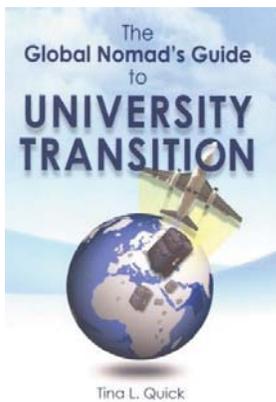


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The Global Nomad's Guide to University Transition

Quick, Tina L. (2010). *The global nomad's guide to university transition*. London, UK: Summertime Publishing. ISBN: 978-1-904881-21-6

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The Global Nomad's Guide to University Transition (Quick, 2010) is specifically written for third culture kids (TCKs) who will begin their journey into university life. TCKs are defined as those who grew up in places outside of their home or passport cultures and have no sense of belonging in neither the home culture nor host culture. These students usually find their sense of belonging in the third culture, which is the community of people who share the experience of living outside their passport cultures. This book also aims to prepare parents of TCKs to better understand their children's challenges thus assisting them with a smoother transition to college. As a mother of three college-aged TCKs and an adult TCK herself, Tina Quick shared her rich experiences of cross-cultural transition in the book. She also shared practical tips with both TCKs and their parents in overcoming potential difficulties, building new relationships, and finding their own identity. The major audience for this book is TCKs and their parents who may use it as a guide; but the topic and Quick's prose may appeal to a broader readership. This book consists of 11 chapters and emphasizes on the following six aspects of TCKs' transition into university life.

Transition Cycle

The transition cycle, extensively discussed in chapters two, three, four, and five, is the highlight of the book. Quick adopts the Transition Cycle theory from Dave Pollock who was a recognized authority on TCKs, and incorporates it with her own experiences, stories, and examples. She argues that the transition cycle does not only apply to TCKs, but also to everyone who goes through it. Understanding the five stages of transition (involvement, leaving, transition, entering, and re-involvement) will better assist students to anticipate the changes in their lives. It will also help them better manage the challenges they may encounter in their transition to the third culture. Using colloquial expressions and no jargon, Quick makes the introduction to the Transition Cycle theory fun to read and easy to understand. For instance, she uses "itchy feet" and "dragging feet" to describe the feelings of anxiety and denial students have towards changes. She also uses "fish out of water" to refer to uncertainty and ambiguity in the transition stage.

Unsolved Grief

In chapters three and four, Quick calls the reader's attention to acknowledge unsolved grief of TCKs, which is often neglected by parents. The high mobility lifestyle exposes TCKs to more losses than other people ever experience in their entire life. Quick argues that TCKs should be given enough time to grieve about their losses and accept the losses. She believes parents play an

important role in this process. As such, she encourages parents to embrace their own losses, understand their child's grief, and provide them with emotional support.

Relationships

Another important contribution of this book is the discussion on how TCKs relate to their home-country peers. This is discussed primarily in chapter six. It is often assumed that it is not an issue for TCKs when they return to their home-country culture. However, Quick provides a totally different perspective. Quick explains specifically why TCKs feel disconnected from their peers in their home-country and why TCKs think their relationship with these peers is superficial. She further points out that TCKs are different from international students in many ways but they tend to be more comfortable with international students since they often share similar cross-cultural experiences.

Identity Development

Personal identity is another important topic in this book. Quick discusses identity issues mainly in chapter seven. TCKs are constantly facing changes of relationships, environment, and cultures. As a result, many TCKs experience difficulties understanding their own identity. She indicates that simple questions like "where are you from?" could cause chaos for TCKs because they may not feel that they have real ownership of any places they lived before. Readers are encouraged to employ Schaetti's TCK Identity Development Model to better understand the global nomad's identity development challenges.

College Transition

Chapters eight and nine emphasize the practical perspective of college life. These two chapters cover a wide variety of topics of college life: health, safety, drugs, alcohol, and financial issues. These chapters provide useful tips and advice to students, but they could be better organized. For instance, finance issues are mainly discussed in chapter nine but it is also mentioned briefly in chapter eight. It may be easier for readers if all issues relevant to the same topic are discussed in the same chapter.

Written by guest writer Vriesendorp, chapter ten focuses on individual differences. This chapter provides a better understanding of differences in personalities. It is hoped that students will be better prepared for differences and can better get along with their roommates, fellow students, faculty, and other personnel on campus.

Parental Tools

Parental tools are provided in the last chapter of the book. Quick does an excellent job in sharing her own experiences as a mother of three TCKs and offering practical advice to parents of global nomads. However, a comment she made regarding foreign students is misleading and needs to be amended. She states "foreign students in the U.S. cannot obtain a Social Security Number (SSN)" (p. 244), but as long as foreign students are authorized to work on or off campus and meet all social security eligibility requirements, international students can obtain a SSN (Social Security, 2011).

In conclusion, this is a wonderful guide book that encourages global nomads to stay on the course during their transition to college life. Quick provides key points of each topic and useful resources at the end of each chapter; however, she does not provide page numbers and year of quoted works in the body. Although this book is primarily designed for college-bound global nomads, it would be beneficial for readers who are willing to research further on their own if more information were provided.

Overall, Quick makes a significant contribution to existing literature of TCKs and adds new knowledge to studies of cross-cultural transition. She synthesizes abstract theories and concepts along with her own experiences and provides a better understanding of TCKs and their transition encounters.

Reference

Social Security: U.S. Social Security Administration. (2011, September). International students and social security numbers. SSA Publication No. 05-10181. Retrieved from <http://www.socialsecurity.gov/pubs/10181.html#a0=0>

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