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**Author**

LEE, Kent (LEE, Hikyoung)

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**Abstract**

Past studies have indicated shortcomings in the training of graduate students in the US, especially for practical career skills, teaching skills, and non-academic careers. Students thus find professional development and guidance lacking for the demands of the modern marketplace. This study extends this research to the unique situation of current graduate students in Korea, who represent an under-studied population and face further challenges from the demands of internationalization. From survey data at one representative university, this study examines (1) whether Korean graduate students feel that they receive sufficient guidance, training, and support for professional development and (2) whether Korean graduate students feel prepared for specific academic and professional careers and career skills. Additionally, English skills, motivation, and other factors are examined. Various shortcomings in these areas are reported, which parallel those found in the US, while unique problems also arise from the demands of English for academic and professional purposes. Korean graduate students require additional support and professional development programs to address these

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shortcomings. (HRK / Abstract übernommen) Lee, Hikyoung, E-Mail: hleek@korea.ac.kr