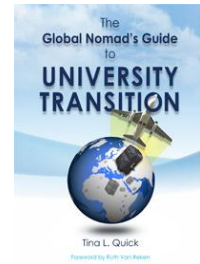


***The Global Nomad's Guide to University Transition*, Tina L. Quick,**
Summertime Publishing, 2010.

Reviewed by Katrin Volt at GSI, www.diversophy.com

“I feel like a fish out of water.” Tina L Quick’s handbook provides practical advice and guidance for young third culture kids (TCKs) and global nomads moving to their passport countries for university studies. The author, a third culture kid herself, is an expert in the field and this professionalism shines through in the book.



The Global Nomad's Guide to University Transition deals with the issues third culture kids in particular face and guides them towards a smooth transition. The book is filled with informative advice, tips and observations, which are brought to life with the authors’ personal stories as well as those from other third culture kids. There are also exercises that help process and think about the issues in more depth. Each chapter ends with “what you should know,” an easy reference, though it may feel repetitive for some readers, and a list of further resources, which gives additional information on the topics covered in the chapter.

A sense of belonging everywhere and nowhere is how third culture kids usually identify their place in the world. The feelings of isolation, restlessness, not fitting in, their search for identity, etc. are what will face them in their transition. As Quick says, life is full of change. They have had very mobile lives in a cross-cultural world – the two realities of being a third culture kid. On the upside, such individuals have developed an array of skills, e.g. being skilful observers of and mediators between cultures. On the downside, they may develop feelings of loneliness and unresolved questions of identity. Everything can be overwhelming, for instance, difficulty relating to others, financial responsibilities, classroom seating, coursework requirements, etc. In the initial chapters, Quick describes Dr Pollock’s five stages of the transition process (*involvement, leaving, transition, entering, reinvolvement*) that everyone goes through. The rest of the book looks at issues related to relationships, identity questions, including a TCK Identity Development Model, leisure time, campus life, etc. There is also a chapter for parents, so the book is useful for the whole family. The reader does not need to read the chapters in sequence but can dip in according to interest and need.

What I liked most about the book is its simple language, useful topics, engaging approach and stories. However, note that the content and style are US style, making it especially relevant for US audiences.

This book is most helpful for third culture kids repatriating to their passport countries for university but it is also useful for other foreign students. It is also essential reading for their parents and those having to work with third culture kids and foreign students, i.e., educators, advisors, therapists, HR professionals, interculturalists, communication specialists.