important role a job plays in helping Asian international students in acclimating to American culture. The results also positively answer the third research question of this thesis: Does getting a job on campus help Asian international students better acclimate to the host culture of America, if so, how? As long as the Asian international student has an open mind to the difference of American culture and a steady and constant job which requires interaction with American people, the Asian international student should experience cultural difference, know more about American culture, interact with American people, and adapt to the American culture through the student's job.

Regardless of students' primary motivation to work, getting employment on campus is helpful for Asian international students to adapt to the American culture. For instance, Asian

international student 5 and 6 have the same job – Student Manager. Although they have very distinctive motivations in getting their current job, results have shown that both of them have gained a lot of knowledge of American culture, built great relationships with their coworkers, and acclimated to American culture through their position at work. The primary motivation for Asian international student 5 was that he “was invited by a previous employee” and he “started off as a volunteer.” Asian international student 6 shared that the motivations for him to get the job was that, “my English was not very good back then, I was looking for something that I don’t need to talk to people so I found this Job and I was pretty interested. My friend worked there too and my friend helped me out. I also needed that money.” Even though one student was invited to get the job and started as a volunteer and the other student got the job because he didn’t want to talk too much and needed the money, both of them have given positive answers to the questions related to Maslow’s Hierarchy of Needs and Cultural Intelligence Theory. Therefore, although Asian international students may have different motivations for getting employment on campus, the fact that they have a job will be beneficial and helpful for them to meet their needs based on Maslow’s Hierarchy of Needs and assist them to acclimate to American culture.

Recapitulation of Research Questions and Results

The first research question was: What are the motivations for American student workers and Asian international student workers in getting a job on campus? Based on the results of the interview questions, the primary motivation for American students to get a job on campus are financial reasons. On the contrary, only a small portion of Asian international students get a job on campus for financial reasons. Most of Asian international students get a job on campus because they want to build network, get experience, help people, know more students, use their

skills, and use time wisely. There is a small portion of Asian international students that do not consider financial reasons or physiological needs at all.

The second research question was: How, if at all, are their motivations different based on their nationalities? American students focus more on the financial needs when getting a job on campus. Asian international students focus more on other needs that could help them to adapt to American culture. For American students, getting a job is primarily a tool for them to make a living or pay their bills. For Asian international students, getting a job is primarily an opportunity for them to get to know American customs, know about American people, and assimilate to American culture.

The third research question was: Does getting a job on campus help Asian international students better acclimate to the host culture of America, if so, how? The answer to this research question is yes. According to the results of this study, getting a job on campus helps Asian international students better adapt to American culture. Working on campus helps Asian international students to get to know American culture, build relationships with American people, realize differences between American and Asian culture, improve communication skills, and acclimate to the American culture.

Research Limitations

There are several limitations to this thesis. First of all, there were a limited number of participants in this research. There were only twenty participants in total for the research, among them ten are from America and ten from Asia. Because the sample size is small, each participant's personal background or characteristics may have a large influence on the outcome of the research. If the researcher had a larger number of participants, the outcome and evaluation of the results would be more compelling and representative of the research.

Second, the Asian international students in this research are all from China. Although Chinese students are the largest group of international students in America (Haynie, 2014), the research would be more comprehensive if there were a larger sample poll with students from a variety of Asian countries. However, due to the number of the participants, it was decided that the researcher should focus on one country.

Third, the author is the only person who interviewed, transcribed, and analyzed the result of the thesis. The author did not have a person to be accountable to, other than the thesis committee. Although the researcher has conducted the research as professionally as possible, it would be more professional if there were one or more co-researchers to investigate the topic with the author and hold the author accountable.

Fourth, the author is an Asian international student who is also employed on campus as a student. Therefore, the author may be tempted to add her own interpretations to participants' answers, especially Asian international students' answers. On the other hand, the author could also provide more valuable information to the research topic as the author has experienced American cultural adaption process first hand.

Recommendation for Future Research

The topic of A Study of Motivation and Assimilation: Examining Asian International and American College Students' Employment on Campus is interesting and important to many students. Not only can Asian international students benefit from the research, but also American students can because they are also facing cultural shock from the inflow of Asian international students to their country. The first recommendation for the future research on this topic is to include a larger sample poll for the research. This research is conducted at one private university. It would be more convincing and appealing if future research can be conducted at different

colleges or universities and include a larger number of participants from different Asian countries.

The second recommendation for future research of this topic is to compare how the length of a job and the type of job affect Asian international students' adaptation to American culture. This research already suggested that the length of a job and the type of job may influence Asian international students' cultural acclimation experience to American culture. It seems that the longer the job is, the better the Asian international student may adapt to American culture; and the more interpersonal interaction the job requires, the more American cultural acclimation the Asian international student may experience. Therefore, it would be very interesting if someone did a research focusing on this area of comparison.

The third recommendation for future research is to investigate how American students interact differently with American students and Asian international students at work. The research of this thesis indicates the possibility that American students hang out more with their coworkers outside of work than Asian international students with their coworkers. There may be some reasons behind the fact that American students have closer relationship with their coworkers than Asian international students. Research focusing on this topic could benefit many Asian international students and also promote the relationship development between Asian international and American students in general.

The fourth recommendation for future research is to broaden the topic to not only Asian international students but international students from different ethnicities. If this research can help Asian international students, similar research should also be able to help international students with other ethnicities. Researchers could copy the research format of this thesis or use

this thesis as a pilot study to investigate different international student groups with different ethnicities.

Conclusion

In conclusion, getting a job on campus helps Asian international students to better adapt to the American culture. Motivations of Asian international students and American students in getting employment on campus are different as American students are focusing more on the financial factor while Asian international students are focusing more on other factors that help them to better acclimate to American culture as a foreigner. The results demonstrate that American students focus more on the lower level of needs in Maslow's Hierarchy of Needs such as Physiological Needs when getting a job on campus while Asian international students focus more on the higher level of needs in Maslow's Hierarchy of Needs. However, both American students and Asian international students are more likely to meet their higher level needs in Maslow's Hierarchy of Needs providing that their jobs are meaningful to them and involve with people interactions.

Getting a job on campus not only helps Asian international students to adapt to the American culture through perceiving the difference between Asian and American culture, getting to know American culture, being motivated to adapt to American culture, interacting with host people, and increasing skills in adapting to American culture; it also helps both Asian international and American students in meeting their needs based on Maslow's Hierarchy of Needs which include Physiological Needs, Safety Needs, Love Needs, Esteem Needs, and Self-Actualization Needs.

Not all students who work on campus will have their five levels of needs met, just as not all Asian international students who work on campus will have an effective experience adapting

to American culture. Factors such as motivation of seeking the job, length of time at work, consistency of work, payment of work, characteristics of work, and personalities and mindset of the student all affect the outcome. Based on the study, in order to receive the best American cultural adaptation, Asian international students should acquire jobs that involve and encourage interactions with American coworkers and customers. Asian international students should also make sure to get jobs that have salary and will last for a relatively long period of time in order for them to feel secure and have enough time to experience and adjust to the American culture. Lastly, Asian international students should have an accepting and open mind to recognize and notice the culture of America in order to perceive its differences before adjusting to it. The results reveal that when Asian international students meet their higher level needs in Maslow's Hierarchy of Needs through their job, they will have a better cultural acclimation experience based on the Cultural Intelligence Theory. Asian international students who have met their Love Needs, Esteem Needs, and Self-Actualization Needs are willing to get to know American culture, motivated to interact with host people, and open to adapt to American culture.

Among all the skills in acclimating to American culture, the ability to communicate is foremost the most significant skill. It is the foundation of interacting with host people, getting to know American culture, expressing one's own culture, and adapting to American culture. Therefore, finding a job that includes communication or interpersonal interactions will definitely encourage and improve the communication skill of Asian international students, and thus support them to better adapt to American culture.

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Appendix A

Invitation to Potential Interview Participants

The researcher will contact each participant individually by visiting him or her in person, sending invitation emails or Facebook messages, or phone calling. The researcher will use the following script to invite participants:

Hello, my name is Yasa Guo. I am a graduate student in the department of Communication & Creative Arts. My major is Strategic Communication. I am writing a thesis about the comparison of international students' and American students' motivation for employment on campus. I believe your sharing will add much value to my study and help me to reach an authoritative conclusion. Would it be possible for me to interview you to ask several questions regarding your experience and motivation for getting a job on campus? Your sharing and identity will be confidential and protected by password with only the researcher having access to it. Data collected during the interview will be permanently destroyed three years after the thesis is published. The interview will take about twenty to thirty minutes. After the interview, you will receive a \$5.00 Walmart Gift Card. Thank you very much for your consideration!

Appendix B

Explanation of Interview Procedures

Prior to the interview, participants will:

- Fill out the consent form for the recorded interview.
- Be informed that the interview will be audio recorded, transcribed, preserved for three years by the researcher confidentially, and destroyed permanently three years after the thesis is published.
- Be qualified to be the interviewees of the research according to the demographic questions.

The interviewees will be informed the purpose of the study before answering the interview questions:

The purpose of this study is to find out what American student workers and Asian international student workers' motivations are in finding a job and how these motivations differ by their nationalities based on Maslow's Hierarchy of Needs Theory. The thesis will further use the results to help Asian international students better acclimate to the American culture by using Cultural Intelligence Theory. Please answer the following open-ended questions properly according your best knowledge.

Appendix C

Basic Demographic Questions for All Participants in Study

1. What is your nationality?
2. What is your gender?
3. Are you a residential student?
4. Are you a freshman, sophomore, junior, senior, or graduate student?
5. How long have you been attending college?
6. What is your job title and job description?
7. How long have you been employed?

Appendix D

Interview Questions Related to Maslow's Hierarchy of Needs

1. For what reasons did you seek or take your current job?
 2. What other reasons were there (if any) for seeking or taking your current employment?
- Physiological Needs:
 3. Does this job primarily help you meet basic needs like food, a place to live, clothing, transportation, etc. or does your job primarily meet your non-essential needs like entertainment or recreation?
 - Safety Needs:
 4. Does your current job help you to feel more secure? If yes, in what ways does this job help you to have a sense of security?
 5. Does your current job help you to improve your sense of overall wellbeing (a good or satisfactory condition of existence) either physically, mentally, emotionally, or spiritually? If yes, how?
 - Love Needs:
 6. Does your current job provide opportunities for you to collaborate (work together) and build relationship with your coworkers or customers? If yes, please explain.
 7. Do you feel loved, accepted, or connected with your coworkers in your current job? If yes, please explain.
 - Esteem Needs:
 8. Do you generally feel respected in your current position by your coworkers? If yes, please describe.

9. Do you feel respected in your current position by your friends or family members? If yes, please describe.
 10. Does this job help you feel higher esteem for yourself? If yes, please describe.
- Self-Actualization Needs:
 11. Does this job help you to achieve a sense of accomplishment? If yes, please explain.
 12. Does this job make your feel more satisfied with yourself?

Appendix E

Interview Questions Related to Cultural Intelligence Theory (Particular to Asian International Students)

1. Does this job help you to adapt to the American culture?
 2. If so, in what ways is the job helping you to adjust to the American culture?
- Metacognition
 3. Does your current job help you notice the cultural difference of your culture and the host culture?
 4. Does your current job help you to be aware of the need in adapting to the host culture?
 - Cognition
 5. Does your current job help you increase your knowledge about American culture?
 6. Does your current job provide you with additional skills in adapting to American culture? If yes, what are they?
 - Motivation
 7. Does your current job motivate you to get to know more about American culture? If so, please explain.
 8. Does your current job motivate you to interact with host people? If so, please explain.
 - Behavior
 9. Are there things that you do at or related to your job that help you to adapt to American culture? If yes, please describe.

Appendix F

Interview Transcripts

Asian International Student 1

I. Basic Demographic Questions

1. What is your nationality? Chinese.
2. What is your gender? Female.
3. Are you a residential student? Yes.
4. Are you a freshman, sophomore, junior, senior, or graduate student? Graduate.
5. How long have you been attending college? One and a half years.
6. What is your job title and job description? Clinical Mental Health Counselor: counselling clients.
7. How long have you been employed? A half year.

II. Questions Related to Needs (Maslow)

1. For what reasons did you seek or take your current job?

Because I am a counselor, I really care about what are people thinking and their mental health because so many people suicide each year. They do not know how to help themselves or who can help them. I just want to help people and let them overcome their problems.

2. What other reasons were there (if any) for seeking or taking your current employment?

My supervisor she is a Christian. Different people have different worldview, religion, and values. It is very hard to find people who share the same religion and worldview to work with. I think we have the same religion, same work view or values. This is very important for me so I chose to work there.

3. Does this job primarily help you meet basic needs like food, a place to live, clothing, transportation, etc. or does your job primarily meet your non-essential needs like entertainment or recreation?

I think the second one because wherever you work you can get yourself food or whatever you want physically but I think this work can push me to grow up and to know a lot of things.

4. Does your current job help you to feel more secure? If yes, in what ways does this job help you to have a sense of security?

Yes I think so. First of all, counselling is a very confidential job, you need to keep secret between you and the client. Besides working on the counselling, if I have a problem, I know how to help myself.

5. Does your current job help you to improve your sense of overall wellbeing (a good or satisfactory condition of existence) either physically, mentally, emotionally, or spiritually? If yes, how?

Yes I think so. Because if I have a problem or question, I know to seek the reason why it happens or the foundational things. So I not only focus on how to solve the problem but also go back to check myself and know myself more so in the future I can avoid these kind of questions or problems.

6. Does your current job provide opportunities for you to collaborate (work together) and build relationship with your coworkers or customers? If yes, please explain.

Yes. Because I have four colleagues and one supervisor. Each week we need to have a meeting to share about something we experienced last week and discuss about the client we met before

and talk about what kind of theories or approaches can help us to help others. These talks are helpful.

7. Do you feel loved, accepted, or connected with your coworkers in your current job? If yes, please explain.

I think so yes. Because when we meet each other they really care about each other. They are not just saying hi or how are you. They will stay there for about half an hour or ten minutes to talk with me. They want to listen to me and know what difficulties I experienced this week. They encouraged and tried to help me. This make me feel super special.

8. Do you generally feel respected in your current position by your coworkers? If yes, please describe.

Yes. I think my coworkers are overly nice. Because I am an international student, sometimes I would not follow them when they are talking. They will care about me. They will say if you can't understand, you can ask your questions anytime, just make sure you understand us. If they have something to do and I am just beside them, they will say you can help yourself and do whatever you want. That makes me feel they care about me.

9. Do you feel respected in your current position by your friends or family members? If yes, please describe.

Yes, I think so. My families think counseling is a good job and people who become a counselor have higher position in this society, so they think I have a good job and respect me. Most of my friends do not have a lot of information about what a counselor is. I just give them some explanations to them. After they realize what it is they think it is cool.

10. Does this job help you feel higher esteem for yourself? If yes, please describe.

Because my job is help others very directly. That makes me feel I'm useful. Being a counsellor is a professional job. That makes me feel cool and special.

11. Does this job help you to achieve a sense of accomplishment? If yes, please explain.

Yes. I think it is kind of a challenge. I think everybody has a goal for himself. In order to meet his goal, he needs to go step by step. In this period of my life, I'm working on my future, on my dream so that makes me feel I'm good, I can accomplish something.

12. Does this job make you feel more satisfied with yourself? If yes, please explain.

I think this just satisfied me on my work but it doesn't touch a lot of my life. For me work is just work.

III. Questions Particular to Asian International Students (Cultural Intelligence)

1. Does this job help you to adapt to the American culture?

Oh a lot. Very helpful.

2. If so, in what ways is the job helping you to adjust to the American culture?

Counselors need to learn many cultures so that we can know what is better for the client. So when the clients come to me they talk about something happen to them like their family, work, life that really shock me. For me a Chinese that's not a problem, but for them that's serious. So I get to know American culture.

3. Does your current job help you notice the cultural difference of your culture and the host culture? If yes, please describe.

Yes. I think so. This job really helps me to realize there's a big difference between east culture and west culture. Most people who come to me are couples. I really know what Chinese couple

looks like but I didn't know what American couple looks like, their problems, ways of showing love, etc. Sometimes when they come to me, there problems do not seem like a big deal to me as an Asian but a serious problem for them. Sometimes they would describe to me how they think of things, talk, and live their lives which are a cultural shock for me. For example, most of the Chinese couples have one a count but some American couples that come to me do not know or care each other's earning salary.

4. Does your current job help you to be aware of the need in adapting to the host culture? If yes, please describe.

Yes. I think so. Because I listen a lot. I listen from people of their firsthand information.

American people talk very directly. From them and their talking I can see what is American culture is like. I need to adapt accordingly.

5. Does your current job help you increase your knowledge about American culture? If yes, please explain.

Yes, it helps a lot. In order to be a counselor, I need to read a bunch of materials, journals, and books. One important thing for me as a counselor is that I need to know many different cultures from different races and different countries. American culture is a main culture for this major because most people I contacted are Americans. This job really pushes me to know more about American culture.

6. Does your current job provide you with additional skills in adapting to American culture? If yes, what are they?

I don't think I have additional skills. I just accept. Before when I learn something, I felt a little bit uncomfortable but for now when I learn or hear something new, I can accept it peacefully.

7. Does your current job motivate you to get to know more about American culture? If so, please explain.

Yes. Because most of my customers or clients I contact are American so the first thing I need to do is understand them and understand their culture so that I know what their talking way is like.

That really push me to learn from them and accept their culture. I think I have to learn.

Sometimes I am not very interested in that, but because of my work I need to know more and more.

8. Does your current job motivate you to interact with host people? If so, please explain.

I think this job motivates me to have a deep talk and relationship with host people because it is normal for me to say hi or hello to American, but it's very difficult for a Chinese and an American to have a deep talking about their personal things. I think my job really push me to do this, to understand them, to learn how to talk with them, how to begin and end the conversation, and how to encourage or comfort them.

9. Are there things that you do at or related to your job that help you to adapt to American culture? If yes, please describe.

Yes. Because counsellor cannot judge others. Whatever they say or value or background they have, we need to accept it totally. I think my job helped me to adapt and I am learning to adapt more to American culture.

Asian International Student 2

I. Basic Demographic Questions

1. What is your nationality? Chinese.
2. What is your gender? Female.
3. Are you a residential student? Yes.
4. Are you a freshman, sophomore, junior, senior, or graduate student? Graduate.
5. How long have you been attending college? One and a half years.
6. What is your job title and job description? Information Assistant - Customer Service Assistant: customer service, circulate library materials.
7. How long have you been employed? One and a half years.

II. Questions Related to Needs (Maslow)

1. For what reasons did you seek or take your current job?

Actually there are few reasons. First I want to take the opportunity to work at the university so I do not waste my time. Then, I also want to get some social net with other people. Of course I need some financial support.

2. What other reasons were there (if any) for seeking or taking your current employment?

At my college years, I worked at the Library so I got some experience. Right now I am working at the Library too. This was the reason for me to apply for this job.

3. Does this job primarily help you meet basic needs like food, a place to live, clothing, transportation, etc. or does your job primarily meet your non-essential needs like entertainment or recreation?

I don't think this meet all essential need. It is not enough for me as I am working as a student work. It offers some help in my nonessential need.

4. Does your current job help you to feel more secure? If yes, in what ways does this job help you to have a sense of security?

It helps me to have more confident. I am not that lonely in America because the job offers me more opportunities to talk to Americans so I feel more familiar with their life styles and their working styles. From that aspect it is helping me to feel more secure.

5. Does your current job help you to improve your sense of overall wellbeing (a good or satisfactory condition of existence) either physically, mentally, emotionally, or spiritually? If yes, how?

Yes. Probably more mentally because I have more chances to know more people and their culture. That helps me mentally. Physically I get more chance to walk around. If I am only a student I will always sit there and face to the computer but after I got this job I have more opportunity to exercise.

6. Does your current job provide opportunities for you to collaborate (work together) and build relationship with your coworkers or customers? If yes, please explain.

Yes because at this job I'm working at the customer service so I definitely need to talk to people and help to meet their needs. With my coworkers I always need to join some cohort meetings. Sometimes they have some staff trainings. All of those are opportunities for me to know more people and know my work area.

7. Do you feel loved, accepted, or connected with your coworkers in your current job? If yes, please explain.

I want to say yes but not that deep. We have some working connections like we will say hi, we know each other's major, and know what they are doing right now, but we do not deeply know what's happening in their lives. I can say we have connections but not deep connections.

8. Do you generally feel respected in your current position by your coworkers? If yes, please describe.

I want to say yes especially at Liberty. I think this big reason is because Liberty is a Christian school.

9. Do you feel respected in your current position by your friends or family members? If yes, please describe.

Yes definitely. My family supports me to work if I want to work. All my friends think it is a good thing for me for experience and future job seeking.

10. Does this job help you feel higher esteem for yourself? If yes, please describe.

Not really but to some point because sometimes I think if I do not have this job I will waste my time in hanging out with people or use website and just do nothing with the time. After I got this job I know my schedule is kind of busy I have to use my time wisely. It makes me feel good.

11. Does this job help you to achieve a sense of accomplishment? If yes, please explain.

Not really.

12. Does this job make you feel more satisfied with yourself? If yes, please explain.

I want to say yes because as a role in my life in this period I'm a student. This is my career as a student. Even this job is just a part time student working position, I am trying to do other things besides a student. I think at least I put some effort in it. It makes me feel better.

III. Questions Particular to Asian International Students (Cultural Intelligence)

1. Does this job help you to adapt to the American culture?

Yes.

2. If so, in what ways is the job helping you to adjust to the American culture?

Communication with other people. During the working time we have short conversations which we talk about culture and food so we discussed the different relationships between Americans and Chinese. I think that helped.

3. Does your current job help you notice the cultural difference of your culture and the host culture? If yes, please describe.

Yes. During the conversation sometimes we have some arguments between my coworkers and me. We talked about our own cultures toward the same event. Both of us tried to find out why we had different opinions. We found out it was because we have different cultures.

4. Does your current job help you to be aware of the need in adapting to the host culture? If yes, please describe.

Yes, definitely. As a customer service, I help some people. Sometimes they use their language or talk about something that as a foreigner I kind of had a hard time understanding them, not just because of language but because of the culture difference.

5. Does your current job help you increase your knowledge about American culture? If yes, please explain.

Yes. Because sometimes my coworkers' sharing with me helps me. Sometimes I watch some books or movies even though I am not interested in them. I watch them because my coworkers told me why they like them or watch them at specific times because of their culture.

6. Does your current job provide you with additional skills in adapting to American culture? If yes, what are they?

Yes. Such as communication skills, language skills. Those all helped me to adapt to American culture.

7. Does your current job motivate you to get to know more about American culture? If so, please explain.

Yes, because when I get to know more about their culture, I will have more topic to talk to them. I will have easier time to communicate with my customers.

8. Does your current job motivate you to interact with host people? If so, please explain.

I want to say yes because as a customer service I need to have a willingness to help others. If I know their culture, I will know how I can respect them and help them. That's really motivate me to interact with them.

9. Are there things that you do at or related to your job that help you to adapt to American culture? If yes, please describe.

Yes. Sometimes I need to help others to find movies, especially before Christmas. Some people were trying to find some Christmas movies. I think that's a good time for me to know that at Christmas they would watch these movies.

Asian International Student 3

I. Basic Demographic Questions

1. What is your nationality? Chinese.
2. What is your gender? Female.
3. Are you a residential student? Yes.
4. Are you a freshman, sophomore, junior, senior, or graduate student? Graduate.
5. How long have you been attending college? Two years.
6. What is your job title and job description? GSA in College of General Studies: assist professor, teach breakout sessions, grade assignments, assist and guide students.
7. How long have you been employed? Two years.

II. Questions Related to Needs (Maslow)

1. For what reasons did you seek or take your current job?

This job I took at Liberty is a graduate student assistant and they will give you free education plus salary. I think this will be a great help for my basic daily life and also my study.

2. What other reasons were there (if any) for seeking or taking your current employment?

The class I teach is coms 101 class which is a basic college class. It is helpful for me to understand what communication is and what the importance of communication for college kids is which are related to my master degree.

3. Does this job primarily help you meet basic needs like food, a place to live, clothing, transportation, etc. or does your job primarily meet your non-essential needs like entertainment or recreation?

I think it does both. Basically it provides me for my basic daily needs. Also, I get chance to communicate with my coworkers even my instructors. It also gives me chance to entertain myself with them.

4. Does your current job help you to feel more secure? If yes, in what ways does this job help you to have a sense of security?

It does. I definitely feel accepted by this particular group of people. That's very important for a foreigner.

5. Does your current job help you to improve your sense of overall wellbeing (a good or satisfactory condition of existence) either physically, mentally, emotionally, or spiritually? If yes, how?

It does help me a lot. It not only gives me a physically support and also more importantly mentally. I feel as a foreigner accepted by a foreign country and people.

6. Does your current job provide opportunities for you to collaborate (work together) and build relationship with your coworkers or customers? If yes, please explain.

It does. I would have to say this group of people that I work with are really awesome. We not only work together to know how to better meet the needs of our students, but also we got to know each other better and feel like we are connected. For my class, students have changes to share their personal stories like what's the background they grew up with and so that's an opportunities to know my students better.

7. Do you feel loved, accepted, or connected with your coworkers in your current job? If yes, please explain.

To some extent it does. I feel accepted and loved. I feel someone really care about me.

8. Do you generally feel respected in your current position by your coworkers? If yes, please describe.

To some extent it does. They might be very curious about where do I come from and the culture I come from. They may want to get to know about my culture. I feel like I want to share some with them but to some extent the culture barrier still exists. They not really understand where do I come from and why I come up with some ideas.

9. Do you feel respected in your current position by your friends or family members? If yes, please describe.

Yes I do. They feel like I as an international students can make a living here in the states meanwhile I'm helping students form American.

10. Does this job help you feel higher esteem for yourself? If yes, please describe.

Absolutely it does. If the students feel I am close to them and comfortable to share their stories and future plans after graduation with me, I feel higher esteem for myself because of this job.

11. Does this job help you to achieve a sense of accomplishment? If yes, please explain.

It does absolutely especially till the end of the semester. I still remember the first time I met the student. The student was so afraid to talk in front of the public but now the student becomes so comfortable to speak in front of the public. At that moment I do feel I achieved something.

12. Does this job make you feel more satisfied with yourself? If yes, please explain.

I do think so. I feel like I put effort helping students grow up especially when they were sophomore or even freshmen at college. I do feel valued by them.

III. Questions Particular to Asian International Students (Cultural Intelligence)

1. Does this job help you to adapt to the American culture?

It does.

2. If so, in what ways is the job helping you to adjust to the American culture?

Like daily working with my coworkers. The topic they talk about everyday even the topics the students are interested in. I would like to do a little bit more research about the topic they are interested in.

3. Does your current job help you notice the cultural difference of your culture and the host culture? If yes, please describe.

It does, yes. I can give you an example. The big difference between American parents and Chinese parents is Chinese parents are willing to pay tuition for their kids all the way from primary school to college. That's a big moment when I realize the big cultural difference.

4. Does your current job help you to be aware of the need in adapting to the host culture? If yes, please describe.

Yes because I see the way they grow up and the way they think in their age make me wonder why they think so different from me. That's the moment I realize that may be the cultural difference American and my culture.

5. Does your current job help you increase your knowledge about American culture? If yes, please explain.

It does to some extent. For American festivals I want to know why the holiday is so important for them that students want to leave school and go back home.

6. Does your current job provide you with additional skills in adapting to American culture? If yes, what are they?

It does. I think research skills and communication skills are the two main things that I gained over the teaching experience.

7. Does your current job motivate you to get to know more about American culture? If so, please explain.

It does because I feel like I am more accepted. They don't see me totally new so I want to know them better to prepare myself.

8. Does your current job motivate you to interact with host people? If so, please explain.

I think so because I do learn a lot from daily interactions with them. I will learn from interacting with them.

9. Are there things that you do at or related to your job that help you to adapt to American culture? If yes, please describe.

Yes. Not only at work but also outside of the work I hang out with American friends. We celebrate Thanksgiving or Christmas. That's a good way to know American culture.

Asian International Student 4

I. Basic Demographic Questions

1. What is your nationality? Chinese.
2. What is your gender? Male.
3. Are you a residential student? Yes.
4. Are you a freshman, sophomore, junior, senior, or graduate student? Senior.
5. How long have you been attending college? Four years.
6. What is your job title and job description? Accountant. Enter journal entries, maintain and organize files, Review financial documents, Communicate with clients.
7. How long have you been employed? A half year.

II. Questions Related to Needs (Maslow)

1. For what reasons did you seek or take your current job?

The major reason I took the job is that I need to gain experience for future jobs. If I want to find jobs in the future, I need to have enough experience so that I can stay in America as an international student.

2. What other reasons were there (if any) for seeking or taking your current employment?

I think the main reason is experience. The school does not require for me to get this job for credits so I just need it for experience.

3. Does this job primarily help you meet basic needs like food, a place to live, clothing, transportation, etc. or does your job primarily meet your non-essential needs like entertainment or recreation?

Neither. My job is non-paid so this job does not meet any of my basic needs for life expenses. Because I am an accounting major I'm doing accounting jobs so I don't think the entertainment needs are met. Accounting is kind of boring. Even though I like Math, accounting is not very related to Math.

4. Does your current job help you to feel more secure? If yes, in what ways does this job help you to have a sense of security?

I don't feel secure for this job because this is only for one semester. After the semester I have to come back to school and graduate.

5. Does your current job help you to improve your sense of overall wellbeing (a good or satisfactory condition of existence) either physically, mentally, emotionally, or spiritually? If yes, how?

I think that helps me in the accounting experience. I think it emotionally helps me. When I have to go to do the job, I have to adapt to the new environment. I have to connect with my colleagues. We have to get along well together. Emotionally, it helps me to connect and communicate with my colleagues.

6. Does your current job provide opportunities for you to collaborate (work together) and build relationship with your coworkers or customers? If yes, please explain.

Yes. It does. I work with my supervisors and another coworker together. Sometimes we go to the customer office to solve the accounting problems. Sometimes we work in the office. When we work together, they always teach me how to work as an accountant. They pretty much helped me a lot. For example, I had no experience before this job. When I went to the office the first day, I had no idea what to do. They just told me the basic skills of how to survive in the office like how

to use the machines, printers, scanners, and others. For the accounting field, different companies use different software. They have their specific software so they have to teach me how to use it.

7. Do you feel loved, accepted, or connected with your coworkers in your current job? If yes, please explain.

Yes. They respect me very much as an international worker. We also communicate very well. We also planned to go to play together or maybe go to somewhere to hang out but actually we didn't because we had no time.

8. Do you generally feel respected in your current position by your coworkers? If yes, please describe.

Yes. They never yelled at me. They just patiently teach me how to work, how to use everything, and how to solve the problem. Every time I had questions to ask them, they are always patient and respect me.

9. Do you feel respected in your current position by your friends or family members? If yes, please describe.

Yes. When my friends and I get together we like to talk about jobs and respect each other's job. My family are very grateful and happy for me. They also encourage me to work well and communicate with my coworkers.

10. Does this job help you feel higher esteem for yourself? If yes, please describe.

I don't think so.

11. Does this job help you to achieve a sense of accomplishment? If yes, please explain.

Part of it helps me to meet some of my accomplishment. Compare with the theory I learnt in class, the practical experience is totally different. What I learnt mostly in class do not apply to the job.

12. Does this job make you feel more satisfied with yourself? If yes, please explain.

No.

III. Questions Particular to Asian International Students (Cultural Intelligence)

1. Does this job help you to adapt to the American culture?

Actually I don't think so because I'm doing accounting jobs, it's not necessarily related to American culture but when I talk with my coworkers I can feel some of the American culture from them. It's work time so [*sic*] we don't actually talk so much with each other. The accounting job really is not very related to American culture.

2. If so, in what ways is the job helping you to adjust to the American culture?

3. Does your current job help you notice the cultural difference of your culture and the host culture? If yes, please describe.

Because I came to American college after high school in China, I never worked with Chinese people. When I worked with American people, I found out the major difference is of course language. Actually I don't feel the difference to be honest. I think people are the same.

4. Does your current job help you to be aware of the need in adapting to the host culture? If yes, please describe.

Yes. I felt the need to improve my English in order to seek a job. When I was seeking for this job, I can feel it was very hard for international students to find a job because I interviewed with

another job. That job was so competitive but they always have the priority to choose American people because English is my second language. They had to consider my culture and my language background. I didn't get the first job. At first I didn't get this job either. They've already hired another person but because the other person's schedule did not meet the job, they called me. This is why I got this job.

5. Does your current job help you increase your knowledge about American culture? If yes, please explain.

It depends. When I talk with my coworkers at spare time, I can feel the difference between my culture and American culture. The first thing is that they clearly know what they want to do for their future. For most Chinese college students or high school students, they do not know. They just do what their parents tell them or just follow the routine. Another difference is eating habit. I always bring lunch to work. My coworkers sometimes think what I eat was weird or different. Although they like Chinese food but it's different. For example, I eat fungus but they don't know what fungus is.

6. Does your current job provide you with additional skills in adapting to American culture? If yes, what are they?

The first one is communication like communication with coworkers. The second one is working habit. For example, my boss doesn't go to the office but my supervisor goes to the office every day. My boss has to do something of the marketing. I think this is what boss should do because the boss controls the whole department and has to oversee things happen in the department.

7. Does your current job motivate you to get to know more about American culture? If so, please explain.

Actually no because I've been learning in college for many years so I kind of know the American culture in the college. Because this job is short so I don't think it can help me know more about the culture. I can know just a little bit.

8. Does your current job motivate you to interact with host people? If so, please explain.

Yes actually. The first reason is that I want to practice my language, also I want they to communicate with me. They can help me to improve my skill in working in American company.

9. Are there things that you do at or related to your job that help you to adapt to American culture? If yes, please describe.

No I don't think so.

Asian International Student 5

I. Basic Demographic Questions

1. What is your nationality? Chinese.
2. What is your gender? Male.
3. Are you a residential student? Yes.
4. Are you a freshman, sophomore, junior, senior, or graduate student? Senior.
5. How long have you been attending college? Four years.
6. What is your job title and job description? Student Manager: pray with student CSER volunteers along with requesters.
7. How long have you been employed? Three years.

II. Questions Related to Needs (Maslow)

1. For what reasons did you seek or take your current job?

I was invited by a previous employee. He was a man of prayer. That led me to the prayer life.

The grace was extended to me so I was privileged to be employed at Student Cares. I started off as a volunteer. I slowly understood the job descriptions and the possibilities that prayers can be extended to others and that were precious to me.

2. What other reasons were there (if any) for seeking or taking your current employment?

I believe prayer is the main thing. At the same time, there's hurt in the past. The reason of healing from the past is another one.

3. Does this job primarily help you meet basic needs like food, a place to live, clothing, transportation, etc. or does your job primarily meet your non-essential needs like entertainment or recreation?

I will say it does cover the food coverage but the wage is not suffice for the tuition. The primary reason is that it grows me spiritually. I think the value spiritually is more than I physically earn.

4. Does your current job help you to feel more secure? If yes, in what ways does this job help you to have a sense of security?

Yes. It does train me as a leader and help me to manage my time to serve. I believe this will help to build my self-confidence.

5. Does your current job help you to improve your sense of overall wellbeing (a good or satisfactory condition of existence) either physically, mentally, emotionally, or spiritually? If yes, how?

I will say mentally, spiritually and emotionally. I am more stable because my security is in God.

6. Does your current job provide opportunities for you to collaborate (work together) and build relationship with your coworkers or customers? If yes, please explain.

Definitely with the coworkers. Coworkers are like family to me. We have meetings to get to know each other and each one's role. Customers would be requesters or volunteers that work under us. God knows our needs. Our job is to point directions toward God rather have requesters to look at their own questions. It benefits them. We are the pointer towards God.

7. Do you feel loved, accepted, or connected with your coworkers in your current job? If yes, please explain.

Yes. It is like a body of Christ. Every day we have different ways of greeting to volunteers when they come in. We greet each other. If there's a need we will pray for each other. It's like family to us.

8. Do you generally feel respected in your current position by your coworkers? If yes, please describe.

Yes, the mutual respects are required because everyone has his or her self-esteem. We need to respect that. As the Bible describes, I believe people are made in the image of God. There's respect that constantly needs to be applied. It's not just one person but the team that matters.

9. Do you feel respected in your current position by your friends or family members? If yes, please describe.

Yes. I was on a trip to Boston with online students. They and my roommates are pretty respect to what I do. My family also says positive things about my job. Unfortunately on my dad's side, he does not understand because he is not a believer.

10. Does this job help you feel higher esteem for yourself? If yes, please describe.

It does train me of my responsibility. When I say I need to do something, I need to do it and get it done.

11. Does this job help you to achieve a sense of accomplishment? If yes, please explain.

Yes. Often there is a lot of requests from the requester. For example, there's a requester who had cancer, it was a great relief to see the requester work again this semester. Glory to God, we just sat down on God's shoulders and see what God does to His children.

12. Does this job make you feel more satisfied with yourself? If yes, please explain.

After I see how much God can do and how much God commits to mankind, I have this internal security where I want to extend to others. This satisfaction comes from God doing something he has promised.

III. Questions Particular to Asian International Students (Cultural Intelligence)

10. Does this job help you to adapt to the American culture?

Yes.

1. If so, in what ways is the job helping you to adjust to the American culture?

Many people criticize American heritage. I am pretty proud of it. I believe the God of Abraham is also the God of Taiwan, the God of China. God's love is the common factor that bonds us together no matter the nationality.

2. Does your current job help you notice the cultural difference of your culture and the host culture? If yes, please describe.

Last semester we started to have six American student workers come in the office. The American students actually enriched the office. They brought in the American culture like Christians decorations and gift culture from America.

3. Does your current job help you to be aware of the need in adapting to the host culture? If yes, please describe.

I think this is what happens when international students study in America. When international student is in the culture, the student is permeated by the culture. Every aspect the student experience is American. Speaking of the work place, yes, there's American way of conducting this ministry or job.

4. Does your current job help you increase your knowledge about American culture? If yes, please explain.

It is adding something new to my knowledge. For example, there are some slangs that was not spoken before and added on the new generation. Some of mine coworkers are born in the 90s. I got to know how English is spoken now because it is changing constantly.

5. Does your current job provide you with additional skills in adapting to American culture? If yes, what are they?

Yes. This job actually enhance my skill especially interpersonal skills with Americans because they are American.

6. Does your current job motivate you to get to know more about American culture? If so, please explain.

Yes, by interacting with folks and see how they handle and react toward things. Different people react differently toward the same thing. It is very interesting to see how they react.

7. Does your current job motivate you to interact with host people? If so, please explain.

It's like family. Since we have opportunity work together, we should be motivated in both parties.

8. Are there things that you do at or related to your job that help you to adapt to American culture? If yes, please describe.

Particularly in joking. Asians tend to take seriously to some jobs. I learned to laugh out and go easy with them because they are just joking. I will say American people they are friendly but sometimes they like to give you a hard time. We do have get together at pastor's home. I get to see how they interact with their family. The sense of myself being included that speaks a lot. It's like home away from home. It is really nice. It's a blessing to be in a team.

Asian International Student 6

I. Basic Demographic Questions

1. What is your nationality? Chinese.
2. What is your gender? Male.
3. Are you a residential student? Yes.
4. Are you a freshman, sophomore, junior, senior, or graduate student? Junior.
5. How long have you been attending college? Three years.
6. What is your job title and job description? Student Manager: pray for requesters, send emails for update, care about CSER workers, teach orientation to CSER workers, answer and solve problems.
7. How long have you been employed? Three years.

II. Questions Related to Needs (Maslow)

1. For what reasons did you seek or take your current job?

I'm blessed because I got my IWS (International Work Supplement) which is part of my scholarship. That's why I had the opportunity to look for jobs on campus. Because my English was not very good back then, I was looking for something that I don't need to talk to people so I found this Job and I was pretty interested. My friend worked there too and my friend helped me out. I also needed that money.

2. What other reasons were there (if any) for seeking or taking your current employment?

I think getting the job on campus is like getting experience. It helped me a lot with communicating people by putting myself out there doing things that I don't usually do like reaching out to people, praying with people, being friend with them, and doing office jobs.

3. Does this job primarily help you meet basic needs like food, a place to live, clothing, transportation, etc. or does your job primarily meet your non-essential needs like entertainment or recreation?

Basically it meets my needs financially. Working at this job helps me with my basic need like food. Because my family supports my living expenses but daily expenses are on myself.

4. Does your current job help you to feel more secure? If yes, in what ways does this job help you to have a sense of security?

I think it does help me to feel more secure. It's when I put myself out there and reach more people, I start to feel like people actually look at me the same (as a person) regardless we may have different races. It builds my own confidence. That's what helps me. I don't really mind how people think about me because I know I can do something that others can't.

5. Does your current job help you to improve your sense of overall wellbeing (a good or satisfactory condition of existence) either physically, mentally, emotionally, or spiritually? If yes, how?

Yes, it does mentally. I've never liked an office job or administrative job. I was never good at that. Working interpersonal was not just praying with people or simple stuff, we actually need to learn office words. Mentally I'm challenged to put things together and do activities with people. It also does help spiritually because it's a very encouraging environment that we can work with each other. It's always an encouraging environment with love and caring for each other.

6. Does your current job provide opportunities for you to collaborate (work together) and build relationship with your coworkers or customers? If yes, please explain.

Yes. People do not just come in and pray. It's really amazing. When I start working there, we start to do something different. We started to reach out to our CSER workers. When they come in to work, we tried to be friends with them and care about them instead of bossing over them. We would ask what their prayer requests are and pray with them. From there, relationships could happen. Something special about our coworkers is that we have six international coworkers and six American coworkers. Now twelve of us would have to work together I think that's a big stretch but very beneficial.

7. Do you feel loved, accepted, or connected with your coworkers in your current job? If yes, please explain.

Yes, I do. Just like this morning, because I was not feeling very well, my coworkers were praying for me today. We are always happy to see each other during work.

8. Do you generally feel respected in your current position by your coworkers? If yes, please describe.

I think so because I'm now one of the older workers at my job. Because six American and four international student workers came after I got the job, there are things that I know more than them. There are times I was told to teach them how to do something because I have seen more. I would show them what would and what would not work. I would give them suggestions and help them and they respect me.

9. Do you feel respected in your current position by your friends or family members? If yes, please describe.

Not necessarily my family because they are not here. Sometimes my friends would ask where do I work and when I told them I work at prayer center they would say it's so cool and become curious of what I do. Sometimes I encourage my friends at my work and they really show their

appreciation. My family loves the fact that I have this job. They always ask me how work is going.

10. Does this job help you feel higher esteem for yourself? If yes, please describe.

Yes, I think so. I have more confidence in myself knowing that I can take some challenges.

11. Does this job help you to achieve a sense of accomplishment? If yes, please explain.

Yes, it does, especially when I have finished what I was assigned to do that I never did before. I feel accomplished. That gives me pleasure. I really do enjoy my job and my boss also appreciate it.

12. Does this job make you feel more satisfied with yourself? If yes, please explain.

Yes, I think so, especially when I see some potential that's in me which I did not see before. Because of this job, I had to step out of my comfort zone to do it and I have satisfaction after that. That's pretty encouraging.

III. Questions Particular to Asian International Students (Cultural Intelligence)

1. Does this job help you to adapt to the American culture?

Yes.

2. If so, in what ways is the job helping you to adjust to the American culture?

Especially communication wise. I know how people talk to each other between Asian culture and American culture, especially among peers.

3. Does your current job help you notice the cultural difference of your culture and the host culture? If yes, please describe.

Yes, especially there was this one time, I was telling a new worker something like how I would talk to my friends back home. Because I was always kind of been a leader person, so I was just telling the new worker what to do and what not to do. She just came across and told me I was being bossy. That got me thinking what have I done and realized the difference between my culture and American culture. In my culture, they are always fine with me but in America everyone is the same. You're not supposed to tell me what I need to do, I know what I'm doing. So I tried to keep distance from that new worker now but I did learn.

4. Does your current job help you to be aware of the need in adapting to the host culture? If yes, please describe.

Yes, definitely I need to adapt to the host culture because if I just stay with the way I have done things before, it's just hard. For me, I feel like in America you have to be confident in yourself and know how to present yourself. You don't wait for people to come to you, you have to take the initiative, not only at jobs but also in study and other things. I think I see this over and over again at my job and other responsibilities.

5. Does your current job help you increase your knowledge about American culture? If yes, please explain.

Yes, especially spending time talking to our CSER workers, getting to know their lives, getting to know what they like and what they pursue.

6. Does your current job provide you with additional skills in adapting to American culture? If yes, what are they?

Just being more open and understanding. Willingness of adapt to see the good part about American culture, how they communicate with each other, their people, their culture.

Communication skills.

7. Does your current job motivate you to get to know more about American culture? If so, please explain.

Yes, because sometimes we are talking about different people. When we are writing out emails, writing done prayer requests, and talking to people, I figured out I have to spend time to get to know them and their culture. There are a lot of things that I don't know and would not be able to know like what they are talking about and their culture if I'm back home. While I am here I need to learn about them and take the most out of it.

8. Does your current job motivate you to interact with host people? If so, please explain.

Definitely, if not, I would just be doing my job. I want to do more because I like people. I want to have relationships with people, be friend with them. I care about them so definitely I would have to interact with people and just to step out and ask how they are doing.

9. Are there things that you do at or related to your job that help you to adapt to American culture? If yes, please describe.

I think one of them is that now I can pray in English. It's a challenge at first, maybe not because of American culture but more of American language. My job helps me a lot. When we talk to people, there are things that I have never said before in English. Because I need to express myself, it forces me to explain it in English. Every semester we will have a gathering or dinner to get together. We would have to share about something. Last semester, I had to go on stage to do translation for an event and communicating to people on campus. I think that really did help me with my knowledge to American culture.

Asian International Student 7

I. Basic Demographic Questions

1. What is your nationality? Chinese.
2. What is your gender? Male.
3. Are you a residential student? Yes.
4. Are you a freshman, sophomore, junior, senior, or graduate student? Senior.
5. How long have you been attending college? Four years.
6. What is your job title and job description? IT Help Desk Student Worker:
customer service, repair laptop software.
7. How long have you been employed? A half year.

II. Questions Related to Needs (Maslow)

1. For what reasons did you seek or take your current job?

Financial situation. To be able to have extra income besides my family support.

2. What other reasons were there (if any) for seeking or taking your current employment?

Because I just I just got married. I want to help out with the financial situation. I don't want my parents to support a large amount of money on me. Even though they can but I want to be able to learn to be more independent.

3. Does this job primarily help you meet basic needs like food, a place to live, clothing, transportation, etc. or does your job primarily meet your non-essential needs like entertainment or recreation?

Mostly of the money I put toward saving like emergency saving. If there's something happens like my car break down, I have to switch tire or others, there's when the money is useful. It's not

entertaining but emergency fund. It won't be enough to support food or other things because I only work part time. It won't cover up.

4. Does your current job help you to feel more secure? If yes, in what ways does this job help you to have a sense of security?

Yes, probably secure on my career path. I want to get more hands on experience in IT path so I can be able to get involved with certain position or internship after I graduate. So that's probably be my secure on my future dream.

5. Does your current job help you to improve your sense of overall wellbeing (a good or satisfactory condition of existence) either physically, mentally, emotionally, or spiritually? If yes, how?

Not physically but for emotionally, emotionally, and spiritually because there are a lot of tuff time. Because more responsibility you have, the more learning you will have to do as well.

Through that process you will have to be able to take care because you have a job. Your boss wants the job to be done no matter what problem you have. You just get to do what you have to do.

6. Does your current job provide opportunities for you to collaborate (work together) and build relationship with your coworkers or customers? If yes, please explain.

Yes, a lot. I'm working on customer service. On certain hours, there will be a lot of customers coming for repair like ten. I couldn't help all of them so I have to be able to multitask and ask my coworkers to help the other half of the customers.

7. Do you feel loved, accepted, or connected with your coworkers in your current job? If yes, please explain.

I'm not sure if I feel love or not. But I do feel connected that's for sure. We have supervisor, a full time worker in the higher position. We have to communicate with them to see how things should be done because they have more experience so we have to talk to them about those.

8. Do you generally feel respected in your current position by your coworkers? If yes, please describe.

I'm not sure. It's half and half. I don't really talk to some of the workers because they look scary. Most of the time I do feel respected. I know where respect is from. Because I work at the lowest position, the customer service, so I don't have the authority. There's no need of large respect for me like a supervisor but they treat everyone equally because this is a Christian school. They don't tell you mean stuff. People with higher position will treat you more like a slave because you're in lower position so they will tell you what to do. Sometime you may have to work overtime even though you're already done. That's process of growing.

9. Do you feel respected in your current position by your friends or family members? If yes, please describe.

Yes, that's for sure. Probably my wife. Because I'm also taking class full time while taking part time job, basically I'm trying to meet up all the needs. My friends probably don't care but express there's a lot of things and responsibilities.

10. Does this job help you feel higher esteem for yourself? If yes, please describe.

Yes, probably. I am probably too busy to think about this. Yes, sometimes I compare myself with one another to find out how I can improve and have more accomplishment than others so I can get a better job because in Asian culture we always compare.

11. Does this job help you to achieve a sense of accomplishment? If yes, please explain.

Yes, probably. I learn more of the technical world. A lot of the things I never knew before like how to repair software and go deep into the system. After I know how to solve a process by talking to a full time worker and the full time worker show me how to do, I feel amazing and a sense of accomplishment when I fix it.

12. Does this job make you feel more satisfied with yourself? If yes, please explain.

Yes, maybe but in the same time there's farther view of the future. It's like climbing up a mountain there's a higher mountain and you just continue to climb. In the process when you look back, there's a different view. I'm satisfied at this stage but not satisfied enough because I want to achieve more.

III. Questions Particular to Asian International Students (Cultural Intelligence)

1. Does this job help you to adapt to the American culture?

Half and half because I came to America when I was fourteen so it had been eight years. At the same time, I still do not get a lot of the jokes. I can be able to talk to them and understand some of the jokes but at the same time as international, I will always have accent. You won't be able to get involved in the American culture because you're not American.

2. If so, in what ways is the job helping you to adjust to the American culture?

First of all, communication. You have to communicate with another American and you have to understand what their boundary their line is because American are freer in social live but in Asian culture there's certain area that you don't talk about. Americans are freer in expressing themselves or make fun more often.

3. Does your current job help you notice the cultural difference of your culture and the host culture? If yes, please describe.

Yes. Because I think in our culture, we work super hard on things but in American culture probably just work until certain level. They see the job is done then they're done or when they see it's five o' clock then it's done no matter how much task they have on their desk they would just drop it. For our culture, we would still finish the things on the table even it is five o' clock.

4. Does your current job help you to be aware of the need in adapting to the host culture? If yes, please describe.

Probably be more open because even though a person can be shy, like me, I'm shy, I need to change my own culture because in our culture, if people don't bother me, I don't bother them. We just have a wall set up but in America you got to get involved in their conversation, otherwise they won't think about you.

5. Does your current job help you increase your knowledge about American culture? If yes, please explain.

Yes, that's for sure. Americans are friendlier, even for the customers. In Taiwan or China, the customers wouldn't really talk. They would just tell you the job and ask you to fix it. In America, when there's a customer comes, I will ask the customer how his or her day is. The customers will start to open up like the day is terrible, the weather is terrible, my son is waiting for me in the car, my car breaks down, and those kinds of stuff we don't share in Asian culture.

6. Does your current job provide you with additional skills in adapting to American culture? If yes, what are they?

Yes. Technology repair skill. Pronunciation and enunciation helps a lot. To be able to communicate clearly and understand what they are saying are also huge communication skill improvement.

7. Does your current job motivate you to get to know more about American culture? If so, please explain.

Probably no.

8. Does your current job motivate you to interact with host people? If so, please explain.

Yes. Now I can talk to person behind me at places like Starbucks and say hey do you want this coupon after talking to my customers and know that they are friendly. Because I know they are friendly, they won't be thinking I'm such a creeper.

9. Are there things that you do at or related to your job that help you to adapt to American culture? If yes, please describe.

I don't go to any parties because I'm married. Maybe listening at the job, listening to anything that they say, picking up certain information helps me to adapt to American culture.

Asian International Student 8

I. Basic Demographic Questions

1. What is your nationality? Chinese.
2. What is your gender? Male.
3. Are you a residential student? Yes.
4. Are you a freshman, sophomore, junior, senior, or graduate student? Senior.
5. How long have you been attending college? Five years.
6. What is your job title and job description? Office Assistant: translation, office maintenance, file compilation.
7. How long have you been employed? One year.

II. Questions Related to Needs (Maslow)

1. For what reasons did you seek or take your current job?

Because I need money.

2. What other reasons were there (if any) for seeking or taking your current employment?

To have at least something to put on my resume.

3. Does this job primarily help you meet basic needs like food, a place to live, clothing, transportation, etc. or does your job primarily meet your non-essential needs like entertainment or recreation?

I will say just meet my partial basic needs.

4. Does your current job help you to feel more secure? If yes, in what ways does this job help you to have a sense of security?

Yes, a little bit more so I can have more to spend on some basic needs and the experience I gain makes me feel more secure because I can experience what kind of atmosphere or environment would it be to work in an office.

5. Does your current job help you to improve your sense of overall wellbeing (a good or satisfactory condition of existence) either physically, mentally, emotionally, or spiritually? If yes, how?

Yes, mentally. After I get this job, I wore more formally and tried to act more professionally.

6. Does your current job provide opportunities for you to collaborate (work together) and build relationship with your coworkers or customers? If yes, please explain.

Yes. Basically I have to talk to my coworkers every day. We would talk about some basic ideas about something happening around like students or customers. Sometimes I sit at the front desk, I can kind of help with customers, but not build relationships with them.

7. Do you feel loved, accepted, or connected with your coworkers in your current job? If yes, please explain.

A little bit, not too much. We do say hi every day and try to ask each other about life and how is everything going. Not deep conversation.

8. Do you generally feel respected in your current position by your coworkers? If yes, please describe.

Yes. Because I didn't see any disrespect. I didn't feel offended. I think what they asked me to do is what I need to do for my position.

9. Do you feel respected in your current position by your friends or family members? If yes, please describe.

Yes because at least it's a job. Since I'm still a student here, a job is something extra other than being a student. They would think it's something better than a student.

10. Does this job help you feel higher esteem for yourself? If yes, please describe.

Yes maybe at the beginning but after I got familiar with this position I felt kind of normal.

11. Does this job help you to achieve a sense of accomplishment? If yes, please explain.

Yes because I can help my coworkers at a lot of aspects. I'm kind of good at Word or Microsoft.

When they have those questions, I can always help them.

12. Does this job make you feel more satisfied with yourself? If yes, please explain.

Yes because I can at least meet some of my basic needs financially. I don't have to fully depend on my parents.

III. Questions Particular to Asian International Students (Cultural Intelligence)

1. Does this job help you to adapt to the American culture?

Not too much, maybe a little bit.

2. If so, in what ways is the job helping you to adjust to the American culture?

At least I can know how an office works and how the relationships among coworkers are like in an office.

3. Does your current job help you notice the cultural difference of your culture and the host culture? If yes, please describe.

No, at least for me there's not much difference for culture. I don't feel anything. We don't have much difference on culture.

4. Does your current job help you to be aware of the need in adapting to the host culture? If yes, please describe.

I don't know because I don't think it's a host culture, but just a culture here, there's not much difference.

5. Does your current job help you increase your knowledge about American culture? If yes, please explain.

I won't say it's just American culture. I think every person has his or her own worldview so he or she has his or her own part of culture that I can learn from the individual. I don't think it is American culture.

6. Does your current job provide you with additional skills in adapting to American culture? If yes, what are they?

Yes I would say I would be more direct in asking something or asking anything I can do. I think individuals in the office are more direct not because culture but because they need to be direct in the office.

7. Does your current job motivate you to get to know more about American culture? If so, please explain.

Yes. I would like to know since I see the difference between each other. It motivates me to get to know culture within each individual.

8. Does your current job motivate you to interact with host people? If so, please explain.

Yes, because it's very interesting. Now I see the difference I would like to know what is the difference, what caused the difference, what do they think about something may be different from I think.

9. Are there things that you do at or related to your job that help you to adapt to American culture? If yes, please describe.

No, I cannot think of any right now.

Asian International Student 9

I. Basic Demographic Questions

1. What is your nationality? Chinese.
2. What is your gender? Female.
3. Are you a residential student? Yes.
4. Are you a freshman, sophomore, junior, senior, or graduate student? Senior.
5. How long have you been attending college? Four years.
6. What is your job title and job description? International Student Services
Office Assistant: customer service, office assistant, event coordination.
7. How long have you been employed? One year.

II. Questions Related to Needs (Maslow)

1. For what reasons did you seek or take your current job?

Definitely because I love the international office. I'm an international students myself. I've always wanted to work there and I've involved with a lot of their events. Just being able to be a part of it, being able to be a lot more involved and being able to know more students.

2. What other reasons were there (if any) for seeking or taking your current employment?

Definitely a motive for me was that I needed a summer job last summer and it was given this opportunity so I took it. I needed a summer job because I was staying here for the summer, I couldn't go home so just being able to make that extra money so I can pay for rent and other stuff and having something to do.

3. Does this job primarily help you meet basic needs like food, a place to live, clothing, transportation, etc. or does your job primarily meet your non-essential needs like entertainment or recreation?

The job definitely helps me with my essential needs. My parents do help me with my school fees. My parents do help me with my school fees but I'm responsible for rent, food, and anything else that I want to do. So primarily it does help me with my basic needs.

4. Does your current job help you to feel more secure? If yes, in what ways does this job help you to have a sense of security?

Yes definitely, to have that financial base than I will not be like I can't do this because I do not have enough. It definitely helps me to make me feel secure.

5. Does your current job help you to improve your sense of overall wellbeing (a good or satisfactory condition of existence) either physically, mentally, emotionally, or spiritually? If yes, how?

Yes definitely mentally, emotionally, and spiritually because I work with some of the greatest people. They continually help me and encourage me the things I'm doing inside the office and just being able to make my skills that I have. In my previous job, I wasn't able to use my hands on skills, things I know to do, and things I'm passionate of. Being here I'm able to use my skills and creative mind.

6. Does your current job provide opportunities for you to collaborate (work together) and build relationship with your coworkers or customers? If yes, please explain.

Yes, the international office is the best place to do so. We have probably some of the greatest coworkers. We work very well as a team. We are always out there looking out for each other to

make sure we are on task. We sit at the front desk so talking to the students and making them feel welcomed is one of our primary jobs. It's definitely a passion of mine.

7. Do you feel loved, accepted, or connected with your coworkers in your current job? If yes, please explain.

Yes. Four out of five coworkers including me all came together at the same semester to work at the office. We have known each other since our freshman year. The fact that we came in as freshmen and working at the same office is really cool. We can see that we come together from different aspects of life. We really built the relationship even when we started working together. It's nice and really cool that I get to work with some of my best friends.

8. Do you generally feel respected in your current position by your coworkers? If yes, please describe.

Yes definitely, everyone definitely respect each other and even if we disagree on something we take it to the back. We talk about and discuss things among ourselves but not in front of the office. If we do not like something that you do we would let you know. We try to avoid conflict.

9. Do you feel respected in your current position by your friends or family members? If yes, please describe.

Yes definitely. To have a job is to have a sense of responsibility. My parents are definitely proud that I can keep up with the job, do well in school and grow up. My friends sometimes ask me how I manage between an eighteen hour job plus school work. I always say it's not easy but it's a motive. I love doing it so I keep on doing it.

10. Does this job help you feel higher esteem for yourself? If yes, please describe.

Yes. This job really brings out another side of me. I'm a very creative person. I like to do a lot of hands on PowerPoints, posters, creative stuff. In my old job, I never got the chance to do

something like that. To be able to do these at this office and to be able to display it before people who appreciate the things I do definitely bring me a better esteem about myself.

11. Does this job help you to achieve a sense of accomplishment? If yes, please explain.

I guess definitely accomplishment. I have been able to use a lot of my skills more and I can do things that I didn't think I could do and do things that I never knew I could do. Being able to have work on file and say I did not brings me a sense of accomplishment.

12. Does this job make you feel more satisfied with yourself? If yes, please explain.

Yes. Taking this job does help me gain experience and be able to interact with international students. It's not just a job for me or for my resume, that's not the only incentive. The best thing I get from this job is that I get to interact with international students and be able to make them feel welcomed and have someone to come to when they first arrive here being confused to this new environment. They can look up to me because they can trust me and know that I am here to help them.

III. Questions Particular to Asian International Students (Cultural Intelligence)

1. Does this job help you to adapt to the American culture?

Yes and no.

2. If so, in what ways is the job helping you to adjust to the American culture?

Because it's the international office, there's a lot of international stuff that we do. A lot of my coworkers are American so I get to see how they work. I have been in America for a while so a lot of things I learn about American culture are from outside of the office. Even before I got the job, I had the chance to be exposed to American culture. My job has a bigger picture which

includes a lot of international elements. Because my job is in America, it helps me to see how people work in America like do not come late to work. Little things like this at my job helps me to adapt to the American culture.

3. Does your current job help you notice the cultural difference of your culture and the host culture? If yes, please describe.

Yes definitely. We talk about it at the office all the time about how differently my culture is from American culture.

4. Does your current job help you to be aware of the need in adapting to the host culture? If yes, please describe.

Yes definitely. It's like the saying when you are in Rome you act like a Roman. You're in a certain work environment then you have to adapt to the way they do things. It's pretty different working in the office here to working in the office back home.

5. Does your current job help you increase your knowledge about American culture? If yes, please explain.

Yes, because I get the chance to talk to my coworkers. Most of them are international but we do have staffs there are American so yes I am exposed to a lot of things and they teach me a lot about American culture. We also have a lot of American that come into the office because they are curious about our culture. I get the change to communicate not only internationals but also American students. From that I can build some other relationships and find American friends that are very interested in internationals. I get to learn about them too.

6. Does your current job provide you with additional skills in adapting to American culture? If yes, what are they?

Yes. I think definitely the idea of taking initiative. That's big. When we have bosses they do let us know please do this and please do that. I think it's important to take initiative at a lot of things we do in the office. Another one is teamwork. Teamwork is big at my office. There are sometimes that people just do not want to work and it messes with the system that has been going on. When we have teamwork, we can do well at the things we do. If something happens we are helping each other. We work as a team not blaming each other.

7. Does your current job motivate you to get to know more about American culture? If so, please explain.

In a sense yes because as I ask questions about what is the things I'm making PowerPoint of like other cultures make me curious what are the comparison of those cultures to America. That definitely at the same time motivates me to find out more things about American culture too at the same time.

8. Does your current job motivate you to interact with host people? If so, please explain.

Yes, I think one of the biggest opportunities that we get is that during the global focus week or international week we have a lot of missionaries come in or even different camps come in, international students go to them and ask about if they can work for them. That brings them to the office because they want to find out the answers so we get to interact with them and let them know about what has been done over here. Also, we get a lot of American students that come in to the office to know more about other cultures and during open houses so we get the change to also learn about what they think and their cultures too.

9. Are there things that you do at or related to your job that help you to adapt to American culture? If yes, please describe.

Yes definitely. It's the customer service. It's definitely a big thing in America. It's something that I definitely learn that really relates to the American culture.

Asian International Student 10

I. Basic Demographic Questions

1. What is your nationality? Chinese.
2. What is your gender? Female.
3. Are you a residential student? Yes.
4. Are you a freshman, sophomore, junior, senior, or graduate student? Junior.
5. How long have you been attending college? Two years.
6. What is your job title and job description? Chinese Language Tutor: tutor American students who are taking Chinese class Chinese.
7. How long have you been employed? Two years.

II. Questions Related to Needs (Maslow)

1. For what reasons did you seek or take your current job?

When I first came to Liberty, I didn't really think of getting a job that fast. Because I got the international work supplement scholarship, they actually emailed me there were several job position open, so I looked it up online and I saw the Chinese tutor job. My first response was this is the skill I have that I could use immediately. I want so I just applied and everything went through, the interview went through, and I got my job. I think I made the right decision.

2. What other reasons were there (if any) for seeking or taking your current employment?

When I first came here, I wanted to improve my communication skill. I want to improve my English. I think this is a good way to kind of force myself to get out of my comfort zone and to talk with American native speakers.

3. Does this job primarily help you meet basic needs like food, a place to live, clothing, transportation, etc. or does your job primarily meet your non-essential needs like entertainment or recreation?

I think it basically meets my non-essential needs because I have the housing and everything on campus so basically this job is for extra things.

4. Does your current job help you to feel more secure? If yes, in what ways does this job help you to have a sense of security?

I think in some way it makes me feel more secure. For example, if I need extra spending in something, I know that I will have a paycheck in two weeks. I think it's basically financial security.

5. Does your current job help you to improve your sense of overall wellbeing (a good or satisfactory condition of existence) either physically, mentally, emotionally, or spiritually? If yes, how?

I think spiritually and emotionally are the two areas I have the most satisfaction at this job.

Spiritually, because a lot of my students are TESL major so they have a heart for China and they want one day to go the China to teach and be a missionary, so I was able to share their passion. Their love for God is so contagious. Emotionally, I love people. I got to make friends. First we may just be students and teacher, but after one year, we become friends. We hang out off the work site. For me it's a great job. It definitely improve me sense of wellbeing.

6. Does your current job provide opportunities for you to collaborate (work together) and build relationship with your coworkers or customers? If yes, please explain.

Yes of course. I get to know my coworkers and I get to know customers which are my students.

7. Do you feel loved, accepted, or connected with your coworkers in your current job? If yes, please explain.

Yes. I think I have a really good relationship with my coworkers. We are connected and I feel accepted. For example, when we have events, my coworkers will help me out. When I have a lot of students, I don't have time to show them how to sign in and sign out, my coworkers will offer me their help. Just the small things make me feel they care about me.

8. Do you generally feel respected in your current position by your coworkers? If yes, please describe.

Yes. I think I feel respected because they are fascinated by Chinese language. Sometimes when I was tutoring students, they said this was amazing and that they wanted to learn Chinese.

9. Do you feel respected in your current position by your friends or family members? If yes, please describe.

Yes definitely. I think my parents were very happy when I first got this job. When I share with them the things I heard from students about their dream to go to China and their love for Chinese people, it's just amazing. I think a lot of my friends want this job too.

10. Does this job help you feel higher esteem for yourself? If yes, please describe.

Yes sure. It makes me feel like that I have some skills that I'm able to use it and take advantage of my skill to help people. When people feel like I'm so helpful, it makes me feel that I'm doing something that's useful and meaningful.

11. Does this job help you to achieve a sense of accomplishment? If yes, please explain.

Yes. When I helped my students and heard them say I'm so helpful or that they were so confused about the grammar but now it's so clear to them. I guess that's a sense of accomplishment when I hear students say that. That's exactly why I'm here.

12. Does this job make you feel more satisfied with yourself? If yes, please explain.

I guess yes. I feel like even though I'm just a student but at the same time I kind of engage in work environment. I have more experience when I'm going to actually get a full time job. So this job kind of prepare me more.

III. Questions Particular to Asian International Students (Cultural Intelligence)

1. Does this job help you to adapt to the American culture?

Yes of course.

2. If so, in what ways is the job helping you to adjust to the American culture?

I learn so much from my students. Sometimes we talk about different practices in Chinese tradition, and I will ask them what this is like in American culture. Through this interaction I learnt a lot about American culture.

3. Does your current job help you notice the cultural difference of your culture and the host culture? If yes, please describe.

Yes definitely. We talk about culture difference like how Chinese and American greet each other. All the small things show the difference in culture. I also observed cultural difference through my students' nonverbal behaviors.

4. Does your current job help you to be aware of the need in adapting to the host culture? If yes, please describe.

Yes definitely because if I want to work with American students I don't want to be rude. That's the basic for people to communicate with people from another culture. I want to be polite.

5. Does your current job help you increase your knowledge about American culture? If yes, please explain.

Yes definitely. We talk about different food, habits; ways of greeting people, family, siblings; and views on a lot of things.

6. Does your current job provide you with additional skills in adapting to American culture? If yes, what are they?

I would say definitely communication skills. It's the top skill because I have speak to students every day. I think it's the most important thing. The other thing would be nonverbal communication like eye contacts and all the small things. It could show emotions.

7. Does your current job motivate you to get to know more about American culture? If so, please explain.

Yes definitely because my students are fascinated about Chinese culture. In return I want to know more about them. That's why my students become friends with me because we chat and have conversation with each other. We have totally different perspectives and that's very interesting.

8. Does your current job motivate you to interact with host people? If so, please explain.

Yes, because at first it forced me to, like I don't want to but now I feel very comfortable to chat with host people. When I was in china I didn't have any American friends. When I came here even though my English skill is ok, I have to actually sit with someone face-to-face, it could be a

little bit intimidating. Because it's my job, it kind of forced me to do it, but now it becomes natural. I think it took two or three months for me to feel natural. Now I really enjoy it.

9. Are there things that you do at or related to your job that help you to adapt to American culture? If yes, please describe.

Yes, for example, we have to hold events for each semester. When I hold event, I would have to think about is this too much for the students or is this a cultural shock for them. I would have to adapt to American culture, even though it's a Chinese event. I still have to consider it.

Sometimes I have to look up things when students ask me questions I don't know the answer to.

I have to look up on YouTube or ask professors. I would ask and research why certain people think in a different way. Every year my students would invite me to eat with them at a Chinese restaurant when they go there for a journal assignment for their Chinese 101 class. At the same time, I can introduce the dish to them like are they popular in China or what special of it.

American Student 1

I. Basic Demographic Questions

1. What is your nationality? American.
2. What is your gender? Female.
3. Are you a residential student? Yes.
4. Are you a freshman, sophomore, junior, senior, or graduate student? Senior.
5. How long have you been attending college? Four Years.
6. What is your job title and job description? Peer Mentor: consulting students academically.
7. How long have you been employed? Two years.

II. Questions Related to Needs (Maslow)

1. For what reasons did you seek or take your current job?

I was very interested in working in a work study job because if I eventually want a job at Liberty I would have a foot in the door. When they told me about the job, it sounds like something very great. I want to be a teacher, this job also works with teaching because I'm holding students accountable and meeting with students to make sure that they are meeting their goals that they set for themselves.

2. What other reasons were there (if any) for seeking or taking your current employment?

Money. Financial reasons. I do need the money.

3. Does this job primarily help you meet basic needs like food, a place to live, clothing, transportation, etc. or does your job primarily meet your non-essential needs like entertainment or recreation?

It depends. Currently the job does not pay enough to cover all of my bills so I actually have money saved up and this is just supplemental. I would say that I use it a little bit of both. I typically use maybe \$20 a month for entertainment or recreation but the rest of it with the money I saved up are used with rent, electricity, etc. I would say this job primarily meets financial needs. I put the job toward financial needs first and anything left will go toward the fun.

4. Does your current job help you to feel more secure? If yes, in what ways does this job help you to have a sense of security?

I would say it would probably help me to feel more secure mentally, physically, and spiritually because it is really just great working at this office because everyone at this office is very encouraging in our beliefs and life in general. If I have a distress situation they will sit down and pray with you or mark it down to pray for you. Also mentally because I do feel at ease when I talk to the people at the office. It makes me feel secure knowing that I have this extra income coming in. It kind of replenish what I spend each month.

5. Does your current job help you to improve your sense of overall wellbeing (a good or satisfactory condition of existence) either physically, mentally, emotionally, or spiritually? If yes, how?

It does help in all of those areas. Also, it does give me a sense of security and wellbeing knowing that I'm working. I'm not just sitting around with the extra time that I have but also it's not a super tasking job as a result I'm able to focus what I need to do with school work but I'm also making money as well.

6. Does your current job provide opportunities for you to collaborate (work together) and build relationship with your coworkers or customers? If yes, please explain.

It does because we have staff bonding, we have Fun Fridays which is what all the staffs get together and works and a lot of times I will see the staff on my regular work hours. They will go out of their ways to say hellos and ask how I am doing and I will go out of my ways to talk to them and find out more about them. I do get to build the relationship there and also we do collaborate because I honestly can't think of any project that just has been one person effort. Every project that we do does include a team of people.

7. Do you feel loved, accepted, or connected with your coworkers in your current job? If yes, please explain.

Yes I do. Everyone here is very loving and very accepting and will go out of their ways to make sure you're doing well and life is going well for you. Everyone in the office will actually make sacrificed if you need it. I feel like everyone in the office have a heart for helping those are in need.

8. Do you generally feel respected in your current position by your coworkers? If yes, please describe.

I do, even though technically I'm at the bottom of the totem pole so to speak because as Peer Mentors everyone else is above us. I do feel respected because I was not just told what to do but this is what we need to do and asked what your ideas as far as making this work. Sometimes we are told this is what we are doing but never in a degrading manner. It's always this is what we are doing I need your help. So I feel needed and know that the people who are ahead of you do care for you and do respect you because the way they treat you. I would honest way this respect is from the office rather than the American culture of Christian school like this because I have been to other offices before and they are not quite as relationship oriented, bonding wise, as this office. Not to say the other offices are bad or there're bad people working there, it's just they

have different focus. I know everybody in the office, I get to know everyone in this office. The American culture really depends on the region and where people have grown up with in their culture. You can't generalize as far as American culture. There are some things that seem to be across the board for American culture but again a lot of things are depending on regional or experiences. So in this case I would not say that the American culture had helped or hurt any treatment of individuals in any offices. I say it's more regional and depends on what that office's goal is because in this office public relationship is a big part of our office. We want to teach other people about different cultures, we want to know other people's culture so we are very relationship oriented.

9. Do you feel respected in your current position by your friends or family members? If yes, please describe.

Yes I do. My friends all have said that it's really great that you're a Peer Mentor and that you're helping out the student to do wonderful things. I know my mentees look up to me and my family they respect me in whatever career I would be in. They have told me throughout my entire life and have always shown that whatever I choose to do as far as jobs they are a hundred percent behind me.

10. Does this job help you feel higher esteem for yourself? If yes, please describe.

I would say yes just for one reason it is a job. I feel like I'm doing something. I feel like I'm being productive. I'm making money for myself. It helps me to be independent because I like making my own money and not depending on my parents for the money so it's helping me be independent and not having to ask them any grocery money. Also, it makes me feel very good when my mentee and I come up with a great strategy to help the mentee in studying. When the mentee figures out solutions to a problem, it does make me feel higher esteem because I feel like

I'm helping someone even though they come up with their answers. I still am helping them because I was able to be by their side while they come up with that.

11. Does this job help you to achieve a sense of accomplishment? If yes, please explain.

Basically yes. I feel accomplished because I'm able to provide for myself. I feel accomplished because I'm able to build relationship with my mentees and assist them with anyway they need. I also feel not accomplished when I'm not able to help them but usually it's replaced by a sense of accomplishment when they are able to help themselves because my ultimate goal in this and life in general is to help people to help themselves. I want to be a special education teacher. I want to assist my students in helping themselves. I want my students to be independent as possible. They will be able to feel accomplished because they are able to do something.

12. Does this job make you feel more satisfied with yourself? If yes, please explain.

Yes. Basically it makes me feel satisfied because any time I am able to help my mentees to help themselves it really makes me feel good. I don't like telling them what to do, I like to discuss certain problems and go through with them and ask them what you think you should do. I provide my own experiences and they take all of it and make their decision.

American Student 2

I. Basic Demographic Questions

1. What is your nationality? American.
2. What is your gender? Male.
3. Are you a residential student? Yes.
4. Are you a freshman, sophomore, junior, senior, or graduate student? Junior.
5. How long have you been attending college? Three years.
6. What is your job title and job description? IT Help Desk Student Worker:
trouble shoot, repair computers, customer service.
7. How long have you been employed? One and a half years.

II. Questions Related to Needs (Maslow)

1. For what reasons did you seek or take your current job?

The reasons are pretty simple because I definitely need a work while being here. As a student living on my own off campus, that was my motivation to look for my job.

2. What other reasons were there (if any) for seeking or taking your current employment?

Aside from the financial need, I definitely considered an opportunity to build my resume. I am always looking to build myself, being more versatile in my skills and qualifications. If I would have an interview that I'm really trying to seek out as a career, hopefully my versatility would be appealing to them.

3. Does this job primarily help you meet basic needs like food, a place to live, clothing, transportation, etc. or does your job primarily meet your non-essential needs like entertainment or recreation?

It would be the basic needs. It works.

4. Does your current job help you to feel more secure? If yes, in what ways does this job help you to have a sense of security?

Yeah it definitely does. Security in the sense that there is financial security there. To me having that financial security or not having it is almost minuscule in a way but it is security nonetheless so there is a sense of security. There's at least one less thing I get to worry about.

5. Does your current job help you to improve your sense of overall wellbeing (a good or satisfactory condition of existence) either physically, mentally, emotionally, or spiritually? If yes, how?

Yes it does. I get the opportunity to help people. I get to interact with people in an almost daily basis. To me that's what makes the job valuable. As far as financially, I did mention that. There's a financial thing there but what I learned not initially but definitely over time, it's definitely the interactions from person to person that I value the most. That does help me personally and spiritually too because I get to meet people from all walks of life. I meet them in a medium where there is really not much of a guard so I get to know them in a different level as oppose to me approaching to them on campus where something could possible throw the guard up. Then I couldn't know the person a hundred percent. It gives me a perspective sometimes because people are just more open to help especially when they are seeking help.

6. Does your current job provide opportunities for you to collaborate (work together) and build relationship with your coworkers or customers? If yes, please explain.

Yes absolutely. Not so much the customers because we don't get them frequently and we hope not to get them frequently. The coworkers yes. It's a team environment. When you're in any type

of team environment you're relying on one another. If you drop the ball you get your team to help you out. Something to be consider is that if you do drop the ball you're holding your team back a little bit so that's give you an incentive to be a more of a team player. The relationship that you build is invaluable. Relationship is general cannot be put on a price. To be able to work alongside with people on a daily basis is priceless.

7. Do you feel loved, accepted, or connected with your coworkers in your current job? If yes, please explain.

Yes. There's definitely a sense of all that to some degree. It's beyond coworker to coworker relationship because it's more like a friendship there. We can talk to one another openly and not to worry about being formal per sé. Being formal is something that's required but it there's that relationship being established, it's a little bit beyond that. We hang out often.

8. Do you generally feel respected in your current position by your coworkers? If yes, please describe.

Yes absolutely. It's a bunch of guys. There's few girls. The people that we hang out with we joke around with each other but there's always that sense of respect. There's never a time that I can remember there's a disrespect at all.

9. Do you feel respected in your current position by your friends or family members? If yes, please describe.

Plenty. Just because I'm helping at the front desk. It's weird because now I get questions asked by random people now so there's definitely a part of respect on their part but to me I look at it is as it's just a student work. I can understand why they have that sense of respect because I guess it is somewhat of a respectful position. People recognize my specialty and that's one thing I have to get used to a little bit. As far as family and friends, the does makes me feel respected.

10. Does this job help you feel higher esteem for yourself? If yes, please describe.

This job can serve as a vessel that allows me to feel this way. I found it not so much so from just working there but really it's just that I'm able to help somebody and I see like a sense of relieve from able to retrieve a file that thought that they lost. Just to see them reacting saying I saved their project, that to me gives me a sense of joy. To anyone, I'm sure this builds up the self-esteem.

11. Does this job help you to achieve a sense of accomplishment? If yes, please explain.

Yes absolutely, on a daily basis almost. Just whether helping a customer just one time I feel accomplished or working on an ongoing repairmen that I've been trying to figure out what's going on with it for few weeks. There's always a sense from somewhere to find a sense of accomplishment.

12. Does this job make you feel more satisfied with yourself? If yes, please explain.

Yes it does. I can't see why it wouldn't. Of course, it's an aspect of life that I feel accomplished in. It certainly not what makes me feel accomplished entirely but it's definitely an aspect that gives me the sense of appreciation that I'm not only in school but also working. It's definitely something to consider and when I do consider it, it does give me some satisfaction, absolutely.

American Student 3

I. Basic Demographic Questions

1. What is your nationality? American.
2. What is your gender? Female.
3. Are you a residential student? Yes.
4. Are you a freshman, sophomore, junior, senior, or graduate student? Graduate.
5. How long have you been attending college? One year.
6. What is your job title and job description? GSA in College of General Studies: assist professor, teach breakout sessions, grade assignments, assist and guide students.
7. How long have you been employed? One year.

II. Questions Related to Needs (Maslow)

1. For what reasons did you seek or take your current job?

I get a little bit of benefit at my job. I get my residential classes paid for and a little bit of compensation. It's just really great and professional experience as it goes along with as I'm getting my master degree.

2. What other reasons were there (if any) for seeking or taking your current employment?

It's also very convenient for me since I'm already getting my degree and getting it paid for. Having that free time to do work and gain experience and education at the same time.

3. Does this job primarily help you meet basic needs like food, a place to live, clothing, transportation, etc. or does your job primarily meet your non-essential needs like entertainment or recreation?

I would say it's a little bit of both. Getting this job is great because it does pay for my utilities as far as having an apartment. This allows me to make the income that I can pay for that, clothes, groceries, and all of that. My mom pays for my rent, so I'm still kind of dependent upon her but I pay for everything else so this job provides me for that income. It also does kind of provide me a little bit of entertainment or professional advancement. It is something I enjoy to do.

4. Does your current job help you to feel more secure? If yes, in what ways does this job help you to have a sense of security?

This job definitely makes me feel more secure. I feel like I'm becoming an adult like I'm already there. I have a job and I'm working towards my education the same time. I'm responsible for students which is kind of nerve wrecking but it's really awesome as well. I do feel this secure because I'm making this income, I can pay for the things that I need. It makes me feel good knowing that I have an adult job, a grown up job. I'm kind of on the right tract.

5. Does your current job help you to improve your sense of overall wellbeing (a good or satisfactory condition of existence) either physically, mentally, emotionally, or spiritually? If yes, how?

Yes definitely, mainly just the feeling that I am accomplishing something and being an adult. Also because I get to help students, I enjoy helping other people and encouraging other people. I've discovered teaching is something I really enjoy because I get to work students directly, encourage, and mentor them. In that way, I feel like I'm kind of giving back to the university that I got my education from. In that way does kind of help support me emotionally.

6. Does your current job provide opportunities for you to collaborate (work together) and build relationship with your coworkers or customers? If yes, please explain.

Yes, I definitely say for sure because teaching is a very one-on-one type of thing that allows me to build relationship in class and outside of class as well when they come to see me during my office hours. I build relationship with them. I also build relationship with other GSAs. We spend a lot of time together inside of work and outside of work as well. We do a lot together. We have parties and have end of the year Christmas party. It's been great. There are other GSAs who have been here for a while, if I have questions I would go to them. I do get a lot of relationships with both my students and my fellow coworkers.

7. Do you feel loved, accepted, or connected with your coworkers in your current job? If yes, please explain.

Definitely, I feel very much of a sense of community being here. Everybody is on the same boat because we are all working towards our masters. We all come from the same walk of life. I do feel I belong here because we all are experiencing GSA. We get to share our thoughts and laugh about the same things. I definitely feel connected and mentored to other GSAs, helping each other out. And yes, for sure loved because I have made several friends here.

8. Do you generally feel respected in your current position by your coworkers? If yes, please describe.

Yes I would say so. I was able to cover for a class this semester. It was a good opportunity for me and I think the person I covered for really appreciated that. The fact that they came to me and asked for me to do that, I feel respected. I feel people definitely think of me as someone here with them and coming through the exact thing with as them.

9. Do you feel respected in your current position by your friends or family members? If yes, please describe.

Yes definitely. I feel my parents are very excited and proud of me for taking on this responsibility. I think this this is the greatest thing ever. My mom's a teacher so I kind of get connected to her on that level because she has similar experience to mine. Friends for sure, I always tell them my experiences as a GSA. My boyfriend especially keeps telling me how proud he is of me that I'm doing this. I do genuinely feel respected for what I do.

10. Does this job help you feel higher esteem for yourself? If yes, please describe.

Yes definitely. I actually grew a lot through the last semester. When I first started, I was kind of timid. I didn't know if I'm going to be a good teacher and really wanted students to like me. This semester I definitely have been able to come out of that. I still want students to enjoy the class and like me but I don't feel much pressure now. I feel more comfortable with the job now. I do feel a little higher esteem for myself. I have done this for my first semester; I know I can do it again. It's something I enjoy and I know I'm doing a pretty good job.

11. Does this job help you to achieve a sense of accomplishment? If yes, please explain.

Definitely, I feel that because I'm working around with both of my education and job. I know I can balance things well. I feel like making a difference with this. It's a great job to have. That's what I feel the most fulfilled is that helping other people through teaching.

12. Does this job make you feel more satisfied with yourself? If yes, please explain.

Definitely, I have seen growth in myself this past semester of me being able to take control of the classroom, staying on top of things, being more organized. I do feel more satisfied with the progress I have made and the fact that I get to help students. I do reach out to students who are

maybe a little bit slow on that class and I have seen their progress. That makes me feel really good. I definitely feel very satisfied with myself because of this job.

American Student 4

I. Basic Demographic Questions

1. What is your nationality? American.
2. What is your gender? Male.
3. Are you a residential student? Yes.
4. Are you a freshman, sophomore, junior, senior, or graduate student?
Sophomore.
5. How long have you been attending college? Two years.
6. What is your job title and job description? Book Seller: customer service, checking and shipment, product stocking.
7. How long have you been employed? One year.

II. Questions Related to Needs (Maslow)

1. For what reasons did you seek or take your current job?

My brother works there so he gave me recommendation. I got the job first as seasonal employee working in the textbook department then they decide to keep me in there. Nothing in particular, just needed a job.

2. What other reasons were there (if any) for seeking or taking your current employment?

It's nice working there, nice people to work with, and nice working on campus as well. For most part, financial reason.

3. Does this job primarily help you meet basic needs like food, a place to live, clothing, transportation, etc. or does your job primarily meet your non-essential needs like entertainment or recreation?

Basic needs. I'm local so I'm living with my parents right now. Right now all the money just going to paying for my car's gas and myself. I do plan to live off campus out from my parent's house soon so I will be able to afford to pay for my own place as well.

4. Does your current job help you to feel more secure? If yes, in what ways does this job help you to have a sense of security?

Yes. It gives me something to do and gives me a source of money regardless what happens. It gives me some experience to put on my resume.

5. Does your current job help you to improve your sense of overall wellbeing (a good or satisfactory condition of existence) either physically, mentally, emotionally, or spiritually? If yes, how?

It doesn't fulfill all that but it does help me emotionally in my social need because I did make some friends at my job.

6. Does your current job provide opportunities for you to collaborate (work together) and build relationship with your coworkers or customers? If yes, please explain.

Yes. When I start to get to know my coworkers better, we start to do things outside of work with them.

7. Do you feel loved, accepted, or connected with your coworkers in your current job? If yes, please explain.

I would say I do. For the most part, if you meet someone you do not like or do not think alike, you don't pick on them or make fun of them at the bookstore. We do joke around and hang out outside of work.

8. Do you generally feel respected in your current position by your coworkers? If yes, please describe.

I feel respected in the level that I expect. I feel like I receive the appropriate level of respect for the position I hold.

9. Do you feel respected in your current position by your friends or family members? If yes, please describe.

I would say yes. When I was younger my brother was always like pick on me and kind of joke around like get a job every day. He doesn't pick on my anymore because I have a job now. For friends it's about the same, it's not like I would not be respected if I do not have a job.

10. Does this job help you feel higher esteem for yourself? If yes, please describe.

I would say yes it does because obviously someone hired me for a job therefore it means I can do something to help out this corporation or this company. I guess if you are a person who has lower esteem for yourself, if someone does something nice to you and put you in a position where they think you can help them, then that make reassure you that you have value. I don't feel that way but it may be something that happens to others.

11. Does this job help you to achieve a sense of accomplishment? If yes, please explain.

I would say yes because every day I get tasks down and I do get paycheck so it kind of lets me know that I can do something.

12. Does this job make you feel more satisfied with yourself? If yes, please explain.

I guess to an extent because I'm making money and helping out this operation. It's not that much satisfaction like look how great I am I have a job, it's more than that I can provide for myself to an extent.

American Student 5

I. Basic Demographic Questions

1. What is your nationality? American.
2. What is your gender? Male.
3. Are you a residential student? Yes.
4. Are you a freshman, sophomore, junior, senior, or graduate student? Graduate.
5. How long have you been attending college? Two years.
6. What is your job title and job description? Forensics Coach: drive students to tournaments, offer students creative advices.
7. How long have you been employed? One year.

II. Questions Related to Needs (Maslow)

1. For what reasons did you seek or take your current job?

To pay for school.

2. What other reasons were there (if any) for seeking or taking your current employment?

I wasn't going to come back to school if I didn't get this position.

3. Does this job primarily help you meet basic needs like food, a place to live, clothing, transportation, etc. or does your job primarily meet your non-essential needs like entertainment or recreation?

Pretty much just the basics, the first part.

4. Does your current job help you to feel more secure? If yes, in what ways does this job help you to have a sense of security?

Yes, slightly. Just to pay rent. I used to have a job but I ran out of funds when I came back to school.

5. Does your current job help you to improve your sense of overall wellbeing (a good or satisfactory condition of existence) either physically, mentally, emotionally, or spiritually? If yes, how?

No. It is quite stressful.

6. Does your current job provide opportunities for you to collaborate (work together) and build relationship with your coworkers or customers? If yes, please explain.

I can definitely build relationship with the students, that's the cool part.

7. Do you feel loved, accepted, or connected with your coworkers in your current job? If yes, please explain.

Yes. There's other GAs. We are pretty open with each other to just talk to get the things we have to get done. It's not just the job that we talk about. As Christians, I feel we care for each other.

8. Do you generally feel respected in your current position by your coworkers? If yes, please describe.

Sure. They respect me by showing their love toward me.

9. Do you feel respected in your current position by your friends or family members? If yes, please describe.

Yes, my family's definitely proud of me. My friends kind of joke with me because they're kind of nerdy but I don't care, it's just cool.

10. Does this job help you feel higher esteem for yourself? If yes, please describe.

No.

11. Does this job help you to achieve a sense of accomplishment? If yes, please explain.

No.

12. Does this job make you feel more satisfied with yourself? If yes, please explain.

Not really because I know this is not what I really want to do. I came to graduate school to kind of figure out what I want to do. I have sort of figured that out so now I'm just trying to get through this last semester.

American Student 6

I. Basic Demographic Questions

1. What is your nationality? American.
2. What is your gender? Female.
3. Are you a residential student? Yes.
4. Are you a freshman, sophomore, junior, senior, or graduate student? Senior.
5. How long have you been attending college? Four years.
6. What is your job title and job description? Slope Operator: safety check, operation, customer service.
7. How long have you been employed? Half a year.

II. Questions Related to Needs (Maslow)

1. For what reasons did you seek or take your current job?

Mainly because I was looking for something to work on campus, something that is pretty flexible as a job. I was looking for a job because of finances.

2. What other reasons were there (if any) for seeking or taking your current employment?

When I was interviewed at the job I currently work at, the people there seemed very friendly and I like that. They seemed very flexible. That seemed something I would like to work at.

3. Does this job primarily help you meet basic needs like food, a place to live, clothing, transportation, etc. or does your job primarily meet your non-essential needs like entertainment or recreation?

It's a little of both, because it's only a part time job, I only get 18-20 hours a week. In that sense it doesn't really cover large expenses but if there's food that I need or just little things that I just

want to buy, it covers that and small utilities. Sometimes I use it for traveling for competitions I take part in.

4. Does your current job help you to feel more secure? If yes, in what ways does this job help you to have a sense of security?

It does, it also helps me to feel more independent. Because I don't have to go to my family members for money since I am secure of my own finances.

5. Does your current job help you to improve your sense of overall wellbeing (a good or satisfactory condition of existence) either physically, mentally, emotionally, or spiritually? If yes, how?

I don't think so.

6. Does your current job provide opportunities for you to collaborate (work together) and build relationship with your coworkers or customers? If yes, please explain.

Yes it definitely does, especially working the tubing area, I always have to talk to the customers. Even if it's just like going over things and they have questions, I get to know them while they are standing in line. When there's no customers there, I get to know my coworkers. It's good because there's a lot of interactions.

7. Do you feel loved, accepted, or connected with your coworkers in your current job? If yes, please explain.

Yes I do. When we get bored, we talk about our lives. We get to know each other, start to make jokes, and become more comfortable with each other. It feels something like not just a job, it's like you get to work with your friends.

8. Do you generally feel respected in your current position by your coworkers? If yes, please describe.

I do feel respected. I'm not sure how to describe, it's like I have a sense respect there.

9. Do you feel respected in your current position by your friends or family members? If yes, please describe.

Yes by my friends because the job that I got is normally a pretty hard job to get but my families don't like the fact that the job is outdoor. They kind of like to have me to have a job that's inside because they are concerned of me getting cold or working at late hours since the schedule is different every week. I just like it because I like the job itself.

10. Does this job help you feel higher esteem for yourself? If yes, please describe.

It does in a sense of independence, but I don't think it's relatively connect to the job because any job can give me this financial independence.

11. Does this job help you to achieve a sense of accomplishment? If yes, please explain.

Not really.

12. Does this job make you feel more satisfied with yourself? If yes, please explain.

Yes it does, because I'm working on my own.

American Student 7

I. Basic Demographic Questions

1. What is your nationality? American.
2. What is your gender? Female.
3. Are you a residential student? Yes.
4. Are you a freshman, sophomore, junior, senior, or graduate student? Junior.
5. How long have you been attending college? Three years.
6. What is your job title and job description? Preschool After-School Teacher:
watch preschool kids.
7. How long have you been employed? Half a year.

II. Questions Related to Needs (Maslow)

1. For what reasons did you seek or take your current job?

I start up my currently job just to have my own personal money and to continue to pay the bills for my house.

2. What other reasons were there (if any) for seeking or taking your current employment?

To have something else to do instead of just sitting around and going from school to home. Now I have something to look forward to in the afternoons.

3. Does this job primarily help you meet basic needs like food, a place to live, clothing, transportation, etc. or does your job primarily meet your non-essential needs like entertainment or recreation?

I believe it does both. It definitely meets the need of food, rent and everything else, and also for entertainment.

4. Does your current job help you to feel more secure? If yes, in what ways does this job help you to have a sense of security?

I feel like my job gives me affirmation. The kids that I work with are always loving on me. I love going there because I can love on a child and a child can love on me. It's more of like a self-help type of thing for me at the job.

5. Does your current job help you to improve your sense of overall wellbeing (a good or satisfactory condition of existence) either physically, mentally, emotionally, or spiritually? If yes, how?

Yes definitely spiritually because I can go there and teach the kids about Jesus. It's not bad to say Jesus so that's really good, so definitely spiritually and physically as well because I'm up, they keep me running and jumping and going crazy. Even mentally too because I have to think of creative things, especially for preschoolers. I have to use my imagination when I'm going to what a called a "walk around the school" or other creative activities.

6. Does your current job provide opportunities for you to collaborate (work together) and build relationship with your coworkers or customers? If yes, please explain.

Yes, it definitely does. It's me and four other girls. First we were combined and we have a set of kids together so we built relationship that way. Now we are separate but we rely on each other a lot. I definitely have relationships with the parents because their children are at my care in the afternoon. I'm the last person that they talk to from the teachers in the morning. If there's child s hurt or have behavior issues, I talk to them and we establish relationships.

7. Do you feel loved, accepted, or connected with your coworkers in your current job? If yes, please explain.

Absolutely yes. This is a Christian environment so it's not just coming to work, it's coming to work and having devotions. We actually have devotions before we start off the day. We rely on each other throughout the day and just building that relationship.

8. Do you generally feel respected in your current position by your coworkers? If yes, please describe.

I do, at first it was a little hard because I was the new person. I came in while everybody already has their own set format. I had to break into that mold that they have, it's much better now.

9. Do you feel respected in your current position by your friends or family members? If yes, please describe.

Yes, my mom was also a teacher. We go back and forth about stories of teaching and children that we taught. My parents are for the job. My friends too, they love hearing the stories. They saw the kids running up to me and they just like wow that's so cute.

10. Does this job help you feel higher esteem for yourself? If yes, please describe.

Yes, it does. The kids just love on me, it just warmed my heart because I know I'm making a difference.

11. Does this job help you to achieve a sense of accomplishment? If yes, please explain.

Yes, it does, especially with relationship aspect. Being able to relate to kids at such young age, I feel like it's important to life in general. If they can't understand it I feel like nobody else will understand it.

12. Does this job make you feel more satisfied with yourself? If yes, please explain.

Yes, it does. I'm happy. It's not like when I go to work and I'm like I got to go to work, it's like yeah I got to go to work. I'm happy that I get to be with the kids and interact with them on a daily basis.

American Student 8

I. Basic Demographic Questions

1. What is your nationality? American.
2. What is your gender? Female.
3. Are you a residential student? Yes.
4. Are you a freshman, sophomore, junior, senior, or graduate student? Senior.
5. How long have you been attending college? Four years.
6. What is your job title and job description? Preschool Teacher: supervise class, manage class, create lesson plans.
7. How long have you been employed? Half a year.

II. Questions Related to Needs (Maslow)

1. For what reasons did you seek or take your current job?

Money was the biggest reason but I wanted to make sure that it is something that I love doing too.

2. What other reasons were there (if any) for seeking or taking your current employment?

I love kids and that's what I want to do after I graduate which is to teach preschool, so that's the perfect job for me.

3. Does this job primarily help you meet basic needs like food, a place to live, clothing, transportation, etc. or does your job primarily meet your non-essential needs like entertainment or recreation?

This job meets my necessary needs like rent, bills, and things like that.

4. Does your current job help you to feel more secure? If yes, in what ways does this job help you to have a sense of security?

Yes. If I didn't have this job, I wouldn't be able to live the way I live. Because it's steady, it's constant, and it provides the same paycheck every single week, so it's security and stable for me.

5. Does your current job help you to improve your sense of overall wellbeing (a good or satisfactory condition of existence) either physically, mentally, emotionally, or spiritually? If yes, how?

Yes, especially spiritually because I get to teach the kids about Jesus and I am reminded of Jesus by what I teach them. It helps me fulfill all of those things.

6. Does your current job provide opportunities for you to collaborate (work together) and build relationship with your coworkers or customers? If yes, please explain.

Yes. Sometime it's hard but we had to make sure we are working together. I have another girl in the classroom and we teach them together. Sometimes we disagree on how to discipline and things like that, so we always have to manage that and try to work on things. The parents are great too, they are also teachers of the school. We know them from school and church too so we definitely have to work well with them too and try to please them.

7. Do you feel loved, accepted, or connected with your coworkers in your current job? If yes, please explain.

Yes, we are all pretty close and we all talk a lot while we are at work. One of them is my roommate.

8. Do you generally feel respected in your current position by your coworkers? If yes, please describe.

Yes definitely. In the beginning I wasn't really respected as I was really new. As I kept working I built a respect with them so it's much better.

9. Do you feel respected in your current position by your friends or family members? If yes, please describe.

Yes. I think a lot of them respect the job that I do because they think working with kids is really hard. They say something like it's great that you can do that because I can't do that.

10. Does this job help you feel higher esteem for yourself? If yes, please describe.

Yes, definitely. I'm teaching so I have to know what I'm teaching about. I can't confuse them so I have to already have the clear idea of what I want to say. That give me kind of confidence because I do know what I'm talking about. I do know how to teach, especially when it's come to spirituality.

11. Does this job help you to achieve a sense of accomplishment? If yes, please explain.

Yes, definitely, especially as I work more with the kids I can definitely get myself back to a confident level. Because I have been working there for a while, now when I walk in I feel confident and I go straight to my class. At the beginning I didn't feel confident. It took me a long time, over a month. The first month I was really confused and I was discouraged too because I thought that was not a good place for me. Then I got stuck with it. After the first month, I understood what I was doing. Now I definitely appreciate I stuck with the job.

12. Does this job make you feel more satisfied with yourself? If yes, please explain.

Yes definitely, especially when I leave the job that day, I feel satisfied. If I did really well, all the kids are listening, we all did the craft together, and everybody had a good time, then when I

leave, when I come home I feel better; but on some days, they don't listen or it's a hard day with them, sometimes I feel discouraged. That's rare. Overall, the job is good for my resume. It's good to have that on my resume. When I look back, I can explain to the next employer what I did. I think my next employer will be really impressed by the job.

American Student 9

I. Basic Demographic Questions

1. What is your nationality? American.
2. What is your gender? Male.
3. Are you a residential student? Yes.
4. Are you a freshman, sophomore, junior, senior, or graduate student? Senior.
5. How long have you been attending college? Three years.
6. What is your job title and job description? Peer Mentor: mentor students in different areas.
7. How long have you been employed? Two years.

II. Questions Related to Needs (Maslow)

1. For what reasons did you seek or take your current job?

Honestly, I just needed the job. I needed the money to pay for school and to also just in general to have money. When I was sophomore, I was just applying for several jobs. This is the particular one that I was going with was a job to mentor students. Because one day I'm going to ministry so that would be pretty cool to get experience mentoring and talking to other students. It will help me better and prepare me for my future career and ministry.

2. What other reasons were there (if any) for seeking or taking your current employment?

I don't think there was other reasons. I just need for future preparation and income for bills and school.

3. Does this job primarily help you meet basic needs like food, a place to live, clothing, transportation, etc. or does your job primarily meet your non-essential needs like entertainment or recreation?

I definitely think it meets more of my basic needs because it's why I get the job the first place is the help pay for school and to also pay for all the rest of the stuff while I am here.

4. Does your current job help you to feel more secure? If yes, in what ways does this job help you to have a sense of security?

I would not say more secure necessarily. I'm a pretty secured person without the job. I guess the only secure aspect would be that because of the job I'm able to be more confident in making payments.

5. Does your current job help you to improve your sense of overall wellbeing (a good or satisfactory condition of existence) either physically, mentally, emotionally, or spiritually? If yes, how?

Yes I think so. I think it also depends. For this job I have pretty good coworkers. I like to talk with them and they are pretty uplifting. I would say in every aspect this job is pretty uplifting all the way through physically, mentally, emotionally, and spiritually.

6. Does your current job provide opportunities for you to collaborate (work together) and build relationship with your coworkers or customers? If yes, please explain.

Yes I think in too aspects. Firstly coworkers because we have to work together as mentors sometimes mentoring a group of students. Also, we plan events for the department. We have to work together to do that. We have to work together in order to accomplish certain goals. For example, in mentoring programs, sometimes they can't do it by themselves, we have to work

together to get to that point. Also, customers like the mentees, when they come in to the office, we talk to them, help them out, and do anything we can for them.

7. Do you feel loved, accepted, or connected with your coworkers in your current job? If yes, please explain.

Yes. I feel for the most part that's case. Of course everybody has his or her down days. I do know that some days I look forward coming to work even I'm down because I know someone's going to ask me what's going on. It's definitely very calm and very accepting environment.

8. Do you generally feel respected in your current position by your coworkers? If yes, please describe.

Yes I feel so. I think as a team we kind of feel that because we know without others our jobs will be harder to do.

9. Do you feel respected in your current position by your friends or family members? If yes, please describe.

Yes. I guess not directly though. I guess they are excited overall that I have a job, not necessarily the position that I'm in.

10. Does this job help you feel higher esteem for yourself? If yes, please describe.

Not really. It doesn't necessarily bring my self-esteem down, it doesn't necessarily raise it up either.

11. Does this job help you to achieve a sense of accomplishment? If yes, please explain.

Yes, in two aspects. First, one I work on a project really hard, I feel like nothing is coming to this, no one's going to come to this event. When someone does, I feel very accomplished.

Second, as a mentor, when I see people I'm working with progress and be successful of what their goals are and meet those goals, I also feel a sense of accomplishment.

12. Does this job make you feel more satisfied with yourself? If yes, please explain.

I wouldn't say necessarily. Possibly if I'm having a rough time in school or spiritually and I see someone whom I'm mentoring progress in those things, it's more of an encouragement to me like if they can do it, so can I type of thing.

American Student 10

I. Basic Demographic Questions

1. What is your nationality? American.
2. What is your gender? Male.
3. Are you a residential student? Yes.
4. Are you a freshman, sophomore, junior, senior, or graduate student? Graduate.
5. How long have you been attending college? A half year.
6. What is your job title and job description? Advertising Director of Liberty Champion: advertisement sales, office logistics, teaching.
7. How long have you been employed? Two years.

II. Questions Related to Needs (Maslow)

1. For what reasons did you seek or take your current job?

I basically graduated and didn't know where to go at that time. This position opened up so I took it. The primary would be income and then education. It has education benefits so I might as well continue to graduate school.

2. What other reasons were there (if any) for seeking or taking your current employment?

That's basically it. I basically wanted to stick a little bit longer until I finish everything here.

3. Does this job primarily help you meet basic needs like food, a place to live, clothing, transportation, etc. or does your job primarily meet your non-essential needs like entertainment or recreation?

It primarily essential.

4. Does your current job help you to feel more secure? If yes, in what ways does this job help you to have a sense of security?

It's a salary job, not hourly, so it's basically steadier than everybody else's. It has a little of extra. I get commission for the advertisement sales so every once in a while it's an extra benefit that I can't budget for but it's just helpful.

5. Does your current job help you to improve your sense of overall wellbeing (a good or satisfactory condition of existence) either physically, mentally, emotionally, or spiritually? If yes, how?

Yes, I guess it's more mentally because when I got off college as undergrads, I was the same as everyone else. It's very tough to find a job so this opened up. It's basically difficult to get a job that is steady. Whatever I am going to do in the future, it's always good to have the adjunct professor experience on my resume.

6. Does your current job provide opportunities for you to collaborate (work together) and build relationship with your coworkers or customers? If yes, please explain.

Yes, mainly with coworkers. People are in the office all the time during the day every week. Basically just having time hanging out and talking with them. I also meet advertisers.

7. Do you feel loved, accepted, or connected with your coworkers in your current job? If yes, please explain.

Yes, I want to be really good friends with the office because I'm with them every single day. A lot of times we do stuff outside of the office together. The people that are in the office for a more just a couple semesters, I build relationship with them over a couple of years. For the out of the office activities, it generally depends on the group. Last year we did a lot of stuff together. This

year we've seen a couple of movies and had office parties like super ball party. We do Christmas party and end of the spring semester party.

8. Do you generally feel respected in your current position by your coworkers? If yes, please describe.

Yes. I have my own side job. I pretty much do what I need to do. I am above them on the job ranking. I also do office supply orders like staples. If my coworkers want something, I put the order in. That also helps for me to get more respect.

9. Do you feel respected in your current position by your friends or family members? If yes, please describe.

Yes, mainly because it sounds really impressive to say that I'm teaching college classes.

10. Does this job help you feel higher esteem for yourself? If yes, please describe.

Yes, especially as a guy I have a need to have a steady job to help to provide for myself or friends and family. Just knowing that I have a job with educational benefits helps.

11. Does this job help you to achieve a sense of accomplishment? If yes, please explain.

Yes. Having got a steady job after I got out from college is above what I expected to get. It definitely helps with the accomplishment. Next May, I will leave here with a Master's degree. That would be a big thing too.

12. Does this job make you feel more satisfied with yourself? If yes, please explain.

Yes. The main thing is to have this steady job, be able to move up to get another college degree above that, and be more educated when I leave.

Appendix G

Approval Letter

LIBERTY UNIVERSITY.
INSTITUTIONAL REVIEW BOARD

March 2, 2015

Yasa Guo

IRB Approval 2105.030215: A Study of Motivation and Assimilation: Examining Asian International and American College Students' Employment on Campus

Dear Yasa,

We are pleased to inform you that your above study has been approved by the Liberty IRB. This approval is extended to you for one year from the date provided above with your protocol number. If data collection proceeds past one year, or if you make changes in the methodology as it pertains to human subjects, you must submit an appropriate update form to the IRB. The forms for these cases were attached to your approval email.

Thank you for your cooperation with the IRB, and we wish you well with your research project.

Sincerely,

Fernando Garzon, Psy.D.

Professor, IRB Chair

Counseling

(434) 592-4054



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