LEARNING ABROAD CENTER
UNIVERSITY OF MINNESOTA

CAPA
INTERNATIONAL EDUCATION

Career Integration:

Reviewing the Impact of Experience Abroad on Employment

Edited by Christine Anderson, John Christian, Kimberly Hindbjorgen, Carol Jambor-Smith, Martha Johnson, and Michael Woolf

No. 1

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Ann Hubbard is Vice President, college division in the American Institute for Foreign Study (AIFS) where she is responsible for university relations for customized programs and academic assessment initiatives. Having worked in a campus-based education abroad office for twenty years, she has conducted intercultural training, developed faculty-led programs, and taught an honors seminar. With a Co-op Grant from NAFSA in 1997, she developed a workshop series for students to reflect on their development from studying abroad. She has continued to expand her knowledge on the topic and frequently (co-)presents sessions to students – including the plenary at the 2012 Minnesota Returnee Conference, and train-the-trainer sessions to advisors throughout the U.S. Hubbard served as a coach in the NAFSA Academy program in 2014. She is an Intercultural Development Inventory-qualified administrator and a Quality Improvement Program (QUIP) reviewer for the Forum on Education Abroad.

Carol Jambor-Smith holds a Ph.D from the University of Iowa and a B.A. and M.A. from Virginia Commonwealth University. Her doctoral studies concentrated on the theory and practice of writing. As a Senior Communications Executive, she has extensive experience integrating messaging to reach multiple constituencies through both print and electronic channels, often in highly competitive fields such as law, medicine, and international education. She has a background in relationship building and advocacy, issues management, and business development, and experience synthesizing and communicating complex issues to various constituents and stakeholders. At CAPA, Carol oversees the institutional relations and marketing teams. In 2014 the marketing team was presented twelve MarCom awards for excellence in design and content of its student magazine.

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Darren Kaltved. With more than fifteen years of higher education experience, thirteen in the field of career development, Darren currently serves as Assistant Director of Career Services for the School of Public Health at the University of Minnesota. Darren's areas of expertise include career counseling/coaching, internship and job searching, networking and social media, interviewing, pre-med/pre-law advising, and personal branding. In addition, Darren is a regionally and nationally recognized speaker on a variety of career related topics, and is currently co-authoring a book titled, "*Love at First Interview: How Interviewing is Like Dating.*" He is a former Marty Dockman Merit Award for Service Excellence honoree and served as President of the Minnesota Career Development Association from 2013-2014. Darren is known for his strong passion and enthusiasm for working with all students and clientele, and loves playing a vital role in helping make their dreams become reality.

Craig Kench. Joining CAPA International Education in 2011 as Director of International Internships, Craig is responsible for managing internship operations and strategic development across each of CAPA's global internship locations. Originally from Gibraltar, Craig was raised in England, and spent ten years working, studying,

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Simon Kho is the Vice President, Global Recruitment for Heidrick & Struggles, one of the world's premier providers of senior-level executive search and leadership consulting services. Simon has held national and global recruiting leadership roles for employers in the energy and professional services industries, specifically BP and KPMG. He has extensive experience working with higher education institutions and preparing university students for the workforce. His commitment to fostering more globally-minded professionals can be seen through his leadership in creating global development programs (e.g. international internships and case competitions) and implementing cross-border training and collaboration strategies. In addition, Simon has actively supported the international resourcing agenda through his participation in NAFSA conferences and the NACE Global Recruiting Symposium. Prior to his career in corporate talent acquisition, Simon worked in higher education administration at Michigan State University and Fordham University.

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Jason Wang's first experience with CET was as a student of the Intensive Chinese Language program in Beijing in 2006. That transformative experience, followed by an internship at a local health education NGO, piqued his interest in living and working abroad, and led him to make his way back to China after graduating from the University of North Carolina at Chapel Hill. In Beijing, Jason worked as a teacher and then Director of Studies at New Oriental's Elite Learning schools before joining CET, first as the Resident Director of the Intensive Chinese Language program in Beijing (2010-2012), and then as the Beijing General Manager (2012-2013). After five years working (and adventuring) in China, Jason is now back in the United States serving as CET's China Programs Manager.

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Foreword

Simon Kho
Vice President, Global Talent Acquisition, Heidrick & Struggles

There are few who would disagree that the world has gotten smaller and that borders are not the divide that they once were. In today's business environment, almost every organization has an international component to their business activity. Whether through internal operations, business development or suppliers of resources and services, companies require a global perspective to be successful. Having worked with financial services, energy and natural resources and leadership consulting companies, I can confirm that the future talent dilemma exists across industries and geographies.

Another increasing priority for most organizations is the renewed focus on developing a skilled workforce. As skilled talent demographics change, successful companies recognize the need to invest and develop their employees and future leaders. Talk to the CEOs of leading companies and you'll hear a common message: Talent acquisition and development are critical to future growth and success.

If you combine these two perspectives, you can easily conclude that university students who enter the working world with international experience, perspectives and skills will be well-positioned for outstanding careers. More and more students are studying and working overseas before graduation, including developing cultural and language proficiency. But are the students able to translate these competencies into career marketability? Are employers recognizing the opportunity to partner with universities in cultivating their future workforce?

Clearly, there is a massive opportunity for university faculty and staff to serve as the bridge between workplace talent needs and students. Partnerships between the world of work and the world of academia will broaden and deepen mutually beneficial interactions. Instead of just promoting international study experience, how can you help elevate the development opportunity for those students? We'd all agree that study abroad can be a life-altering experience. But I have to believe that with the right preparation and learning cues, students who live and study overseas would maximize both personal and professional development, while impacting their future career trajectory.

As I look ahead to the talent and human capital requirements of my own organization, as well as those of other employers and Global Fortune 500 companies, I am grateful that there are educators who are making an impact on our future workforce.

Part One: Why? Return on Investment?

Why Career Integration?

Martha Johnson
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This publication, and the initiative in general, seems in hindsight timely and "on trend." It officially started in 2012, but its seeds were sown over a span of many years. And the discussion of the value of higher education in general has never had more relevance than it seems to now.

In the summer of 2012, we proposed to the Learning Abroad Center (LAC) staff at the University of Minnesota an initiative that we believed would build upon our strengths and history, but take us in a new, relatively unchartered direction. In the initial "manifesto," we suggested that the initiative should "be designed to build off the recognition and methodology of Curriculum Integration but with a more specific focus on career planning and impact related to student activities abroad."

The initiative would include plans for the following components:

- A strategic plan to reach out to industry in collaboration with the college and university career offices and resources
- The development and incorporation of quotations from leaders in industry and graduate/professional education into Major Advising Pages (MAPS) voicing specific values in regard to education abroad from their field or industry
- The expansion of resources and links to the ever-increasing scholarship on the relation between education abroad and career development

Later, the guiding principles for the initiative were clarified and expanded to state the following goals:

- Apply methodology of Curriculum Integration to a specific focus on career planning
- Engage campus career and education abroad colleagues in a dialogue
- Partner to integrate learning abroad resources into career advising structures
- Develop tools and resources to help students *identify*, *connect*, and *communicate* the impact of their experience abroad on their professional goals before, during and after their experience abroad

- Communicate the cross-cultural and global needs of industries to students
- Integrate career-related outcomes into articulated individual program learning outcomes
- Create program selection and advising tools designed to help students choose opportunities to explore or build skills in career interests
- Identify student goals for careers earlier in advising and planning for going abroad
- Assist students in maximizing career reflection and opportunities on site
- Expand resources and support for returned students in communicating and articulating the value of their specific experience abroad and why it matters, including the transferable skills developed and how those would be leveraged in industry and the workplace.

The initiative was built on the foundation and tradition established at the University of Minnesota during the Curriculum Integration grant. Over the previous thirteen years the University of Minnesota had initiated and sustained a project and process called Curriculum Integration. Curriculum Integration represented our effort better to integrate experiences abroad into the undergraduate academic programs at the University in terms of progress, relevance, and support for students pursuing opportunities abroad. Over that period of time, we had collaborated with over one hundred academic departments to:

1. Identify curriculum matches abroad
2. Advise on timing and degree progress
3. Develop new programs and opportunities where there were gaps

Through our work with curriculum integration, the central education abroad office learned much about the way in which students and academic departments approach education in general, and learning abroad specifically. Our collaborations with colleagues around the University helped the Learning Abroad Center staff on campus, and resident staff around the world better understand the goals, outcomes, and skills students are seeking in general, but particularly as they invest time, money, and personal capital in pursuing experiences abroad. Curriculum Integration challenged our paradigms and mythology and inspired creativity: we want to recognize that foundation and connection.

However, we increasingly find in our conversations with students, advisors, and parents that while the curriculum is a critical element to student goals in going abroad, it is not the always the most compelling factor in decision-making. In fact, for years we struggled with how to apply curriculum integration to a few disciplines where we knew the cohorts were harder to define than by major. We needed the guidance and expertise from our career colleagues, who have always been invested collaborators.

The best example of this is pre-health. Students seeking careers in various health fields, from medical and veterinary school, to public health, are not just in one major or even one college. At the University of Minnesota you can do a biology major in two colleges, and while one requires a language, one does not. We convened a cross-campus working group and found that once we addressed the goals and programs from a career perspective, we could better define and support these students in program selection and preparation. By identifying the activities "pre-health" students wanted to do abroad we were able to better develop successful programs and opportunities. The resulting "Pre-Health" major advising page became the most visited of the major advising pages.

That inevitably posed the question of what else we might be approaching from the wrong angle. In our desire to base experience abroad more effectively in the curriculum had we missed a big part of both the motivation and outcomes students seek abroad? After all, knowledge in an academic major or minor is only part of what students are seeking from a university education in general; higher education is under pressure from many directions (not least families who pay the bills) to speak to a "return on investment" of time and money.

What is the relationship between programs abroad and career goals? What about the student pursuing a major in Chinese in the College of Liberal Arts who intends to work in the business world? What about the sociology major who intends to pursue a licensure and a Master's in Social Work? And what about the many, many students who are not clear on their academic passion or major but *do know* they want to go abroad? And what about the students who have been told they "should" do this but don't really understand why?

While progress toward a major or minor is indeed one important motivation, it is often not the *only* or the *primary* motivation for students going abroad.

Then there is the question of relating the specific experience a student has undertaken to life goals and plans. If you pay attention you will find that conversations about careers and education abroad tend to morph very quickly toward discussion of internships, research, or other sorts of programs abroad that have a relatively clear relationship with career and life plans. That is important. In 2014 we calculated that 14% of the students who went abroad in 2013 did an internship. How are we discussing career impact with the other 86%?

If we cannot provide all students pursuing opportunities abroad with the tools to understand and articulate the impact of, for example, a May program in New Zealand, a summer program in Ecuador, or a winter break course in Ireland on their life and future plans, than perhaps we are failing them in this regard.

Finally, one of the major motivations for this initiative is the continued, rather stark disconnect between the rhetoric and practice in regard to the value of cross-cultural *experiences* by employers, recruiters, and graduate/professional committees. These are the key stakeholders with whom students will need to leverage their experiences and promote themselves upon graduation.

Having been involved in two rounds of massive employer surveys, we are consistently disappointed by the lack of recognition that the same skills employers identify as being valued are not correlated to the activities designed to foster those skills. Education abroad naturally tends to develop those skills employers are seeking, including communication, learning new ideas, creative thinking, and of course interacting with individuals from a variety of backgrounds. Paradoxically, while interpersonal communication and ability to work with diverse teams is highly valued by employers, experience abroad is not necessarily recognized as connected to the development of these skills. Clearly there is a disconnect and a need to re-educate industry leaders, recruiters, admissions boards, etc. as to the specific ways we work with students to acquire skills of all sorts through experiences abroad.

As a result, we convened a campus-wide committee and decided to apply the methodology of curriculum integration with the goal of specific career-related outcomes. Our career colleagues have always been key players and supporters of Curriculum Integration but we really wanted to take this a step further. It was critical to obtain their feedback and support before moving forward.

Some education abroad colleagues have asked me what is really new or different about what we are doing, and I agree that there have been many excellent conversations, sessions, and resources devoted to these questions. However, the focus on the career part of education abroad has tended to be either at the very end of a program or during re-entry. While this is obviously important and logical from the student perspective, it is arguably too late. About a year into the project we adopted the mantra of "Before, During, and After" as a guiding principle and that has been where many of the "aha" moments have been for us.

We also wanted to add to the increasing body of research in this area, so in the spring of 2014 we conducted our first career impact of education abroad survey. 712 alums who had studied abroad over a span of thirty years participated. The response was immediate and pretty amazing. More importantly, our alums unquestionably see the value in their experiences (Anderson).

We hosted our own national conference at the University of Minnesota. International educators, career services and employer relations professionals, recruiters, and

industry leaders shared best-practices and innovations within the fields of education abroad and career services.

Our hope is that we have sparked a conversation. It is not enough anecdotally to believe that students who have participated in learning abroad carry what they learn into their future jobs and lives. But by assisting students with connecting the relationship to their careers “before, during, and after” we believe we are dramatically changing the role of education abroad on our campuses.

Career Integration and Study Abroad: The Cap Fits

John Christian
President and CEO, CAPA International Education

The inaugural career integration conference at the University of Minnesota in July 2014 created a forum for a much-needed and relevant discussion. At CAPA International Education, we were delighted to have the opportunity to support this initiative and to work with colleagues to develop further mechanisms that recognize the significance and urgent relevance of this topic.

As we are all aware, there is a discernible tendency for students to seek international experience and to graduate having had one. In so doing, they recognize that the world they are entering is increasingly not an easy one. The traditional media, and the newer social media, constantly remind us of the impact that globalization and economic turmoil are having on employability, access to higher education, and life in general.

We also know that the investment of time and increasingly significant amounts of money necessary for higher education and learning abroad means that many (maybe even most) of our students will be in debt when they leave our campuses. This creates an educational and ethical imperative to impart to our students the adaptability and flexibility necessary to empower them to understand these complexities and, in so doing, acquire valuable relevant competencies.

An education abroad environment is uniquely suited to meet these objectives through a multitude of academic and experiential opportunities. These include courses which explore and analyze academic themes (social, political, economic, cultural, and so on) across nations and borders; global internships through which students gain a critical understanding of their field of interest in an international setting; service-learning practicums which open their eyes to ethical conduct, inequality, and conflict; and certificate-based programs offering students the opportunity to achieve further credentials in one semester. Through these avenues, we prepare students for the future and give them the tools they need to recognize, understand, and articulate how they have built an enhanced awareness of the world and a more diverse set of technical and human skills.

However, Martin Tillman of the Global Career Compass has indicated that, according to recent data, studying abroad on its own adds little value to a student's job prospects with potential employers. In response to this, as international educators, we need to recognize our great responsibility not only to give our students the

breadth of skills necessary to contribute and succeed in an increasingly competitive and global world stage, but also to help them develop the tools by which they can interpret, articulate, and understand how to integrate their experiences into a plan for their next steps in life, whether career-related or a next degree.

All of this suggests that we need to create programs that are intentionally and strategically designed, connected to the various on and off-campus departments that can help shape the student experience, and, ultimately, prepare students for the future. That is why CAPA International Education is committed to the objectives examined in this volume.

In order to achieve those meaningful connections before, during, and after the learning abroad experience, we must create strategic links between departments like career services, academics, financial aid, advising, stakeholders like employers and, of course, learning abroad offices here in the US and abroad. This holistic approach will create the structure and direction necessary to help students understand how to interpret and use their experiences in the future.

Additionally, we support students in creating unique and individualized portfolios upon re-entry after an education abroad program. This portfolio will be a method of actively representing the connection between what happens in the US and what happens abroad. This will help students transform their investments of time, mind, finance, and spirit into real opportunities that move individual aspirations to future opportunities.

I was recently at several graduations this past May, not in my capacity as an educator, but as an uncle. At two of these graduations, I listened to college presidents speak of the increasing financial and professional demands on today's graduates. Dr. Mary K. Grant, former President of The Massachusetts College of Liberal Arts, asked each student to reflect on the people who helped them arrive at graduation including faculty, friends, and family. She said that theirs was an investment that reaped an invaluable return. The metaphor of investment and return recognizes both the value of the educational experience and the demands made upon these graduates.

Since 1992, CAPA International Education and the University of Minnesota have had a long and fruitful partnership. In the last three years alone we have built considerable opportunities for students from UMN and other institutions through a thoughtful collaboration that has endeavored to address those demands. 482 University of Minnesota students alone have actively engaged in a global internship in London and Sydney in fields such as anthropology, business, journalism, theater, medical research, nursing, and a myriad of other very specific and personal fields of interest.

The process of work experience helps students to mature, to work in groups, to take responsibility as well as a stake in the modes of instruction, and to gain leadership and communication skills in their specific disciplines and beyond. Internships are also a mechanism to overcome the vicious circular conundrum in which young people cannot get employment without experience, but are unable to get that experience without employment. An internship, an international internship in particular, enables students to demonstrate potential proficiency within the world of work to employers. Internships also allow us to inspire under-represented disciplines to learn abroad and gain valuable international hands-on skills.

Let me share an alumni story with you:

Courtney Heyduk studied abroad in London on the University of Minnesota and CAPA London Program in the spring of 2014. Courtney was a senior and a Health Science Major. She was an intern at the Whittington Health Trust – National Health Hospital. Courtney commented:

> My international internship experience will most definitely change the approach I take to my environment back home. As an intern at The Whittington Hospital, I learned first-hand about the nursing industry as well as gaining an understanding of how a hospital functions. I am planning on going to medical school in the fall of 2014 and I feel that this international experience will affect the decisions I make in the future.
>
> I am more confident and comfortable exploring new cities and cultures and will most definitely decide to go on more international adventures as a medical student.

Bachelor of Fine Arts students from the University of Minnesota have the opportunity to gain valuable career-related experience by spending a semester learning and acting in London within a professionally equipped theater space called the Street. Located in the CAPA London Center, this facility was built by CAPA with direction from the University of Minnesota. It is not the Guthrie, but is pretty “awesome” and a unique learning abroad venue for its physical environment and technological capabilities.

This is a direct example of inter-departmental dialogue and international collaboration; the combination and integration of an international learning opportunity with academic courses gives students an edge when competing in a highly competitive and demanding field. Dr. Michael Punter, Director of Theater Studies for CAPA and the BFA program, describes program design outcomes:

> This is, perhaps, the standout aspect. Using a London-themed stimulus, actors get to create an original piece of work they perform here that can also be further developed at home. They must collaborate closely with their peers and can only use 5 prop items. This encourages imagination, resourcefulness and creativity on a ‘Poor Theater’ model.

> So far, three plays have been written by Minnesota students, and two were developed here in the fall and are approaching completion. Kathleen (Katie) Kleiger has almost completed a full-length play. Rebecca Leiner and Allie Babich from the Fall 2013 group were granted the US rights to my play, *Bunker Girls,* and will be performing this at the Guthrie for their final project in 2015.

The experience of these students demonstrates the value and power of successful career integration strategies. The importance of this dimension to our work is reflected in our commitment to partner with the University of Minnesota and the Learning Abroad Center to further enhance our collective efforts to build career integration into the agenda of study abroad.

When I was at these recent graduations, I was amused and struck by the various ways students decorated their graduation caps. One said, "Just Keep Swimming" with a picture of Nemo from *Finding Nemo* (that was my niece); the other was worn by a woman who received an academic honor from the English Department for her writing and global perspective. Her cap said, "It's worth the debt."

It is our job to make it worth the debt and keep our students swimming long after university learning. The inaugural career integration conference at the University of Minnesota in July 2014 created a forum for a much-needed and relevant discussion. At CAPA International Education we were delighted to have the opportunity to support this initiative and to work with colleagues to develop further mechanisms that recognize the significance and urgent relevance of this topic. Martha Johnson and The University of Minnesota deserve our collective respect for the vision that has brought this topic into the center of the study abroad agenda. This is no longer a footnote at yet another conference; it is the primary concern of this volume and of the conferences and publications that will follow.

Gaining a Global Purview: All Around the World Feminine Competency is Rising

John Gerzema
Chairman/CEO BAV Consulting

The taxi driver at Ben Gurion airport once drove a Merkava tank and the cook at the café in Netanyah learned his trade in an army field kitchen. In Tel-Aviv, the aging executive at dinner puts pictures of paratroopers on his business cards just so you know he has the nerve to jump out of airplanes. And in the high tech center of Ra'anana, a venture capital firm called Veritas counts a former fighter pilot and a retired intelligence officer among its directors.

Spend a few days on business in Israel and you might start to think that "machismo" is a Hebrew word. Then you discover that women are the new stars of the army's peacekeeping corps, because they excel at averting confrontations. You encounter the toughest reporter in the country, a women named Ilana Dyan, who can match Woodward and Bernstein scoop-for-scoop. And at Beit Hanassi, the Israeli White House, the only men in sight are security officers and the president himself, Shimon Peres. All of his key aides are female.

These are just a few instances of a cultural underpinning students might be exposed to when studying abroad. Our travels to myriad countries around the world informed our observations about the changing perceptions of what constitutes an ideal modern leader and the ways in which our sociocultural and economic atmosphere of heightened transparency, globalization and technological advancement is paving the way for the ascendency of feminine traits, and competencies at a leadership level. In an atmosphere ripe with change, travel and immersion experiences offer a chance to expand one's horizons and add poignant juxtapositions to one's status quo.

Our observations focused on the changing idealizations of modern leadership. In a memorable interview from my book, *The Athena Doctrine*, with President Shimon Peres, he mused, "The last time I saw him, President Obama asked me, `What's holding back democracy and peace in the Middle East? I answered him by saying, `the husbands.'" By this Peres means that for too long, women have been under-represented in politics at every level. If they could conduct the dialogue, Arab women and Jewish women would create peace in short order, he adds. "But right now too many husbands won't let their wives participate."

Although plenty of unmarried women might quibble with his word choice, Peres is an eighty-nine year-old man who commanded the Israeli navy in the struggle

for independence and spent his entire adult life in the highest ranks of a power structure that was almost entirely male. Many men in his position are uncomfortable with change, but Peres believes that the hyper-masculine style of leadership that had brought us into the twenty-first Century is no longer adequate. Israel and the world need something more if peace and prosperity are to spread.

Because "men will not stop warring, and women will not stop making peace," Peres sees an enormous, but unfulfilled role for women in the quest for security. In the economy he recognizes an ever more-inter-connected global society that requires traditionally feminine talents for communication, empathy, and collaboration. "You cannot sell goods, or services, on a global basis if you do not have good will," he argues. And good will is built on the kind of openness and "morality" that he identifies with women.

Informed by his contacts with leaders in world politics and business (Mark Zuckerberg is his new friend), Peres speaks as someone with deep exposure to the demands faced by presidents, prime ministers, entrepreneurs, and executives. But his sentiment is remarkably consistent with man- and woman-on-the-street opinion in every corner of the globe. Survey data gathered from 64,000 people in nationally representative samples in thirteen countries – from the Americas and Europe to Asia – point to widespread dissatisfaction with the ways of men and a growing appreciation for the competencies and characteristics traditionally associated with women (*Brand Asset Valuator* 2013).

Although gender stereotypes are never accurate, when prompted to rely on their view of social norms, people willingly discuss "masculine" or "feminine" and they have strong opinions about gender. Mindful of this, half the sample—32,000 people around the world—were asked to classify one hundred and twenty-five different human behavioral traits in this manner, while the other half rated the same traits (without gendering) on their importance to leadership, success, morality, and happiness. By comparing the two studies, statistical modeling revealed strong consensus that what people felt was feminine was also ascendant. This was demonstrated through research done by BAV Consulting in relation to the conclusions reached in *The Athena Doctrine.*

Around the globe, 57% were dissatisfied with the conduct of men in their country, including 79% of Japanese, South Koreans, and more than two-thirds of citizens in Indonesia, Mexico, UK and the US. This sentiment is amplified among the millennial generation, where nearly 80% are dissatisfied—most notably in highly masculine societies: Double-digit differences exists in the criticism of unchecked masculinity among young men and women and men over fifty in Germany, South Korea, and India.

If people have grown cold to the incumbency of male-dominated structures, they offer a solution: Two-thirds of people agreed that "The world would be a better place if men thought more like women." The surprising support to this idea included 63% of men worldwide. Millennial youth in China, Japan, South Korea, and India agreed with this idea more strongly than the women over fifty in their own countries.

The numbers gathered reveal something that is deeply felt by men and women in all walks of life, in nearly all age groups, and at every level of the economy. They identify as "traditionally feminine" most of the strategies and skills that they find essential to success and happiness in a social, interdependent, and transparent world. In fact, eight of the top ten traits for effective leadership are rated "feminine," including expressive, plans for future, reasonable, loyal, flexible, patient, intuitive and collaborative, and only two are termed "masculine," including decisive and resilient.

The high value placed on qualities that people consider feminine align perfectly with their views on the problems of the world and path to solutions. In light of global economic and political problems, people are deeply concerned about equality and social conditions. Almost three-quarters (74%) disagreed with the statement "the world is becoming more fair" and a similar number (76%) took issue with the notion that "my country cares more about its citizens than it used to." Who do they blame, besides macho men? The answer is large institutions and corporations. Eighty-six said they have "too much power." When asked about the best way to respond to these conditions, 74% percent agreed that "power today is about influence rather than control," while 84% percent feel "a successful career today requires collaborating and sharing credit with others."

All the numbers signal a change in the global zeitgeist, one that becomes more readily apparent when traveling abroad, interacting with different cultures, customs and people. People who feel a bit powerless to affect global trends and wary of big organizations are focusing intently on the rewards that come from success on a personal scale. This shift can be seen in the ways that men and women approach everything from business, to politics, to social action. The trend is especially strong among young, tech-savvy entrepreneurs who see a chance to profit on the basis of trusting relationships built on the social technology platforms. Instead of fearing a world where reputations rise and fall based on flash fires of information, they try to distinguish themselves by being thorough, transparent, and democratic.

Altogether, politicians, businesspeople, activists, and entrepreneurs who have sensed the shift in popular priorities and acted in a more traditionally feminine style – open, empathic, collaborative, and transparent – represent a new way of doing well and doing good with a style suited to the age. What these innovative, global

leaders understand is that a new style of leader is emerging, one who deploys her feminine capabilities for competitive advantage. In order to be effective leaders, many women have had to sacrifice some aspects of their personalities' values and approaches to conform to the traditional paradigms of business. Yet based on our research, we are entering a new era that will value a wider range of human talents and characteristics, while bringing long-overlooked dignity and demand to feminine thinking. The innovators of tomorrow will lead by the courage of their convictions. President Peres put it this way: "We are in a new world with many old minds. The task of a leader is to adapt yourself."

The first step in this process of adaptation for each of us, whether it be at a student, executive, CEO, or business leader, involves greater exposure to diverse societies and cultural immersion to gain a global purview. We need continually to reassess the fluid cultural zeitgeist and the way in which it applies back to our own cultures and vocations. Through study abroad experiences, one can also observe emergent trends that are permeating borders and shifting the global paradigm of twenty-first Century leadership firsthand.

Part Two:
What? A New Era?

On the Linkage of International Experience and Student Employability

Martin Tillman
President, Global Career Compass

The new reality on campuses is that globalization of the workplace, coupled with a more mobile international workforce, has resulted in a new transnational academic narrative supporting the realignment of international programs to achieve gains in competencies that add value to student career decision-making and postgraduate job searches. I believe that no university presidents anywhere in the world would disagree with this statement. There are few dissenting voices on any campus in the United States when it comes to accepting the fundamental linkage of what students study to their future place in the global workforce in decades to come.

According to Laurette Bennhold-Samaan, managing director at Aperian Global, an intercultural consulting, training, and Web tools company, corporations need global talent more than ever:

> In today's global economy, where complexity and change are the norm, attracting and retaining culturally competent talent will continue to be a challenge for companies. International experience has become a critical asset for all global organizations and will continue to create a competitive advantage—both for the individuals and for the companies that hire them.

As I have written before (*SAGE Handbook* 2012), economic globalization and the expansion of institutional policies and practices that impact internationalization give rise to important questions which challenge faculty and administrators:

- How should campuses prepare students to succeed in the global economy?
- How should universities align campus internationalization priorities and strategies with expectations of the global marketplace?
- Should preparing global-ready graduates be solely the responsibility of colleges and universities?
- What role should business and industry play in contributing to the applied knowledge and skill development of students?

In relation to campus internationalization policies and practices, business leaders are new actors, who have been increasingly vocal about the direction of international education as they seek to recruit talent to meet the needs of their global workforce. They are more engaged because there is uncertainty about whether academic

institutions, acting alone, can adequately prepare students for dynamic changes taking place in the global workforce. On this point, there is growing tension amid questions about the "vocationalization" of higher education. How is the traditional curriculum at four-year institutions to be re-shaped to foster opportunities for more "practical" work experience (witness the large increase in numbers of students on either domestic or international internships)?

Companies want to provide students with skills and competencies that reflect their best practices, provide domain knowledge, and also introduce students to those cognitive, social, and personal skills that are a good fit with the company's human resource needs. However, the evidence is clear that from the perspective of employers, international experience by itself is not enough. Students need purposeful advising and coaching to articulate the value of their international experience(s) to employers. Such development will occur only through intentional and structured preparation, substantive intercultural interactions, and relationship building.

While efforts to internationalize campuses have risen dramatically in recent years, there remains a need for more purposeful and structured intercultural experience to provide students with the skills and competencies employers are looking for to build their global workforces, regardless of whether those experiences occur in local communities or in other countries. However, merely increasing the numbers of students with access to international experience, in the absence of increased attention to the campus advising process, will, in my opinion, lack long-term value for students.

I am a strong believer in the intrinsic value of international educational experience, but institutions need to place greater emphasis on the impact of education abroad—and work, internships or service-learning—on student career development. The value-added of international education experience to a student's career development is diminished if students cannot clearly articulate the way that such experience has strengthened specific intercultural competencies of interest to prospective employers. Institutions must maximize their resources to enhance students' intercultural competence at the home campus (especially for the majority of students who do not have the opportunity to go abroad), through the curriculum, co-curriculum, and community service.

Recent research confirms a strong correlation between international experience and graduate employability. The most comprehensive survey of global employers – the QS Global Employer Survey 2011- asked hiring managers and CEOs whether or not they "value" international study experience. The report is unique among recent research because it is based on an exceptionally large pool of responses from 10,000 respondents in 116 nations. It found that 60% of respondents said they do

"value an international study experience and the attributes that the experience may confer to mobile students."

Globalization of the workforce, increased mobility of students, and rising demand from employers for "global-ready" graduates are but a few of the new forces of change impacting the traditional structure of international educational experiences available to students. The momentum of these forces will continue to influence the focus of higher education policy and planning with respect to campus internationalization and, in particular, the development of partnerships with business and industry to widen opportunities for experiential learning and practical work experience.

You Did What Where?

Martha Johnson
Assistant Dean, University of Minnesota

Education abroad is a field mired in mythology and bias in regard to the persistent question of what programs are "best." Historically, the general consensus has tended toward a belief that longer and more integrated programs are *always* better. So while numbers and options for short-term programs continue to sustain much of the growth in participation and curricular innovation, I would argue that attention to pedagogy or assessment of a spectrum of potential gains in short-term programs has not been a priority for practitioners.

If career gains are to be positioned as a point of persuasion for going abroad, then tangible skills and knowledge related to short-term programs must be part of the conversation. Career impact cannot be positioned as only related to longer programs featuring internships or language acquisition. Rather, a more intentional focus must be placed on improving both the career-building skills on short-term programs and the coaching of participants to better articulate what they have learned.

Through my own experience teaching a three-week long Global Seminar in Ireland, I have seen student development and success that has forced me to rethink my own assumptions and, in keeping in contact with many of my students for years after, I see and hear the way the experience impacts them. So the question becomes how can we as education abroad professionals, and the instructors teaching groups abroad, help students consider and identify the skills they get from programs that are not as obviously related to their major or are short in duration?

At the University of Minnesota and in the Learning Abroad Center, we suggest the development of specific programmatic learning outcomes as a good first step in this process. For my class, "Inventing Ireland," I have identified some of the following learning outcomes:

- Ability to work and live closely with people who are different (there is always diversity in the group, and three weeks is a long time to be intensely within a group)
- Fostering independence in a new place
- Considering a different cultural viewpoint
- Understand the role of arts and literature in a society
- Better understand Irish identity, and the idea of cultural identities in general

Here is the list of the top ten skills employers state they are seeking in employees:

1. Function as a team member
2. Effective interpersonal communication
3. Learn new ideas quickly
4. Identify, define, and solve problems
5. Appreciate and interact with individuals different than yourself
6. Critical and analytical thinking
7. Creative/innovative thinking
8. Locate/evaluate information
9. Competency in a field of study
10. Writing skills

When the learning outcomes for my class are mapped onto the top ten skills employers identify as being desirable, the connections and overlap become apparent. The challenge comes in designing a curriculum that enhances the opportunities to develop these skills while on-site, and assists students in recognizing and articulating their own gains.

I can cite numerous examples of the ways my participants grow and mature over their three weeks. I see the overachievers and planners learn to become more flexible as time and organization norms in Ireland require them to do so. I see disorganized and habitually late students learn to set an alarm because they learn the group will leave without them. I see students socialize, travel, and form friendships with peers they would not necessarily meet or interact with on campus. I see students take on responsibility for the safety and behavior of each other. I see students go to the theatre and participate in “fine dining” experiences for the first time.

Through these challenges, new aptitudes and talents often emerge. Individual students will find they are good at planning for the group or navigating the city. Others find they are the most intuitive and excel at engaging students on the margins of the group. Others are inquisitive and ask great questions with guest lecturers or on excursions. I have found that there is a great opportunity for the instructor to comment on and reward these emerging skills as they happen. The student may not recognize these skills as relating to that employer list, but respond very positively to specific skill-based positive feedback.

I asked four of my program alums to join me at the Career Integration Conference in July 2014 to share their opinions on how the class in Ireland has impacted their life and careers. Three of the four students had never met before the class and still live together in a duplex in Minneapolis. They are all succeeding in professional positions

at Target Corporation and NorthMarq respectively. The fourth was accepted into the very competitive Medical School at the University of Minnesota and asked me to be a reference when she applied “because I could speak to her skills beyond just science and math.”

Perhaps the question educators need to teach students to answer is not, “what you did where” …or “for how long”….or “with who.” The question needs to be reframed as, “what did you learn and what will you do with it in your future?”

Education and Employment: (Re) Viewing the Dynamics

Michael Woolf
Deputy President for Strategic Development, CAPA International Education

Educational obligations

In the current economic and political climate it is clear that educators have an urgent responsibility to give students the kinds of skills needed for the next phases of their lives whether in work or education. We share a significant moral, social, political and educational obligation to prepare students for fulfilling and productive lives in whatever worlds they choose to inhabit.

The challenge is to approach this responsibility with a nuanced responsiveness to the dynamics of contemporary reality. What we all know is that this reality has few fixed points of reference. The ways in which we now live and work are fluid and mutable. We do not have the luxury of continuity; the canon of necessary knowledge that the older generation hands on to the younger has become conditional, of fragile utility and limited relevance.

Our forefathers may have worked the land in a fashion that they believed was timeless. The skills they taught their children were passed on through generations who may well have been born, lived, and died in the same place. Knowledge was rooted in community. We do not have that surety or security of identity. For us, time is no longer measured by the rising and setting of the sun. Community is no longer defined by geography. Our reality is that, as Karl Marx wrote (Marx and Engels 16):

> All fixed, fast-frozen relations, with their train of ancient and venerable prejudices and opinions, are swept away, all new-formed ones become antiquated before they can ossify. All that is solid melts into air…

That may have been a theory in the late nineteenth Century. It is now our daily reality.

It follows that in our work we are keenly conscious that, in many cases, the knowledge that students gain in their studies may be redundant by the time they graduate (if not before). At the core of this challenge is a potential disconnect between the information we teach students and the status of that information in the near or immediate future. If fields of knowledge may or may not be relevant in the future, the emphasis needs to shift to the transferable skills that can be acquired through engagement with that information, however redundant it may become.

In one sense, this takes us, ironically, back toward the inherent values of liberal education and away from a mechanistic form of vocational training. What is the point in preparing students for functions and roles that may no longer exist? The crucial difference is between training and education: you can train a dog or a rat to perform certain functions in response to stimuli. That is not what we are trying to do. There may be some vocational fields where there is a direct correlation between the knowledge students acquire at university and the jobs that they will obtain. But, that is not the experience or most of us and it will not be the reality of personal and professional life for most of our students. Our obligation is to empower students to function in a world of flux. Few of us stand on firm ground. We all need to learn to walk on moving earth. Simply, terra is not firma anymore.

Our obligations go beyond the purely functional and it is not starry-eyed idealism to seek to reconnect with the core purpose of liberal education. It is a pragmatic necessity if we are to create meaningful connections between employability and education. There is, in short, no contradiction between aspiring to enrich the lives of our students and a vocational agenda. If we can teach students to be better thinkers, more thoughtful readers, more aware of the global context, more able to distinguish between sense and nonsense (and so on) we will develop those creative skills that make for fulfilled lives in employment and beyond. This is, as Steven Schwartz argues, an educational imperative:

> To prepare students to learn from experience, we need to go beyond vocational training. Life, death, love, beauty, courage, and loyalty – all of these are omitted from our modern vocational curricula, and yet when the time comes to sum up our lives, they are the only things that ever really matter.

This leads us inexorably to thinking about what skills we need to impart to our students as their world turns – remade by forces of urbanization and globalization – and, where, for good and ill, technology transforms the ways in which we think, live, work, and communicate. The only absolute constant in contemporary experience is the ironic realization that there are no absolute constants. The capacity to adapt to new realities and to revise assumptions becomes an essential skill. What students learn becomes of less significance than their capacity to reassess knowledge in an ongoing process of adjustment to the turning world.

Study abroad creates optimal conditions for empowering students to acquire those relevant competencies. In any good educational experience, students are guided into spaces that are unfamiliar and disruptive of intellectual assumptions and norms. That is what liberal education aspires to in any context but, in study abroad, this creative disturbance and disruption is not only intellectual; it is geographic and physical. We take students figuratively and literally into new environments and

challenge them to analyze and explore.

CAPA International Education embeds encounters with change in courses and co-curricular programs (what we call *MyEducation*) at many levels. The challenge of this process is exemplified in the *Learning Through Internships* course most intensely because of the traditional expectation that an internship will have some immediate relevance to future employment: it will, it is imagined, be career-related work experience. That is not an unreasonable expectation but needs to be modified in relation to an employment environment in which relevant skills are likely to change over the foreseeable future. In short, a student needs to be aware that the experience gained in an internship may or may not be directly transferable to employment in ways that may have been anticipated.

The Dynamics of Change: From Apprentice to Intern

This points towards a functional distinction between what used to be known as an apprenticeship and the contemporary concept of an internship. An apprenticeship was based on the assumption of continuity. The master passed on to the pupil the skills and secrets of a given trade so as to qualify them to become masters in turn. This was a form of vocational education with an embedded notion of traditional transmission. The institutions of apprenticeships were predominantly guilds or associations of skilled craftsmen who controlled access to professional competencies and recognition. These guilds developed, in some cases, into Trades Unions who were essentially gatekeepers and educators offering a form of accreditation of vocational education.

Both the institutions and the philosophies underpinning that function belong, for the most part, to history. The collective and communitarian ideologies that they represented disappeared under assault from the tides of individualism that prevailed in the later twentieth Century (what we sometimes called Thatcherism in the United Kingdom but that had a much broader geographical and ideological impact). Arguably the great ideological conflict that has shaped contemporary experience is that between collectivist ethics and individualism: solidarity of community in contrast to the perceived values of individualistic entrepreneurship.

The notion of an apprenticeship seems archaic in this context precisely because it depended on two concepts that have lost credibility: the traditional notion that knowledge is passed from generation to generation and the idea that professional communities and their collectivist values are gatekeepers of ethics, values, and professional skills. Except in some specialized areas (medical professions for example) that concept became transformed in a political perspective from a positive

good to a social ill: from a means of ensuring the continuity of standards to a form of restraint of trade.

There are any number of explanations for this process of course. The trade of printing might exemplify a historical transformation. In 1403 the Aldermen of the City of London approved the formation of a fraternity or Guild of Stationers aimed at regulating and controlling the standards of manuscript production. This became by the seventeenth Century The Stationers' Company which subsequently fragmented into a number of trades unions aimed at defending members and protecting expertise. By the later twentieth century the technology of printing had evolved to the point where the process was industrialized and artisan skills were no longer of paramount significance. In short, it was no longer necessary to learn the trade through an extended period of work experience because there was, simply, not so much to learn anymore.

Some professional fields and the knowledge associated with them have simply disappeared. Alchemy is no longer a career option but neither is (for the most part) shoemaking, carpentry, or bookbinding.

For good or ill, a co-related consequence has been that pride in being a member of a community defined by work has been undermined. The loss of collective identity is exemplified in the destruction of mining communities in which solidarity was an embedded value. In the UK, in my own experience, the value of working class communitarian identity, marked by mutual support and a sense of ethical interdependence, has been eroded by individualistic priorities.

(Re) viewing the agenda

In the context of a radically altered employment landscape, our agenda needs to be reviewed. The benefits of work experience as traditionally envisaged can no longer be defined simply or narrowly. This is not to deny or minimize the obvious values of internships in education abroad. However, those benefits are not necessarily aligned with student expectation or with specific professional knowledge. As John Christian argues, well-constructed internships clearly help students:

> … to mature, to work in groups, to take responsibility and, conversely, to take instruction and gain leadership and communication skills in their specific disciplines and more. Internships are also a mechanism to overcome the vicious circular conundrum in which young people cannot get employment without experience, but they are unable to get that experience without employment. An internship (and an international internship in particular) enables students to demonstrate potential proficiency within the world of work to employers.

All of that matters.

An internship is not, however, customarily part of a professional training in a specific field. It is even less a gateway into the arcane secrets of the mystic professions. In this sense, the real benefits of internships become muddled with traditional expectations. An apprentice in the eighteenth Century knew precisely why they were embarking on their chosen path. If our students anticipate the same process of specific professional induction they are likely to be disappointed.

The value of an internship is connected, of course, to the dynamics of change and this reality shapes pedagogical emphases at CAPA. The internship experience is a form of basic ethnographic, or action research, as Kench argues in this volume. Students are required to become participant-observers in contexts that are likely to be strange to them in many ways; given our locations in "global cities"; they will encounter many forms of diversity within those urban environments. In addition to the professional challenges that may arise, an international internship in a major city is very likely to contain a significant encounter with the unknown. That encounter requires students to adjust to the unexpected, to cope with experiences beyond their areas of comfort, and to move towards some level of understanding and recognition of difference. In the process of engagement, students may learn the wisdom that comes from an awareness of the realities beyond the borders of their knowledge.

Among the skills we hope to impart in this context are, therefore: a sensitivity to nuance in new environments (a sophisticated aptitude that eludes many of us); a capacity to adapt to, and contribute within, unfamiliar milieu; and, most importantly perhaps, the ability to understand and describe difference. For those reasons, our students are required to take a course alongside their placement within which they are guided by expert and peer experience towards enhanced levels of competence in these areas.

The ability to communicate effectively in writing and in speech is central to critical learning objectives. Most of us, at many stages in our careers, will be at some level both employees and employers. A key skill in any of these roles is the ability to communicate both in writing and in speech. In his presentation at the University of Minnesota conference, Craig Kench, Director of International Internships at CAPA, described efforts to empower students to speak and write effectively without clichés and over-simplification about what they have learned in their varied experiences in the workplace and in the classroom.

In short, it may or may not be crucial to give students technical knowledge. That is a matter for conjecture and fortune telling. How many of us know what will be important information in ten years, or five years, or even tomorrow? What we all know is that what really matters is the ability to adapt to change, to analyze the new, to explore with curiosity, and to communicate effectively with intelligent discrimination.

In every level of the educational endeavor, these are key skills. In education abroad we function in an environment that is uniquely suited to meet these objectives. At home, students may confront ideas that are new and sometimes disturbing. That challenge is heightened and intensified by dislocation from home where there is a necessary synthesis of new ideas with new locations and new imperatives. Study abroad aligns with many principles of liberal education to teach skills that students need to become effective professionals, productive and wise citizens of the countries in which they will live, and fulfilled individuals infused with creative curiosity. Our responsibilities are, indeed, complex as we negotiate the core paradox in which we function; we need to create concrete educational priorities for a reality in which "all that is solid melts into air."

This is not a new or radical insight. In an essay of 1909 Charles Proteus Steinmetz argued that:

> Education is not the learning of a trade or profession, but the development of the intellect and the broadening of the mind afforded by a general knowledge of all subjects of interest to the human race. These enable a man to attack intelligently and solve problems in which no experience guides, and to decide the questions arising in his intellectual, social and industrial life by impartially weighing the different factors and judging their relative importance. These problems – and thus the educational preparation required to cope with them – are practically the same in all walks of life, and the general education required by the engineer, the lawyer, and the physician is thus essentially the same.

We need to read Steinmetz's essay through a contemporary perspective (in which, for example, his gender emphases and his predilection for the Classics are modified) to appreciate the core of wisdom that speaks profoundly to our condition. We live in a new utilitarian age: higher education is being driven by a crude vocational agenda in which the superficial objective is to create graduates trained for specific tasks even though, as we all know, those tasks are, paradoxically, in constant flux. We all necessarily recognise that employability is an important outcome of an undergraduate education but, by prioritizing training alone, higher education becomes impoverished. We need to redefine our priorities and aspire to give students transferable skills that enable them to function within environments that are repeatedly transformed by opportunities and challenges. To do so we paradoxically have to reconnect with the tradition of liberal education in which we strive to create educational opportunities that enrich students' lives beyond mere utility.

Preparing for the Global Divide: The Value of an International Internship

Carol Jambor-Smith
Vice President, Institutional Relations and Marketing, CAPA International Education

During what seems a lifetime ago, international education organizations touted the mantra "*It changed my life*", as evidence of a successful study abroad experience. Gone are those days.

Now, the language of "life-after-school" reverberates across campus, with the phrase "return on investment" echoing across both the American higher education and study abroad landscapes. Not to make this merely a national issue, similar echoes can be found on international campuses, the tension around which was evidenced by a comment during the 2014 EAIE Conference in Prague that the academy does not exist to help employers.

Perhaps now the pendulum has swung so far in the opposite direction of "life changing" that we have come to a place where study abroad seems poised to become a vocational training tool: an incubator of job skills that will help students in their career search. So, the question may be asked: are the values of a study abroad experience and an international internship mutually exclusive? If the field appears to be satisfied that the academic integrity of a study abroad experience is not sullied by the social experiences of cultural immersion, why would an academic experience be marginalized by an international work experience?

In his article, "Want a College Experience that Matters? Get to Work," Scott Carlson quotes Rick Staisloff, a former CFO for Notre Dame of Maryland University. Believing that many institutions of higher education resist any semblance of work experience curricula with "gleeful disdain," Staisloff contends, "The trap is that we think it's an either/or – that we are either pursuing the life of the mind or that we are a beauty school" (Carlson 2014). Staisloff argues further that the value of exposing college students to real-world work is its occurrence within the "shelter" of the college experience.

William Reese, CEO of the *International Youth Foundation,* agrees, positioning the university environment as one that offers students a safe space in which to take risks and try new ideas. "Thinking outside the box, creatively solving problems, working in teams, delivering a project or assignment – these are often called life

or employability skills needed by employers everywhere. But it takes teachers, facilitators, mentors, coaches – you can't just plug and play" (Sharma 2014).

So is it not possible for a study abroad experience to include an immersion in a global culture of work? Agreeing with the Scylla and Charybdis nature of the either/or argument Staisloff posits, Mariko Silver, president of Bennington College, champions the integrative possibilities of a career experience nestled within an academic environment in a twenty-sixth of June letter to the editors of the *Chronicle of Higher Education*, writing "We have found strong indicators that employers are looking for the same qualities our faculty ask of our students, including engagement with the work, initiative, confidence, creativity, and quality in the work produced" (Silver 2014).

She continues:

> The question is not whether college is preparation for the workforce or strictly an intellectual endeavor, or even whether work experiences have a place in the college experience. The question is how to effectively and substantively integrate the two…for the fullest development of a student's individual talents and intellect.

Indeed, the *Council for the Advancement of Standards in Higher Education* believes that an internship requires a "degree of supervision and self-study that allows students to 'learn by doing' and to reflect upon that learning in a way that achieves certain learning goals and objectives" (*Council for the Advancement of Standards in Higher Education*, 2008).

I suggest that an international internship experience, particularly one in an urban location, helps students successfully straddle the line between the worlds of the academy, work, and the global marketplace. Through a directed international internship that includes classroom time spent analyzing and interpreting the social and cultural norms found in internship sites and, then, comparing these norms with those of the students' domestic work environments, students begin to place themselves outside the classroom in meaningful ways that move them closer to becoming what William Durden calls "new globalists."

For Durden, a globalist seeks international programs that are "interdisciplinary and trans disciplinary. [The globalist wants] the academic equivalent of the ability to perceive connection, similarity, and even the creative element" (Durden 2014). In his April 2014 guest column for the *Chronicle*, Durden predicts that these globalists

> …will increasingly be affected by the growing message that they need to engage in more purposeful activities while on study abroad, such as community service and internships, to be successful in a demanding global economy. And

> in our age of accountability, there will be increasing pressure upon colleges to offer student-abroad programs that are pragmatically oriented.

But why an urban location? I believe a case can be made for urban locations becoming – if they are not already – microcosms of the greater global marketplace. As a further subset of urban locations, the global city offers students the opportunity to study the forces of history in a location that is both particular and universal in import. A global city is often the site of economic experimentation and entrepreneurial effort. Obvious influences of migration can be found there and with this, an opportunity to analyze this migration's impact on the market and workplace.

Certainly, multinational companies are often located in global cities. And the very skills that our students must develop to navigate these unfamiliar, international locations are the same skills that employers are seeking: making decisions and problem solving; obtaining and processing information; communicating verbally with people inside and outside an organization.

In a *University World News* article on the skills set disparity between those that college students have and those that employers want, Elodie Hanff, deputy director of the business incubator at the *International Institute for Water and Environmental Engineering*, speaks of the ambition of the *Institute's* students to work for multinational companies, those that are looking for employees with not only discrete skills such as engineering but also people with the leadership spirit who are able to manage a team. (Sharma 2014).

Providing students the opportunity to further navigate their program's international location through an internship gives them additional time to develop these competencies that are necessary to becoming someone able to engage meaningfully with the global world that awaits them, both professionally and personally. Thus, an international internship in an urban location has multiple benefits: it allows a student to practice skills that are valuable both academically and professionally; it allows a student to analyze and interpret the discrete norms of a different culture with an eye to developing the notion of global norms; it allows a student to reinforce the work done in the classroom with that done in the workplace.

I would argue that international internships in urban settings help study abroad programs maintain relevance in an environment that increasingly seeks evidence of value gained and, perhaps, gives a new meaning to the expression, "it changed my life."

Employer Perceptions of Education Abroad

Becky Hall
Director, Career Services Administration, University of Minnesota

There is a growing significant body of research attempting to answer the basic question of whether or not employers actually value students' international experiences. The findings of this research, while inconclusive, do seem to indicate more favor than disfavor with study abroad for our students.

In our research at the University of Minnesota, we have seen mixed results with employers on their perceptions of the value of students' experiences abroad. When asked if there are skills that students who study or work abroad display more frequently than other students, only 32% responded in the positive (Blahnik, Hall, Lory, Perman, Rinehart, and Sorenson-Wagner 2007). Michigan State's Collegiate Employment Research Institute (CERI) conducts an annual survey of employers on trends in recruiting, and its 2009 survey specifically dedicated a subset of items to employers' value of education abroad. The data showed that employers do not place importance on study abroad participation in and of itself as a hiring criterion (Gardner, Gross, and Steglitz 2009).

In contrast to Minnesota's and CERI's findings, however, there is a larger body of research indicating that employers do in fact – at a minimum – place value on the skills gained or enhanced through learning abroad, if not on learning abroad in and of itself. Highlighting the importance to employers of the skills that we, as Education Abroad and Career Development professionals surmise students develop through their international experiences, "67% of employers desire candidates with intercultural knowledge, and a perspective on global issues as related to human cultures in the physical and natural world," (*AAC&U* 2010).

To support further the marketable value placed on education abroad, from a more global perspective over 10,000 employers from 116 countries were asked if they value international study when recruiting talent, and 60% responded in the affirmative (Molony, Sowter, and Potts 2011). One of the more widely cited and recognized studies to support this perspective is an article entitled, "Employer Attitudes toward Study Abroad," in which the authors summarized that, "…it is clear that employers in general, and some classes of employers in particular, place significant value on studying abroad," (Trooboff, Vande Berg, and Rayman 2008).

Complementary to these findings, the US is embarking on an initiative to double study abroad by 2020 with the Institute of International Education's project, "Generation

Study Abroad." This initiative is framed from the national interest perspective that, "It is more important now than ever for Americans to gain global competency skills so that they can succeed in the global marketplace," and from a more individual outcomes perspective that, "Study abroad is essential to future employability, earnings potential, and the economic well-being of students and communities," (*IIE* 2014).

Giving one lens to a more qualitative / primary source perspective, at the University of Minnesota's July 2014 Career Integration Conference, the program concluded with a dialogue with an employer panel. I had the pleasure of moderating this panel of industry-leading employers who shared candidly with conference attendees about the career relevance and professional impact of international experiences for college students in today's workforce.

From the research on outcomes of study abroad, we know that many of the skills and qualities students develop and grow during their experiences are the same as those which employers seek when hiring talent (*NACE* 2014). When asked what skills or qualities are critical for new hires within his organization, Derrick Brown of Medtronic stated that key qualities for new hires include flexibility, adaptability, and cultural awareness. Quinn Sanders of Deloitte Consulting – when asked about ways in which an international experience could impact one's career – reflected on the importance of being able to relate to people, commenting, "…at Deloitte, we're a global culture."

In Education Abroad and Career Development professions, we find ourselves wondering what, if any, advantage does a student who has studied, worked, or volunteered abroad have over other candidates? In posing this question to our panelists, Monica Bringle of Toro Company argued that "They have a better understanding of business language and practices [as employed in foreign cultures]. Depending on the position, it can definitely make them highly competitive." Adam Reiter of Target Corporation talked about how the resiliency, adaptability, and mature leadership qualities of these candidates tends to stand out amongst the competition.

With more of our US businesses sourcing resources from, outsourcing to, or opening up divisions in, specific foreign countries or across broad geographic regions, students (and we, as professionals) may wonder about the importance of place / locale of study abroad. When asked if it matters what country or geographic region students go to, Reiter summed it up well for the panel, stating, "I like the skill set they develop, not the country they were in."

Of the four panelists, not all had studied abroad themselves as students. For those who had not, they unequivocally stated their wishes that they had studied abroad. One panelist even shared the belief that their own personal early career trajectory

may have been slowed down by not having studied abroad.

Getting more into the tactics of how best to coach our students to document and speak to their study abroad experiences, there were questions for the panelists on resumes, use of social media, and on interviewing. Bringle emphasized the importance of including international experiences on a resume, and all panelists agreed. Not surprisingly, this advice came with a qualifier that students must then be ready to talk about the experience in greater detail than, “it was great” during the interview. In consideration of social media, Brown and Reiter agreed that students should have updated and complete profiles, spending as much time on maintaining their profiles on these resources as they do on updating their resumes.

Helping our students gain the most from study abroad includes giving them the tools to position themselves as competitively and marketable as possible with future employers. As Education Abroad and Career Development professionals, we need to continue these conversations with our employer partners and explore additional qualitative and quantitative sources to further our understanding and ability of how to best put this research into practice.

Ethnography: A Vehicle to Facilitate Personal and Professional Development

Craig Kench
Director of International Internships, CAPA International Education

As international educators, one of our founding principles and a core mission is to prepare students for future employment: to facilitate opportunities for personal growth and professional development that will endeavor to equip each individual to excel and achieve in whatever that future state may look like. This is undoubtedly a colossal challenge, matched only by its level of importance, a viewpoint shared by American professor, social reformer and author Frank Parsons: "We may guide our boys and girls to some extent through school, then drop them in to this complex world to sink or swim as the case may be. Yet there is no part in life where the need for guidance is more emphatic than the transition from school to work."

When educating students, where does one start in the process of preparing for the unknown and how can education programs assist students in developing the competencies to be successful in a future we cannot see? In a world where the common constant is change, where continuous innovations in technology result in software being outdated no sooner than it is released, when best practices in business are applied one day, only to be considered archaic the very next, what can be imparted to the next generation that will ensure they acquire the competencies to thrive in such a capricious professional environment?

To address such a challenge, the focus from educators must undoubtedly shift towards the development of "transferrable skills" that will ultimately transcend any one particular industry area or job specific role. The nature of shifting workplace environments mean that students must in turn become more flexible and adaptable to their surroundings. Students must be prepared to interact and perform across a multitude of complex settings and successfully engage with a diverse range of individuals or groups of people within those environments. As educators we are tasked with providing a forum where we can enable and empower students to explore opportunities and develop these required transferable skills and, then, help shape their aptitude and attitude within a global society. When trying to identify an environment where this approach can be best implemented and the fruits of learning harvested, one needs to look no further than international education and study abroad programs, and in particular those that incorporate ethnographic research within experiential learning.

Study abroad programs provide a wonderful opportunity for students to grow both personally and professionally. The challenges of removing oneself from a familiar environment and relocating for a period of time to another country can inevitably develop self-confidence, independence, and a greater level of maturity. For many individuals a study abroad experience can alter the way they think and view all manner of things. This shift in perspective is one of monumental importance. As American cultural anthropologist, Margaret Mead, stated, "Children must be taught how to think, not what to think." Without the sanctuary of familiar places and people, students will be propelled into situations where they will be constantly exploring, analyzing and responding to changing contemporary dynamics. With ever-increasing levels of competition for jobs and a greater demand by students and parents to see a rapid return on investment from university tuition and fees, many students decide to participate in internships or service learning placements as a formal component of their study abroad experiences.

Students no longer have the luxury of graduating with an undergraduate, Masters, or even a Doctorate degree assured that their qualifications alone will secure employment. It is commonplace in any industry or field for employers to have an expectation that graduates will not only have related work experience, but will also understand workplace behaviors and nuances, a skill set that is only ever honed through the observation of others, the comprehension of actions, and the practice of implementing formed responses.

As educators we must always be proactive in managing this need, and successfully deliver opportunities for students to engage in personalized and meaningful internship and service learning placements. These placements should create environments in which each individual will not only gain insight into certain professions, industries or specific job roles, but equally will be given the tools, understanding, and vision to look past these specifics and see a wider methodology that can enhance their abilities to be successful in the future. The application of "ethnographic research" within study aboard experiences can meet such needs.

Ethnographic research is described as "the observation of and interaction with persons or a group being studied in the group's own environment." CAPA's intention is that the outcomes of these observations and interactions with the host environment will indeed produce transferrable skill sets that will assist students in meeting the demands of an unknown future. It is our objective that, through such research, our students will have a greater understanding of others and will be able to adapt and apply themselves accordingly. It is our aim that through participant observations, students will extend their grasp of various communication skills and techniques. Our hope is that they will adjust to differing communication styles and be readily able to apply such sensitive skills within a world where people from different backgrounds

interact in close proximity and contact with each other on a daily basis.

However, another vital aspect of this journey is not only to understand others, but to understand oneself more deeply, to become more self-aware. It is important to recognize that self-awareness, self-analysis and self-reflection play an imperative part in the process of understanding others. It is also likewise essential to acknowledge that this is indeed a skill, not necessarily an inherent ability. It is an attitude and mindset that an individual can apply to situations, a form of emotional intelligence that can be a key factor in building relationships, appreciating differences and having realistic expectations.

In the Spring of 2014, The Confederation of British Industry (CBI) conducted their seventh "Education and Skills Survey" where 291 employers from a cross-section of UK organizations, whom collectively employ 1.4 million employees, provided feedback to the CBI. The outcomes of this survey support the notion that there is an increasing need for global communication skills. "Seventy-six of employers expect that over the next three-to-five years they will have a need for staff with leadership and management skills in cultural communications."

Similarly, Pearson and Teach First published their "My Education" report in November 2013. The report examines the views of young people on their own experiences of the education system, showcasing the opinions of over 8,000 young people across the UK. Their findings showed that "94% of the young people surveyed thought that communication skills were important to learn at school in order to become more employable."

These two reports clearly indicate that employers have a need for a certain set of cultural communication skills and students are, simultaneously, eager to develop communication abilities that are aligned with maximizing their employability. As such, an ethnographic approach towards understanding differing communication needs, values, and practices is an ideal framework to meet these shared objectives.

With an increase in globalization, business cultures from across the world have been thrust into each other's boundaries. Emerging and developing economies are beginning to become integrated across the globe and, as such, they are bringing with them differing cultural and business traditions, practices, and communication needs. This fusion of cultures is having significant implications. Organizations must always be attentive to how language, both verbal and nonverbal, can have vastly different implications and meanings. Organizations are analyzing their written communication strategies in an attempt to ensure effective readability across a global scale and create "reader friendly" information. This notion makes me question the appropriateness of this very paper. In practical terms the impact of neglecting this organizational

need can create organizational problems. Businesses may experience difficulty in generating consumer interest because promotional literature does not take into consideration cultural differences. Seemingly simple processes may become hard to follow due to the use of complex terminology. Customer support may be challenging to deliver because of cultural or linguistic interpretations.

In the workplace, it is best practice to always be careful to ensure messages and intended communications are considerate towards culturally diverse co-workers and external personnel. How one greets general customers, clients, and stakeholders in Florence, Italy will typically differ to those in Beijing, China. Equally, how one approaches other forms of business communication such as conflict, negotiation, and gratitude can vastly differ. Through study abroad programs that integrate ethnographic research, students can gather a wealth of exposure from multi-cultural societies and workplaces. Through maximizing the opportunities present in foreign locations and by adopting an ethnographic mindset, students can align their development with the expectations of employers.

In the same CBI survey, "85% of employers reported that Attitude and Aptitude to Work and Character is the single most important factor in recruiting university graduates." Interestingly, "74% of organizations want to see Higher Education institutions implement courses around Job Readiness and Career Guidance." This is a viewpoint widely shared by the education industry and one that CAPA endorses wholeheartedly.

Any student participating in a CAPA-directed experiential learning program will be required to enroll in an academic class that runs concurrently with the internship or service learning placement. Titled *Learning Through Internships* and *Contemporary Issues Through Service Learning* respectively, these classes provide an academic framework and guided instruction that allows not only for the students to receive academic credit for the class, but equally as important, the opportunity to maximize the learning that is taking place as they bridge the gap between the theoretical classroom and the real world.

Essentially these classes can act as a vehicle to cement ethnographical methodologies. For CAPA it is imperative that such a course runs concurrently alongside the experiential learning placement. Having structured milestones throughout the experience, students are able to learn from each other as well as from professional faculty. Students have a platform to pose questions and share experiences of events that are occurring in the "now," and in return receive advice, viewpoints, and ethnographic academic insight that will help to reshape and guide future interactions. This form of social research provides a wonderful

opportunity for participants to conduct comparative analysis between their host environment and that of their origin. This collective agenda to compare and contrast similarities and differences can often lead to reassurances that observations are shared across the group and develop a sense of cohesion and unity within the class. For academic faculty, having multiple perspectives shared within this class can also provide confidence that the collective outcomes are a measurement of "Investigator triangulation, which refers to the use of more than one researcher in the field to gather and interpret data."

Through this forum, students will be able, individually and collectively, to reflect upon their experiences. They will call upon their critical thinking and analytical skills as they attempt to contextualize their interactions and develop a firm understanding of why, what, and how events unfold. Through participant-observation and interactions, the hope is that they will gain an awareness and appreciation for different cultures, values, and beliefs and become more empathetic towards global political and economic issues and realities. With such awareness it is anticipated they will develop the skills to navigate workplace relationships and dynamics that require cultural sensitivity, and ultimately be able to apply this knowledge to new and broader contexts. By developing a greater sense of self-identity, individuals will understand how best they may succeed and develop the ability to identify, set, and reach both career and life goals.

To participate successfully in a study abroad program where students could potentially be simultaneously living, working, and studying in a foreign country, they will clearly need to develop time management skills. Undertaking these activities in an overseas environment will require each individual to become more flexible and adaptable, while also honing organizational qualities. These transferrable skills will only be enhanced by having the opportunity to witness how others manage and perform such activities and, in so doing, develop assets that will be required in any type of future employment.

As with many significant endeavors in life, various challenges will be faced during study abroad programs. Although international education organizations such as CAPA ensure support structures are in place, one of the greatest transformations witnessed is the capability of students to identify, define, and resolve problems, often using creative and innovative methods that many academics would not have thought of. Again, having an ethnographic mindset will help individuals to question their own practices and application when seeking resolutions. As with many of us in life, we naturally feel that our way of performing, our style of communicating, and our learned dispositions are the correct way to think, feel, and behave. Ethnographic research within study abroad programs broadens people's perceptions. Behaviors

may not change but with more curiosity aroused, and greater awareness of alternative values, beliefs and practices, the unknown future may be a little easier to navigate than first thought. It may be a little easier to embrace the notion that life is constantly changing and appreciate the actuality that an educational program can only prepare individuals to a certain point. The future is full of uncertainties, but if we take a moment to reflect on some of the most poignant and significant times in life, I am confident we will discover that many were the situations in which schooling did not play a part in determining our growth and development. Such development imparts wisdom and ability that is as pertinent towards being successful in the workplace as any specific course of study.

We cannot control the future, but as educators we can help to shape it through the "here and now." In an attempt to prepare our students for future employment, where many depict the landscape as a battlefield, maybe we can promote ethnographic research as a vehicle to overcome this fight. Iconic US Army General, George S. Patton, stated, "Prepare for the unknown by studying how others have coped with the unforeseeable and the unpredictable." Perhaps General Patton was also a keen ethnographer.

Part Three: How? Telling The Story?

The Impact of Study Abroad on Career Skill and Job Attainment for the University of Minnesota Alumni

Christine Anderson
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Education abroad is in its latest phase of proving what every practitioner anecdotally knows: an experience abroad can develop and hone skills that are appealing to employers. Yet, just as moving students abroad does not automatically make them interculturally sensitive, going abroad does not guarantee that work skills will be gained, or perhaps more importantly that students will be able to articulate the value of their time abroad. Smith found that students who took a one-credit culture and career-focused online course while abroad were much more able "…to articulate and market skills, new perspectives, and awareness, [and had a] greater understanding of intercultural frameworks…" than those who studied abroad and did not take the course (137). Other studies have shown that similar to students not connecting the dots between career development and study abroad, employers are not connecting valued skills and an education abroad experience (Gardner, Gross, and Steglitz; Trooboff, Vande Berg, and Rayman). This knowledge led staff at the University of Minnesota's (UofM) Learning Abroad Center to wonder about the experience of our study abroad alumni in the workforce. Specifically we wanted to ask our study abroad alumni if their study abroad experience had an impact on securing an early career, gaining useful skills, and if so, had this influence endured?

To begin to answer the above questions, "The Impact of Study Abroad on Career for University of Minnesota Alumni Survey" was developed. It was modeled after the work of Mary Dwyer and Davina Potts, in order to be able to compare and build on that scholarship. To make the survey more relevant within the UofM context, we added questions about UofM development outcomes. In addition, questions were added based on an employer survey sent out by the University of Minnesota Career Development Network. This was to ensure that the work we were doing would align with, and be useful for, our Career Services colleagues.

We sent the survey to 20,451 email addresses of UofM graduates who had studied abroad while at the UofM, spanning thirty plus years. We had 712 respondents who answered the majority of the questions. The gender breakdown mirrors the national average at 73% female and 26% male. The population is overwhelmingly

White at 89%, followed by: 4% Asian, 2% Hispanic, 1% African American, and 3% ethnicity unknown. The age range is the following:

20-25	**268**	38%
26-30	**203**	29%
31-35	**121**	17%
36-40	**61**	9%
41-45	**27**	4%
46-50	**16**	2%
51-55	**7**	1%
56-60	**4**	1%
Over 60	**4**	1%

The data that are available at this time are descriptive statistics and quotations from open-ended questions some of which are listed below. Yet, even at these early stages the findings are informative and point to the need for more research in this area.

Academics

> My study abroad experience made me much more focused and engaged in school when I got back home. I got a lot more out of college afterwards, which definitely contributed to my career by helping me get better grades and have a more clearly defined career path. My career is in public education and has nothing to do with France where I studied, but the experience improved my self-reliance and motivation to set and reach goals in any area.

In the area of academics the impact is strong, although it may not have been transformational. While only 38% said that study abroad influenced their decision to change their major, 76% said study abroad enhanced their interest in academic study. Not only did study abroad enhance their academics, 84% said that study abroad influenced subsequent educational experiences, yet only 31% answered that study abroad influenced them to pursue a graduate degree.

Skill Development

> In today's job market, intercultural sensitivity and communication along with emotional intelligence are essential. Until you yourself have felt like the 'other', it is possible that you may never be able to empathize with that kind of vulnerability. Being able to tune in to these experiences, understand the way you felt and reacted, and know how you worked through it is a priceless skill that not everyone has and not all study abroad programs focus on fostering.

Many respondents understood that study abroad had given them useful skills for their careers, with 64% stating that they strongly or very strongly believed they had acquired

some of those skills while abroad. This may indicate that while undergraduates are not making this connection, likely because they have not embarked on careers, once in a career the link became clear. While this may be true, 18% remain neutral on this question and 18% strongly or very strongly disagree. Yet, when asked directly about obtaining competencies, the respondents strongly or very strongly believe that study abroad contributed to the enhancement of the following skills:

84% interpersonal and communication skills
91% maturity and personal development
59% critical and analytical thinking
87% self-confidence
87% appreciate and interact with individuals different than yourself

This highlights an obvious need for international educators to help study abroad students acknowledge and value skills obtained during a study abroad experience.

Language

> I obtained the language skills necessary for my first job after graduation from my study abroad experience. It also changed how I view the world and gave me increased tolerance for other cultures and allowed me to celebrate differences between myself and others, which has allowed me to thrive in my career. The experience was beneficial for my academic portfolio, and helped me gain acceptance into graduate school in a very diverse city.

Language learning did not have a strong impact on career for our respondents. Thirty-three percent very strongly or strongly agree that they utilized a second language in the workplace, but 54% disagreed or strongly disagreed. Analysis on term and location should explain this response, as short-term programs would not enhance language learning. Another possible explanation is that for careers in the Midwest United States, language learning is not as important as it is in other parts of the United States or in Europe.

Employment

> I was in Florence, Italy for three weeks but I did it all on my own, I paid for it, I planned it out, and made sure it counted towards my major. I flew to Europe on my own, and roomed with five people I'd never met before. It taught me to set goals and believe in myself. My first employer hired me after hearing stories of my study abroad, and out of state internship, because if I could handle those things on my own, I could tackle anything.

This section of the survey illuminates the work that international educators have to do to link study abroad and career development. While 53% strongly or very strongly believed that study abroad had an impact on securing a first job, 43%

were neutral on this possible connection. Much like the respondents who do not attribute overall skill development to study abroad while attributing individual skill enhancement to study abroad, it is striking that close to half do not take the next mental step connecting these competencies to job placement.

The most encouraging statistic on "The Impact of Study Abroad on Career for University of Minnesota Alumni Survey" is in response to the impact of study abroad on long-term career prospects. Sixty-six percent of our respondents very strongly or strongly believed the influence was long-term. As this is a longitudinal retrospective study with 62% of the respondents over the age of twenty-six, it highlights the lifelong imprint study abroad can have on students' lives. Yet, 30% remained neutral on this question; there is work to be done.

Next Steps

The next phase of this study is to complete quantitative and qualitative analysis. Regression analysis will be done in order to estimate the influence of variables such as duration and number of times studying abroad may have had on skills, language, and career attainment. Many of the respondents gave contact information and agreed to be interviewed. Hopefully this next stage of the study will shed further light on how study abroad has affected career placement and skill building, and how this impact can be enhanced and strengthened for future students.

Embedding Professional Readiness Curriculum and Global Competence within the Undergraduate Experience: Opportunities for Integration

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Maharishi University of Management (MUM) is a private, not-for-profit university located in Fairfield, Iowa. A strategic initiative is currently underway at MUM to increase and improve student preparation for life after graduation. The goal is for our graduates to become high-performing professionals capable of addressing the global dilemmas of the twenty-first Century, beginning at the first destination after college.

The global dilemmas that we want our graduates to be able to address include urbanization, food security, pandemic disease, energy issues, water security, and education. For our students to pursue professional and personal lives of meaning and service in which they are able to tackle such issues, they will need to be equipped with an array of professional and life transition skills. In this paper, we focus on one particular skillset: global competence (Deardorff 65-79).[1]

MUM's "Career Clinic" model

MUM is launching a "Career Clinic" to implement an integrated institutional career and life planning curriculum for undergraduate students, families, faculty, staff, and alumni. It is designed to use people who are already found within the naturally existing structures and relationships in the lives of students, rather than create a disconnected destination bolted onto the university.

To summarize, MUM's career clinic takes lessons from public health models and uses a grassroots approach to help students become independent career and life transition experts:

[1] There has been significant debate in the international education field over what this skill should be called. We have relied heavily on Deardorff's work on intercultural competence, which she notes includes: Attitudes [Respect (valuing other cultures), openness (withholding judgment), and curiosity and discovery (tolerating ambiguity)]; Knowledge and Comprehension (cultural self-awareness; deep cultural knowledge; sociolinguistic awareness; and Skills: (to listen, observe and evaluate; to analyze, interpret and relate). For institutional reasons, MUM has chosen to call this skillset "global competence."

- Peer advisers are front line liaisons with students twenty-four hours a day
- Academic and career advisors within each academic department provide low student-to-staff ratios and place information and services within the academic homes of students
- Directors of career education and field experiences develop and manage programs and activities in classrooms, co-curriculum, work study, service learning, etc.
- Visiting specialists provide expert information and coaching on specific topics
- The dean of career and life planning directs assessment and strategic initiatives

The word "integrated" is critical. The development of essential professional skills will be embedded into academic curriculum, co-curricular activities, experiential and service learning, and all other components of the undergraduate experience in which students participate naturally. The clinic does not provide stand-alone or discreet activities presented by a single campus office, because doing so would risk a piecemeal approach and the compartmentalization of student learning and skills development. Rather, the goal is that students' development in any area will reinforce development in the others.

MUM's "Professional Readiness" curriculum

As part of this career clinic model, MUM is designing a "Professional Readiness" curriculum to guide students sequentially through developmental stages of career and life planning transitions. As an institution, MUM takes an inside-out approach to education and life transition, focusing first and foremost on the cultivation of the brain and the development of consciousness, healthy living, and community. With the development of consciousness as a fundamental pursuit, students will complete the professional readiness curriculum as a measurement of their preparation for a first destination after graduation, whether it is in the professional world, continued graduate-level study, service, or self-employment.

Determining desired outcomes at the outset

We have approached professional readiness curriculum development with the acknowledgment that a limitation to most career certificate programs is their tendency to be inputs- rather than outcomes-oriented. MUM has made a conscious effort to make up for this by being explicit about the skills to be developed in given experiences, preparing students for those experiences, providing the experiences, and then reflecting on the experiences.

We aim to avoid, for example, simply recognizing completion of an internship—absent an assessment of skills gained during the internship—as evidence of career preparation. Similarly, if a student completes an international experience, it needs to be documented by demonstrated global competence. To achieve these goals, MUM defines desired outcomes in advance.

Building off the career certificate model

In designing our professional readiness curriculum, MUM has also looked at the career certificates offered by our peers at other schools. We were impressed by programs at UNC Charlotte, Miami University, University of Tennessee Knoxville, and University of Connecticut (Career Success Certificates). We have also relied especially heavily on the pioneering work done over the past few years by Career Development Professionals of Indiana, Inc. (CDPI) on their INdorsed Career Ready Graduate Program (INdorsed Program). Through this effort, Indiana's universities and colleges have implemented by far the most coordinated and expansive career certificate program in the United States. MUM has emulated elements of the INdorsed framework, in particular its division of activities between professional identity, professional skills, and professional experience.

We believe that our professional readiness curriculum will expand on these models in two key ways: (1) by embedding the curriculum into our undergraduate experience, and (2) by integrating global competence as a fundamental skillset for students to develop.

Embedding professional readiness into the undergraduate experience

The embedding of professional readiness curriculum within students' overall course of undergraduate study ensures that it will not be merely a list of separate activities for students to complete, but rather part and parcel to the entire undergraduate experience. MUM intends to include descriptions of professional skills gained in all relevant undergraduate activities in order to help students understand and articulate both the professional skills they are developing and how to demonstrate them. For example, relevant skills will be incorporated and documented in:

- Academic course descriptions
- Education abroad
- Work-study options
- Student activities
- Internships
- Service learning

- Shadowing
- Research opportunities
- Community service

Integrating global competence into professional readiness

Many other universities' certificate programs that we reviewed do not include any explicit global/intercultural skills or experiences. A few touch lightly on the subject. For instance, UNC Charlotte's "Experience" Career Success Certificate stands out for its inclusion of study abroad as a relevant activity, and INdorsed is to be lauded for its recognition that foreign languages, study abroad participation, and membership in multicultural organizations represent potential "unique selling points" that can distinguish students as job candidates.

Building on this work, a distinguishing feature of MUM's professional readiness curriculum is our focus on the development of global competence as a particular skill set. Our reasons are twofold.

First, MUM prides itself on its multicultural and multinational student body, with students hailing from as many as eighty-five countries in a given year; international collaborations and connections through faculty and alumni; and core values of unity through diversity and a commitment to world peace. Our institutional identity thus encourages global and intercultural learning in everything we do.

Second, research confirms that global competence is an increasingly critical factor in professional success. For instance, a 2013 study by Microsoft Partners in Learning, The Pearson Foundation, and Gallup listed "global awareness" as a critical work skill (*21st Century Skills*). Recent NACE Job Outlook Surveys also emphasize the importance to employers of such skills as communication, ability to work in a team, leadership, and interpersonal skills, all of which increasingly have global and intercultural elements in a global economy. (*Job Outlook* 2013, 2014).

Global competence is thus a logical next step for career certification programs. It is imperative, however, that such global and intercultural skills be presented within the natural context of the life of a student. MUM's professional readiness curriculum will help students both consider their international experiences and the development of their global competency as building blocks towards their broader career preparation, and, just as importantly, articulate these skills to employers or graduate schools. Formal university recognition of global competence as part of professional readiness also adds purpose to post-abroad events intended to help students leverage and put into perspective their newly gained international experience (*Creating Effective Study Abroad Plan*).

Conclusion

MUM's career clinic and professional readiness models suggest that schools may, through a thoughtfully designed and carefully embedded career curriculum, strengthen career preparation as well as its integration with global learning and the overall undergraduate experience.

As an added benefit, we have found that designing and implementing an embedded professional readiness curriculum offers unique opportunities for collaboration between career services, international education staff and faculty, and employers. To that end, our program is being developed with key input from both our Global Development office and Career Clinic. We anticipate future collaboration resulting from this stronger institutionalized coordination.

Finally, it is important to note that MUM is still at an early stage in the process. We are finishing up design and moving forward towards implementation. From our perspective, one of the most important steps is simply to start—even without necessarily waiting for all elements to be perfect.

But assessment will be critical to success. As MUM begins piloting our professional readiness curriculum, we will actively gather data from students, faculty, staff, and all other stakeholders, and correct course as necessary. Given that our professional readiness curriculum is intended to be an embedded component of the undergraduate experience, creating this feedback loop will be essential to informing the development of future career clinic programs.

The Integration of Career into Study Abroad Advising at the University of Minnesota

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Educators from across the country are experimenting with different strategies to incorporate and connect students to international experiences that help them design their professional futures. For several years, the University of Minnesota (UMN) has been exploring how study abroad and careers connect. During this time, we have made significant strides in how we strategically help students make a meaningful connection between their study abroad experience and future career. Research and institutional experience have indicated that a key component in helping students make that meaningful connection is preparing them to think about their academic and career goals not just once they have returned, but throughout the entire study abroad process (*AIFS Student Guide*). If students' decisions to go abroad is linked to their career goals from the beginning, they are better prepared eventually to interpret the value of a study abroad experience to an employer more effectively (Gardner, Steglitz, and Gross 19-22; Orahood, Kruze, and Pearson 117-130).

In order to support study abroad advisers in discussing the connection between learning abroad and career with students before, during, and after their experience, it is important to have consistent, career-related messaging woven across multiple study abroad advising materials (Hindbjorgen and Schmidt Whitney). This article shares insights on how to begin integrating career components into study abroad advising, and provides concrete and illustrative examples of how the UMN's Learning Abroad Center has integrated the topic of career into advising discussions and materials.

Integration of Career into Study Abroad Advising: Getting Started

At the University of Minnesota, we view Career Integration as the intersection of student development, career planning, and campus engagement. There are a variety of ways that we engage in Career Integration, but in regards to advising, the four main ways that we actively incorporate a career focus into our work are by:

- Creating program selection and advising tools designed to help students choose opportunities to explore or build skills in career interests
- Identifying student goals for careers earlier in advising and planning for going abroad

- Creating career action items as part of study abroad preparation; and
- Assisting students in maximizing career reflection and opportunities upon return

While these principles sound straightforward enough, I have talked with multiple study abroad advisers throughout the country who have simultaneously expressed excitement and apprehension about integrating career into study abroad. Most study abroad advisers are constantly busy managing multiple priorities that simultaneously need attention. It is because of this that I want to stress that adding a career focus to study abroad advising is not about creating a lot of new work for ourselves, but enhancing the work that we already do. Career integration does not have to mean creating a completely new way of working; it is simply adding a new component to familiar processes. Once career has become an established part of advising, it can feel like the "missing ingredient" that helps bring cohesiveness and additional meaning to well-established activities, such as program selection advising and returnee events. By building on the work that others in the field of study abroad have already done, gradually adding career components to study abroad advising does not have to be labor intensive, and it can greatly enhance the impression that students, parents, and campus colleagues have of the overall value of study abroad.

It is important to keep in mind that weaving career components into existing materials is just as important as creating new career-focused resources. These materials are already utilized by students and advisers, and having multiple career "touchpoints" helps gradually to drive the message home for both students and advisers (Hindbjorgen and Schmidt Whitney). At the University of Minnesota, we have put significant effort into both creating new tools and revising existing tools better to reflect a career focus.

In regards to integrating career issues into study abroad when interacting with students, it is important to be aware that some students may already feel overwhelmed by the study abroad process and program selection. Because of this, we need to discuss career preparation as simply another component of study abroad advising, such as academics or cultural competencies. Bluntly asking, "So what do you want to do with your life?" would likely paralyze and overwhelm many students, and may even temporarily inhibit them from moving forward in the study abroad process.

Career Touchpoints in Study Abroad Advising at UMN: Before Departure

1. ***Connecting Learning Abroad and Careers*** **handout**
   (http://tinyurl.com/umabroad-connectingcareer)

The handout developed with our career center partners, as a result of our Career Integration Initiative, focuses on a variety of different activities that students can do before, during, and after studying abroad to maximize the impact their experience abroad can have on their career. Advisers typically do not spend a lot of time going over the handout but instead highlight a few aspects of it that are most relevant to the particular student; students are encouraged to review the rest of it as homework. The handout is used during almost all program selection advising appointments, and its content resonates strongly with students and their parents.

2. ***Program Selection Advising Workbook***
   (http://tinyurl.com/umabroad-PSAworkbook)

This workbook is used for all program selection advising appointments, and advisers use it to walk students through academic, financial, and career considerations for choosing a fitting study abroad program. There is a homework section of the workbook that focuses solely on career that asks students questions to help them reflect on how study abroad connects to future career goals. It also prompts them to consider what is of interest to them on a list of opportunities for gaining professional experiences abroad. Having a career section in a workbook that is the cornerstone of our advising appointments prompts even the newest advisers to mention career in every program selection advising appointment.

3. ***Career Information webpage***
   (http://www.umabroad.umn.edu/students/career-info)

The webpage outlines how program options can support career goals, links to the *Connecting Learning Abroad and Your Career Handout*, and acts as a supplement to the handout. There is a multi-media component with videos of a student documenting his career-related thoughts and actions before, during, and after his experience. In the videos, he discusses his preparation for living and working abroad and how he incorporated his study abroad experience into a US-based job search.

4. ***Choosing a Program Based on Your Goals*** **webpage**
   (http://tinyurl.com/umabroad-setttinggoals)

This webpage (which has been available for several years) asks questions to help students reflect on what they want to accomplish in their time abroad. As part of our office's increased concentration on careers, we added specific questions aimed at getting students thinking about their career goals as they begin their program selection process.

5. ***First Step Information Session***

The First Step Information Session has been reviewed to better address what stage most students are at when they first visit our office. In the revised format (available online in February 2015), the connection between study abroad and careers is referenced in multiple parts of the presentation. We briefly discuss how the study abroad experience can help students stand out on a resume, how being able effectively to articulate what transferable skills they gained from their learning abroad experience can give them a strong advantage in an interview, and how an international internship can give students a competitive advantage in the job search.

6. ***Scholarship essay questions***
(http://tinyurl.com/umabroad-scholarships)

In the Learning Abroad Center's scholarship process, we ask students not just to articulate how their academic or personal goals were part of their program choice, but also ask about their career goals. In the 2013-14 academic year, we had over 1,000 students apply for scholarships, and each of them had to reflect on, and articulate how, their program selection choice was tied to their larger goals. This is a rich initial touchpoint for all students, regardless of their consciousness of career ambitions, because the competitive nature of scholarships motivates students to put more thought and effort into this important question.

7. ***Timeline Worksheet* and *Application Checklist***

The *Timeline Worksheet* and *Application Checklist* both outline the basic process students complete in order to study abroad. In the last few years have we incorporated the action item, "Meet with your career counselor to discuss career implications and opportunities." While this was a simple addition, it provides yet another touchpoint where students are seeing link between study abroad and career.

8. ***Internships: Program Search* and *Internship handout***

There is an optional internship component on many programs offered through UMN, and we have taken various measures to make this information more readily accessible for students and advisors. We intentionally created our *Program Search* so students and advisors can easily narrow options based on whether or not programs offer an internship. Additionally, in the *Academics* section, we have purposefully listed internship options both separately and with the regular course work, which helps prompt advisers to mention the internship option. Finally, we have created a print flyer that lists all of the Learning Abroad Center programs with an internship option and discusses the benefits of an international internship. Having easier access to

locating internship information has primed our advisers to be even more intentional in discussing what internship options are available and the potential benefits.

9. ***Parents: Talking to Your Parents* webpage**
   (http://tinyurl.com/umabroad-parentsdiscussion)
   ***and Parent Resource* webpage**
   (http://www.umabroad.umn.edu/parents/)

Because today's parents often play an influential role in how students approach studying abroad, we knew it was important to integrate career into our existing parent materials. We have woven additional language about careers throughout our parent materials and webpages. In the *Talking to Your Parents* webpage, we instruct students to review the *Career Information* webpage and *Connecting Learning Abroad and Your Career* handout, and then to share those materials with their parents. This information helps inform parents about the extra value that study abroad can add to a student's future career.

Career Touchpoints in Study Abroad Advising at UMN: After Return

1. ***Reentry Handbook***
   (http://tinyurl.com/umabroad-reentryhandbook)

We made various additions to our *Reentry Handbook* based on work with career partners, including how to incorporate learning abroad into career plan, cover letter, resume, interview answers, and personal branding. The handbook also gives suggested readings and sample cover letters, resumes, and interview questions. Students can access this handbook online, at all of our returnee events, and if they have a "reentry/going abroad again" advising appointment with our office.

2. ***Market Your International Experience workshops***
   (http://tinyurl.com/umabroad-careerworkshop)

Each spring, we offer a series of student workshops that focus on various career-related ways to leverage an experience abroad. Career experts lead the sessions in consultation with the Learning Abroad Center, and the focus of the series is to give students strategies and individual help with articulating their international experience.

3. ***Define Your Experience for Employers***
   (http://tinyurl.com/umabroad-define-experience)

As in any high-impact experience, students must learn how best to articulate and communicate transferable skills gained while studying abroad. We created this

handout in conjunction with our career colleagues to give students a better idea of what skills and qualities employers are looking for. To keep it relevant, we work with career services regularly to update the handout with data from UMN's most recent Employer Survey. The handout includes prompts for students to prepare specific stories that explain skills gained abroad, resume and cover letter advice, networking and interviewing techniques, and personal branding strategies.

4. ***Welcome Back Celebration Event***

In the fall of 2014, the Learning Abroad Center hosted a "Welcome Back Celebration Event" for roughly 150 student attendees. A major goal of the event was for returnees to learn more about what resources they can connect with back on campus.

Conclusion

Students are investing time, money, and personal capital in going abroad. That investment continues to challenge us to make the study abroad experience even more impactful and relevant. We are at a point where we need to continue increasing our focus on the career and life planning of students *(The Right Tool)*. In order to achieve this, an essential goal of UMN's Career Integration Initiative is to provide both education abroad and career professionals with the guidance and resources to identify, include, and articulate transferrable skills developed while abroad, and how to leverage these skills for students' career paths (Hindbjorgen and Schmidt Whitney).

While the amount of career perspective that has been integrated into UMN's study abroad advising tools is not radical in scope, these small-but-intentional changes we have made are crucial for getting students to think about career during their goal-setting process. Through the integration of these multiple touchpoints, students are now being primed early on to consider seeking out resume-building opportunities abroad, to think about internships, to reflect on how they want to network while abroad, and a variety of other career-related action items. Our hope is that the results of our career integration work will continue to impact students in a positive way not just before, during, and directly after their experience, but also once they have graduated and are fully entering the professional realm.

Beyond Amazing and Awesome: Crafting a Passport of Skills

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Those students who engage in an international experience of some kind, personal travel, studying abroad, interning, working abroad, or service, have ultimately developed a unique set of skills and qualities that can aid them in marketing themselves for future job opportunities. When asked about our international experience, most of us tend to respond with either, "…it was awesome" or "…it was amazing." While this certainly may be the case, future employers will be looking for more: an opportunity to showcase the skills acquired abroad. Outlined below are suggestions on how students can present international experience to a depth well beyond "amazing and awesome."

Reflection

When it comes to assessing and analyzing any experience, one must first reflect upon that experience. Here are a few questions that students may be asked that will help them begin to reflect on international experience:

1. From my international experience…What changes in myself have I identified (e.g. my values, outlook, attitude and/or abilities)?
2. From my international experience…I experienced new cultures. One strategy that was really helpful in learning how to interact with people from another culture was?
3. From my international experience…I have clarified what is important to me (e.g. who I am, who I want to be, and what I want to accomplish). For instance…
4. From my international experience…I had to learn how to adapt. One change that was really hard for me to adapt to in my host culture was?
5. From my international experience…I gained a better perspective on global issues. One social issue (local or global) that I learned more about is?

Career Profiling

Once through the reflection process, the next step is for students to begin to think about what types of position/job functions they would like to target. This is "career profiling." Key tasks are to begin to outline the following in terms of target careers: the type of position and/or job function; the type of organization (e.g. government, non-profit, for-profit, hospital or clinic, agency or firm, etc.); a list of skills and qualities necessary for success in the target position. This may require a review of sample job postings or the conduct of an informational interview with a professional in a comparable role. Lastly, students should try to detail a typical day in the life of a person in the target position: the various daily activities they are responsible for and the percentage of time spent per day on each.

Determining Skills

Having identified the skills and qualities required in a target professional role, students need to assess their own skills. International experience may have had several possible outcomes. These could include, but are not limited to:

- Establishing rapport quickly; and/or being able to learn through active listening and observation
- Functioning with a high level of integrity and/or ambiguity; accepting responsibility
- Achieving goals despite obstacles; and/or handling stressful or difficult situations
- Taking initiative and risks; and/or being able to adapt to new environments
- Identifying and solving problems; and/or being able to communicate despite barriers
- Other Skills: time management, organization, teamwork, leadership, research, community engagement, creativity, teaching, managing
- Qualities: self-reliance, appreciation of diversity, perseverance, flexibility, assertiveness, inquisitiveness, tolerance/open-mindedness, self-confidence, independence, self-awareness

Having identified a set of skills and qualities acquired from international experience, students then need to compare this list with the list developed through the "career profiling" process. What percentage are a fit? Which ones are not a fit? In practice, most of these skills and qualities are transferable to almost any employer/position. For instance, according to the National Association of Colleges and Employers (*NACE*), the following are the top ten skills employers are seeking: communication; integrity; interpersonal; technical; analytical; Initiative; adaptability; work ethic; detail orientation; and teamwork.

Marketing Skills

Students need to be able to provide examples of how and when they acquired a particular skill set in response to behavioral interview questions (e.g., Tell me about a time when… or Describe a situation where…). In asking such questions, recruiters (or interviewers) are looking for concise and descriptive responses. Thus, we recommend using the STAR technique:

S – Describe the specific setting or situation in which the experience took place.
T – Describe the specific task or project related to the skill asked about.
A – Describe the specific steps or actions taken to complete the task or project.
R – Describe the results or outcomes resulting from the actions taken.

For example: Tell me about a time when you dealt with a conflicting situation.

> During the summer of 2011 I had the opportunity to complete a public health field experience in Spain, in which I studied epidemiology and lived in a homestay environment. From this situation, I learned to consider and respect different viewpoints and that it is possible to become very close to people with very different opinions than my own. At first, it was a bit of a strain to communicate fully with just about anyone in the household. The host mother was sweet and used a lot of sign language with me. My host sister did speak a bit of English, but it was my host father who wanted to talk the most with me, and at first I was very challenged by my developing language skills. Even more challenging was that he wanted to engage me in discussions on world politics, especially about the US foreign policy. He wasn't happy about the US influence in the world and asked me questions that honestly, I wasn't prepared to answer. I felt ignorant with my limited language skill and by not knowing the specifics about the foreign policies of my own country. I faced the challenge head-on: I made a point to read the Spanish newspaper each day so that I could acquire both the knowledge and the vocabulary. Over time, I got pretty good at being able to engage in discussion with him. We had quite different viewpoints on a number of things, but his approach was not to insult but to challenge me respectfully. I respect him for this, and I am grateful for the opportunity to see political disclosure as an exercise in learning and not demeaning anyone. I am very close with everyone in my homestay and remain in touch with them today.

In addition to interviewing, students can also market international skill sets in resumes, curriculum vitae, and cover letters; in social media profiles (e.g., LinkedIn); in blogs; or through outreach and networking opportunities such as informational interviews, professional associations and conferences, and community service.

Regardless of the type of international experience, students may enhance future employment opportunities through reflection and the processes described here, and, of course, please encourage students to visit the college or university career center.

Get a Job: Parental Goals for Student Careers

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When addressing parents, education abroad offices must assume the responsibility of connecting undergraduate international experiences to post-graduation employability. We should be direct and deliberate about this connection, even in our earliest conversations and interactions. Ultimately, education abroad offices, career counseling professionals, and parents should work together to integrate career and life planning at each stage of a student's undergraduate education.

Recent survey results indicate that many parents do not consider career planning in the early stages of students' college careers. In the spring of 2014, the University of Minnesota Parent Program conducted its annual parent survey. When parents of seniors were asked about their greatest concern regarding their student, 30.4% said career planning. However, when parents of freshmen were asked the same question, only 5.3% answered career planning. Similarly, when parents of seniors were asked what topic their student has most requested their assistance or advice on, 33.8% reported career planning. However, when parents of freshmen were asked the same question, only 12.8% answered career planning.

In theory, students will spend four years on campus. As educators, we need to introduce to parents the urgency in considering career and future goals at the beginning of students' undergraduate careers and maintaining a level of engagement throughout the four years. This consistent inclusion of career themes will flatten out the spike of parental interest that occurs in the students' final year.

In the fall of 2012, Gallup conducted a survey of parents with Inside Higher Ed (Jashik). The majority of parents thought an undergraduate education would lead to a good job for their student. Parents were asked to identify the most important reason for their student to go to college and the top answer by far (at 38%) was "to get a good job." The third most common answer (at 12%) was "to make money," while answers associated with more educational reasons fell behind.

In general, parents want their graduates to secure professional employment but have unrealistic timelines for this accomplishment: Many want it to happen immediately. But students will not find a job directly after graduation if they postpone their career planning until their last semester on campus.

According to *More Than a Resume* research findings from March 2012, US parent assumptions about the time it takes to land a first professional job are unrealistic in the present job market.

- Almost 71% of parents believe their student will be employed with a professional job five months or less from their graduation date
- Twenty-three percent believe their student will have secured a professional job at the time of graduation
- Of parents who have a student past graduation, 22% reported that it took more than a year for their student to secure employment

US parents seem to have a substantially different job search timetable than their students: 40% of parents say they started thinking about their student's career search during their student's junior year, while 31% of parents estimated their student will not begin to even think or consider their own job search until senior year. More surprisingly, 30% say their student will not start until after graduation (Horowitz).

The playing field of securing a job has changed dramatically in the past twenty years. Campus career centers, recruiters, and the job market itself have new rules beyond the familiar scope of Baby Boomers and Gen X. Campus career centers did not exist when parents were entering the workforce—or if they did, they were resource centers like libraries with binders of information and job postings cut out of the classifieds.

To encourage career planning at an earlier stage, international educators can present a sequence of support and outline appropriate roles for parents to play. Since many parents want to provide their students with a barrier-free path into a successful adulthood, many actively take on the responsibility for their student's job search. Likewise, many students are enthusiastic and relieved about handing over these activities. If we inform parents about relevant information, we can increase the chances that students will seek out our offices. We can develop resources that include appropriate conversation topics for parents to introduce throughout a student's undergraduate career. Resources can also outline activities for parents to guide their students through career exploration and asserting skills developed abroad.

The following summarizes the University of Minnesota's best practices for engaging parents and students and encouraging students to integrate career planning early in their four-year plan as they consider study opportunities and a learning abroad program:

- Develop and distribute print collateral with parents in mind. Do not limit your audiences to students. Since parents will be involved, expand your messaging to include all audiences. Also, find time to include career professionals as content providers and editors for this collateral

- Introduce the explicit outcomes of international experiences and the impact on careers when recruiting for your college/university at your local national college fair and other high school-focused recruiting events on campus. Even though it may feel premature, it is not too early

- Lead with the tangible outcomes and benefits of learning abroad

    - Students will earn credits and learn to thrive in a new academic environment
    - Students will strengthen their language skills more efficiently and accurately
    - Students will strengthen their ability to interact with people from different cultures. In a diverse country and a global marketplace, this skill is second to none
    - Students will develop personally by increasing their self-confidence, maturing, and forming an authentic global identity and perspective
    - Students will expand attractive skill sets for future employers

Before

Once a student has expressed an interest in going abroad, there are ways for parents to be involved in the program selection process. Parents can guide a student's exploration and help them sort through 300 programs by defining goals and needs for their experience abroad. Parents can also encourage their student to consider an internship abroad. Currently only 14% of the University of Minnesota students who go abroad complete an internship. Parents can present their students' professional goals and pose the question, "What is the global focus, and how can you access this type of experience abroad?" Since students will perceive their parents' apprehension and anxiety, parents should reiterate that they feel their student will succeed abroad.

During

Parents and students will communicate on a daily or weekly basis while the student is abroad. Parents can remind their student to stay in touch virtually with their career center and to be conscious of creating and strengthening their online personal brand via social media. Students can make professional contacts at their internships or with their social circles abroad.

Internships present US students with invaluable international professional experience, including:

- The opportunity to learn from, and network with, professionals from across the world
- Awareness of diverse business practices and customs
- Experience in working with foreign or multinational companies
- Exposure to the global issues facing professional industries

After

Students should include their international coursework under the education section of their resume and their international internship under their professional experience section. Students should attend on-campus training on the best ways to market and present their personal international experience. Rather than responding to a recruiter with a hollow and generic, “It was awesome,” they must assert the skills gained abroad.

Education abroad offices should incorporate career planning into all stages of international education and outline appropriate ways for parents to support their students. As parents better understand the current resources available to their students and the prescribed sequence of actions, their expectations will become more realistic and their support more targeted, appropriate, and useful.

Study Abroad Storytelling for Interviews

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"Tell me about a time when you took a risk. ...when you made a difficult decision. ...when you had to adapt to a new environment. ...when you had difficulty communicating with another person." We know that students are eager to tell stories when they return from any experience abroad. However, telling stories for interviews can be confusing because of the unfamiliar interview response format. How can faculty, study abroad staff, and career professionals help students make that leap from "My trip was awesome" to specific examples about how experiences abroad relate to career pursuits? Coaching students about how to tell their study abroad stories effectively for interviewing can be the difference between a job offer and a job search struggle.

Recruiters are trained to speculate about candidates' experiences and character by first reading a one-page resume. In my experience as a corporate recruiter, there were very few "golden ticket" experiences that would move a candidate to the top my potential hires list before I met him or her. Study abroad experience was one of those golden tickets for me. When I saw that a student had chosen to study abroad, I made assumptions: that the student was self-assured, confident in new situations, able to meet new people easily, and hungry to learn new things. Many students that I interviewed were not able to convey why their study abroad experience was relevant to their chosen career, and often did not reference their experience abroad at all. I knew these students likely had stories to share, but needed coaching about how to discuss skills transferable from study abroad to the workplace. "Students who opt to study abroad are making a decision that can make a very positive impact on their employability" (Trooboff, Vande Berg, and Rayman 17-33) although students often do not know how to utilize that experience in interviewing.

Faculty, study abroad and career professionals can help students connect the dots by encouraging them to **Reflect** > **Relate** > **Recount** their study abroad stories.

Reflect > Reflection is one of the most important steps that students often overlook when experiencing the transition back to home culture and when preparing for interviews. Study abroad returnees often flow freely with stories of adventure and new experiences. Faculty, study abroad staff, and career professionals can start by asking more reflective questions. Instead of asking "How was your trip?" we can ask

questions like the following: What were the most important learning moments in your experience abroad? When did you stretch yourself? Were there any times when you felt uncomfortable in a new culture and how did you work through that? How would you approach these situations differently knowing what you know now? Encourage a student to reflect through writing or conversation about their learning and growth while abroad. If a student kept a journal or blogged through his or her experience abroad, encourage him or her to revisit those notes to look for trends in learning or growth. How did their thoughts evolve or change as time went on? Once a student has some foundational stories about their own behavior and growth in these new situations, they can then look to prepare answers in the context of interviewing.

Relate > When preparing for interviews, students often start with a narrow view of the kinds of stories that they should tell in interviews. Students think that only work or classroom experiences in their field of study will be of interest to an employer because of the technical aspects, when, in fact, evaluating entry-level talent often relies more on evaluating personal skills and characteristics. In my experience of interviewing students, stories drawn from experience abroad can be powerful because a) they often demonstrate tremendous growth and self-awareness, b) students light up with passion and excitement when telling the stories, and c) (let's face it) stories that start with "During my time in Moscow…" are just more memorable than stories that occurred on campus. Trooboff, Vande Berg, and Rayman suggested that "study abroad and career professionals should collaborate in order to give students some basic training in how to present what they have learned in study abroad, in ways that employers will appreciate" (17-33). How exactly can we go about doing that?

Companies clearly tell candidates in job postings what skills they are seeking for each specific job. The National Association of Colleges & Employers' *2014 Job Outlook* report surveyed 208 employers throughout the US asking questions about college graduate hiring projections. Employers listed top skills that they seek in new college hires. At the top of that list are:

1. Ability to work in a team structure
2. Ability to make decisions and solve problems
3. Ability to plan, organize, and prioritize work
4. Ability to verbally communicate with persons inside and outside the organization

Candidates can assume that interview questions will be based on any competencies listed in a job posting, just like those listed above. In my role as career coach, I encourage students to list competencies required in each job posting and then map possible stories that can demonstrate competency in these areas. For instance, what story can I tell that would be a great example of my ability to work in teams? Interview

stories should draw from all parts of students' lives: classroom, part-time work, research, volunteering, student organizations, and study abroad. Below is an example of how a student might start to map out stories in preparation for an interview.

Teamwork	• Teaching English in Senegal • Sorority fundraising committee
Decision-Making, Problem-Solving	• Rearranging tour guide schedules on a snow day • Decision to study abroad
Planning, Organization, Prioritization	• Prioritizing my time in Belgium: class, travel, volunteer • Planning ad clients for job at student newspaper
Communication	• Internship supervisor who worked in another city • Finance class project in Geneva

Recount > Once a student has reflected about impactful moments gained from experience abroad and relating those experiences to required job skills, he or she will be ready to recount those stories for interviews. I encourage students to practice telling complete stories in the widely-accepted STAR method of response for behavior-based interviews asking the candidate to describe the **S**ituation, **T**ask, **A**ction, and **R**esult of each story. This method ensures that students provide context, describe specific actions that they took, and that they recount the results of the story, including reflective thoughts about what they learned.

Listed below are two examples of common behavior-based interview questions based on competencies from the *NACE* survey and sample answers drawn from study abroad experience that would fare quite well in entry-level interviews.

Tell me about a time when you had difficulty communicating with another person. (Skill: Ability to verbally communicate)

Situation	• My study abroad program in Geneva hosted students from all over the world to study economics. Although classes were conducted in English, each student had different expectations based on their home culture about group roles, sources for research, writing and presentation style, and relationships with faculty members.
Task	• My global finance class was especially challenging because we completed one lengthy semester-long project and by mid-semester our group was not working well together.
Action	• I saw the need to discuss our group dynamics before the finance work could be completed, so I invited my classmates to a team lunch. There I asked questions about how group work plays out in each home country and how each student sees that differently in our Geneva program. It was fun casual conversation, but I know our group needed to share expectations in order to be successful working together.
Result	• The result was that we worked much more smoothly as a team for the rest of the semester and took time to ask questions about expectations before getting upset with each other. We also scored higher than any other group in the class. If I were in a similar situation again, I would initiate a conversation about expectations much earlier in the project to save us some stress.

This student does an exceptional job of describing the environment he was in, who the people around him were, and what was expected of his group. He tells the interviewer about a specific need for improvement that he identified, what action he took to address it, and the results of his actions. The premise of behavior-based interviewing is that specific stories of past behavior are good predictors of future behavior. Therefore, if this student were in a work situation where he sensed a disconnect between team members, cultural or not, it is likely that he would have the confidence to address the problem in a non-threatening way. His example is about a finance class in Geneva, but can certainly be related to any professional situation where communication can be difficult.

Let's look at another example:

Tell me about a time when you had to work quickly to solve a problem. (Skill: Ability to make decisions and solve problems.)

Situation	• My study abroad experience in Senegal, Africa was focused on community involvement teaching English at the local middle school. Two other students and I were assigned to a classroom on the first day where we thought we would shadow the instructor and help students with questions.
Task	• We arrived to the classroom and the teacher informed us that she wanted us to teach the two-hour class on verb tenses on our own. We had five minutes to reference the workbook, but no other instructions for the lesson. Also, none of us spoke the dominant language, which was French.
Action	• We quickly got together and decided to break the lecture into three parts: the lesson, a worksheet and a game. I had experience teaching English before so I started the lesson. While doing so, my peers worked on designing the game because they both had experience in elementary after-school programs. We tailored our lesson with actions and pictures to help alleviate the communication barrier of French into English. We allowed about fourty minutes for each part and took turns as the lead instructor with our designated role.
Result	• The result was a successful two-hour class period with fourty engaged seventh graders. As a group, we managed time pressure without letting the ambiguity of the situation overwhelm us. The language barrier was lessened by our ability to find alternative modes of communication. We divided the project into a manage able timeframe and delegated tasks based on particular strengths. This experience helped me to understand how working in a team structure can breakdown a difficult situation, so individuals can utilize their strengths to make the group better as a whole.

This student also does an exceptional job of describing the environment she was in, who the people around her were, and what was expected of her group. She paints a picture of the need to make a quick decision in order to be successful in her situation. She describes in detail how she used her past experience and the strengths of her teammates in order to put together a comprehensive solution. Her story is about teaching English to seventh grade students in Senegal, yet she conveys to the interviewer that she would be composed, capable, and resourceful in any professional situation that required her to solve problems quickly.

In conclusion, "studying abroad is not, in and of itself, a way to get a job" (Trooboff, Vande Berg, and Rayman 17-33). However, the way that students communicate their study abroad stories to address employer needs can be a game-changer in interviewing. Faculty, study abroad staff, and career professionals who work directly with students returning from study abroad can significantly impact students' preparedness for later job interviews by simply encouraging students to **Reflect** > **Relate** > **Recount** their study abroad stories. Once students have confidence that study abroad stories can be used in interviewing, they will have a wider base of experiences to draw from and present themselves as more well-rounded candidates. Students' study abroad experience can quickly change from "It was awesome" to a tangible differentiator in the job market.

Career-Minded Marketing: Communicating the Connection between Education Abroad and Employability

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As students become increasingly career focused, the University of Minnesota's Learning Abroad Center expands in the resources made available and the conversations that surround connecting education abroad and career development. Career preparation is now integrated into every stage of the learning abroad process, including the marketing strategy. The marketing, advising, programming and returnee process all include career development as an integral topic of conversation. Marketing international programs is the first point of contact with students, and is thus crucial in setting the stage for learning abroad.

Undergraduates today consider career preparation the top driver of a college's educational value, more than traditional academics, the social environment, and affordability (Borysenko). College students are transitioning from Millennials to Generation Z, categorized as more future-focused, and, having grown up feeling the effects of the recession, are realists rather than optimists. They have witnessed their millennial siblings struggle in the job market, and thus realize that traditional choices no longer guarantee success. Generation Z also has an entrepreneurial spirit, seeking out unique ways of setting themselves apart, thus building their employability in atypical ways (Sparks). Currently, approximately 33% of University of Minnesota students graduate having participated in an international program (*Open Doors*). So, why is the other 67% not making it happen? Why is the connection between career development and study abroad so tenuous?

Many students say they cannot afford to study abroad, or that they fear it will delay graduation. Others feel that if they do not know a second language, it is not an experience available to them. Some are hesitant to be away from home, afraid of missing friends, family, and their campus community. These are all factors that are real and important to address to break down perceived barriers. But, are these the only factors? Or, do students just have too many other ways to define themselves to future employers; too many other ways to get involved; activities to participate in; and strategies to prioritize that aid in career development? We know that career preparation is a main priority for undergraduate students. If learning abroad does not seem like a worthwhile step toward employability, they will choose these other, more convenient options to gain professional preparedness. Once students

settle on campus and get involved with their social life, clubs, student groups, volunteering, work, and internships, learning abroad is put on the backburner. When students think about the logistical planning it takes, and about missing the plethora of opportunities that already exist on campus, the cons outweigh the pros. Learning abroad is often not a high priority for students because the career implications are not clear enough for them to prioritize the experience.

Linking learning abroad to career development at the introductory marketing stage is essential if students are to deem the experience as worthwhile. As Martin Tillman says, while education abroad is indeed inherently a good thing, today's students are focused on the utilitarian skills that are linked with workforce preparation (Fischer). If students start associating learning abroad as crucial in their journey to employability, they will start putting in the effort and planning it takes to make it happen. US employers are looking for well-rounded candidates with strong communication skills and who display initiative, self-motivation, time management awareness, critical thinking, and the ability to work in teams and improvise. International education offers these skills by providing a global perspective and awareness, as well as by making students self-reliant and self-confident. Students need to start making this connection at an earlier stage. For students to consider the experience important enough to pursue, it is critical to clarify the association between learning abroad and career development, and its potential to help students distinguish themselves to future employers.

Classroom presentations are often the first interaction students have with the University of Minnesota Learning Abroad Center. Full time staff, student employees, and interns are all trained on a standardized approach to giving short classroom presentations that address the perceived barriers to traveling and studying abroad. In these presentations, how learning abroad is able to aid in workforce preparation is now also discussed. Students are told how, by studying abroad, they place themselves in a minority group among other US graduates, and are thus able to standout within a pool of job applicants (*Open Doors*). We talk about how study abroad guarantees students the opportunity to distinguish themselves within an increasingly competitive job market. We encourage students to think about how unique experiences abroad are, and how these stories provide content to discuss during job interviews. The global marketplace demands global competency, and this is a conversation that is started with students in the marketing stage.

Student perspective videos are also utilized in presentations, and are available online. These videos share testimonials that highlight how students have been influenced by their time abroad, whether academically, personally, or professionally. Videos also touch on how returnees may already be utilizing their experience for

employability now that they have returned to the US. Study abroad returnees featured in videos also talk about how they are now working with career services to prepare for representing their international experiences on their resumes or in a job interviews. Showing these videos during presentations can help paint a picture of what is possible on an international program, and how this intersects with their career preparation.

Events organized by the Learning Abroad Center also have a career focus. Career representatives from across campus are invited to promotional events. Career professionals act as a resource for students who attend, providing conversations focused on using study abroad as a way to explore career options and gain skills that will strengthen employability.

The Learning Abroad Center website has a section dedicated to career development. It encourages students to decide on a program with their career goals in mind. *How Learning Abroad and Careers Connect* is a resource that prompts students to be proactive with career development while abroad. The Learning Abroad Center, in partnership with the career offices on campus, recognizes the importance of preparing students to think about their academic and career goals before, during, and after their experience abroad. This resource is just one example of the advice available to encourage and promote study abroad as essential to employability.

An online program search function is another feature that allows students to tailor their investigation of international programs to best suit their career development goals. If they are investigating a specific academic area, would like an international internship, or are interested in service learning while abroad, students are able to search for these specific features via the program search.

Additionally, the Learning Abroad Center website has a parent section that shares resources regarding the connection between education abroad and career development. Parents have become increasingly involved in students' decision-making process and play an influential role in how students approach learning abroad. Parents are interested in hearing how it can serve their student, whether personally, academically, or professionally. If this dialogue is started early, parents can encourage their students to become more interested in learning abroad experiences that align with their career goals.

Major Advising Pages are another online resource that allows students to gain insight and advice specific to their academic area. Not only do these webpages show featured programs that are strong options for a specific discipline, they also offer advice directly from the academic departments. This personalized, academic

resource aids in the process of discovering a program that is suited to a student's academic goals. At all events and presentations, print materials referencing the Major Advising Pages are provided.

Today's college students are career focused. Therefore, it has become a necessity to highlight, emphasize, and encourage workforce preparation while learning abroad. As international educators we have the responsibility to articulate clearly the potential value of education abroad and its connection to career development, so that students begin to see it as essential to their journey toward employability. Marketing, if done right, is able to build passion, excitement, and motivation to not only make learning abroad a reality, but to have that experience be as meaningful as possible. If a student's decision to go abroad is linked not only to their personal and academic goals, but also to their career goals, their ability eventually to interpret the value of learning abroad to an employer will be easier. A strategic marketing approach is able both to promote programs and prepare students fully to take advantage of their time abroad, so they are ready to leverage their experience upon return.

Career Development Network's Influence on the Career Integration Initiative

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Introduction

The Learning Abroad Center (LAC) has a long history of engaging in career-related work issues at the University of Minnesota. I have had the opportunity to be involved with the Career Development Network (CDN) since the beginning of my tenure at the LAC, and am currently serving my second year as the Communication Chair on the CDN Board. My role on the board is just one example in a long line of involvement that the LAC has had since CDN's inception. The LAC has always had an official office representative to CDN and participated on its committees and leadership. This engagement is mutually beneficial as it provides diverse perspectives for CDN and allows the Learning Abroad Center to learn more about the work, objectives, and perspectives of our career services colleagues. The influence of this partnership is paramount to the work that has been done and has been the constant thread that has woven the Career Integration process together.

History of CDN

As education abroad, career counseling, and academic advising professionals at colleges and universities know and understand, our educational institutions can be decentralized, siloed, and for all intents and purposes, are a bureaucratic headache for students and staff alike. The University of Minnesota is outstanding in many regards, but it is not an exception to this rule. It is a large, decentralized, research institution. Since the merging of the International Service and Travel Center (ISTC) and the Global Campus Study Abroad, education abroad advising has been centralized through the Learning Abroad Center. However, the LAC offices serve students from eight different colleges, and this number doubles when graduate and professional programs are included.

Appreciating this decentralized structure, career practitioners at the University of Minnesota recognized a need to connect and collaborate, share ideas and best practices, and provide opportunities for professional development across the campus offices. (Hindbjorgen and Schmit Whitney). From this idea, the Career Development Network was created in 2001. In addition to the original goals becoming a reality, individuals and career offices across campus have developed strong collegial relationships. There are currently about 300 subscribers to the

CDN listserve, a central board of seven individuals from across different offices, and multiple subcommittees and working groups. These committees range from the Diversity Committee that sponsors the Diversity & Inclusion program for staff, to the programming committee that organizes speakers to discuss relevant topics for meetings and retreats. Additionally, there are working groups that facilitate the Employer Survey and host career fairs. These committees and working groups exemplify the breadth of relevant activities, as well as the shared passion for the goal of best serving students.

An added benefit to this collaboration is that it permits other student-serving offices and campus organizations to connect more easily with career professionals, streamlining communication and information sharing.

Learning Abroad Center & Career Development Network: Origins

In 2004 Martha Johnson, Assistant Dean of the Learning Abroad Center at the University of Minnesota wrote an article for the American Institute for Foreign Study's (AIFS) publication on *Impact of Education Abroad on Career Development VOLUME I,* titled, "The University of Minnesota Career Development Network." This article focused on the creation of the Career Development Network and the collaboration with the Learning Abroad Center. This article described the four main truths that Johnson (21-22) identified with regards to education abroad and career. These points, to a large degree, are still relevant and inform the work carried out in this area.

The Truths

Truth number one- *Experiential components of a student's college experience are most effective when they are valued as part of the student's education.* Education abroad professionals are usually quick to buy into international internships as added value to a program. Additionally, service-learning, volunteering, and research components are more and more sought after by students within education abroad programs. I would argue that our career colleagues have seen many of these components as highly desired, domestically, for a much longer time period. As a cohort, they likely have more historical experience navigating these experiential learning pieces and connecting them to a student's educational plan. In addition, certain fields, such as engineering, have been doing this internationally as practical applications within the field of study for some time (Johnson 21-22). The collaboration the LAC has been able to have with career practitioners within the realm of experiential learning has helped spread knowledge, experience, and support in navigating the complexities of experiential learning, such as safety and liability. Additionally, it has connected these opportunities to students' educational plans so the opportunities are valued as part of their program of study, and not as an extra.

Truth number two- *Student development is a continuous process, and many of the tools and theories that assist students in developing career skills and interests can be useful in assisting with program selection engagement.* Throughout the existence of CDN, there have been iterations of events and services where students were able to explore interests in majors, career, and learning abroad. The Holland Code, an assessment where students can explore their natural proficiencies and their interests, has been the focus of events such as "Discovering Your Place" and "Exploring Interests in Majors." Throughout the iterations of these events, the Learning Abroad Center was involved in the planning of these services. Johnson (22) stated, "Such a project synergizes skills, interests, and aptitude and elevates education abroad selection past destination and even area of study, to taking social and professional styles into consideration in selecting program models best suited to a student's developmental stage and natural affinity." Enabling students to explore their interests has been another touchpoint where learning abroad and career connect.

Career offices across the campus teach career courses. The idea of career is incorporated quite early on in most students' advising and educational paths (Johnson 22). The idea that intentionally discussing education abroad in tandem with career, as well as including career conversations early on in education abroad discussions, has allowed for cross conversations where students are hearing consistent messaging about the interaction of career and education abroad from the beginning of their program. Additionally, the LAC's partnership with career professionals has helped us to learn about what services career offices can provide to students while on-site, whether it be informational interviews with alums, facilitating virtual interviews with potential employers back home, connecting with alums in specific fields in-country, and providing consistent messaging to students about internships, service-learning projects, or research that can help support career goals. This partnership, and sharing of ideas and resources gets at the "during" component of Career Integration. Helping students make meaningful connections from their learning abroad experience to their career before and during the experience can mitigate the idea that study abroad is an add-on that happens in isolation from the rest of their undergraduate experience. The collaboration with CDN allows for sharing consistent messages about the value of learning abroad in relation to career from the beginning of the conversations.

Truth number three- *Students, and education abroad professionals for that matter, cannot assume that employers, graduate committees, etc, inherently accept the value of an experience abroad.* This was a truth in 2004, and is still a truth in 2014. A major part of the discussion during the initial Fall 2012 meeting with the LAC and CDN was around this concept: there still seems to be a disconnect among employers, recruiters, and graduate or professional school committees in regard to the value of

an experience abroad (Hindbjorgen and Schmit Whitney). In addition to increasing outreach to employers to help temper this disconnect, a major recognition was the need to focus on assisting students in helping them articulate the value of their learning abroad experience(s). Both education abroad and career professionals need to provide guidance and resources in how to identify, include, and articulate transferrable skills developed while abroad, and how to leverage these skills for their career path. Students need to understand this ability as imperative to the long-term impact of their experience (Johnson 22; Hindbjorgen and Schmitt-Whitney).

Truth number four- *Education abroad professionals cannot assume colleagues in career offices are familiar and comfortable with the international dimension of experiential programs or the specific cross-cultural competencies gained from a program abroad.* As staff turns over, and new career staff enter the field, this idea is likely going forever to hold some truth. It is likely that there will not be a time where all education abroad professionals have the expertise and competencies to advise on the nuances and best practices of career counseling. The partnership that the LAC has with CDN allows for conversations that can help empower everyone to have conversations around study abroad and its impact on career.

The more conversations education abroad professionals have with career professionals, the more career-focused language we can understand, the more comfortable we will be in making the connection, (Johnson 21-22); this has helped me to cultivate relationships, gain the ability to discuss both career counseling and education abroad challenges and where these might intersect in regards to serving students.

The four truths Johnson explored in 2004 continue to be inform our Career Integration work at the University of Minnesota.

Tangible outcomes of CDN influence on Career Integration

The partnership the LAC has with CDN has proven to be an invaluable throughout the years. The ways CDN has influenced, and continues to influence, the Career Integration Initiative are numerous. A few examples to follow illustrate the complexity of this partnership.

The Learning Abroad Center has hosted various iterations of a “Market Your International Experience Workshop.” In recent years we have expanded it to a series, and we are able to get more career counselors involved. This has led to an increased interest in how international opportunities impact careers. As a component of our partnership and the Career Integration Initiative, we have created liaisons to campus Career Offices. This structure is modeled after the curriculum

integration model. The structure allows us easily to share the same messages to all offices and send college-specific information about students studying abroad (e.g., students doing internships, who have received scholarships, and are on specific programs). This provides a touchpoint opportunity for the career offices to connect with students and ensures that students see consistent messaging regarding international experience and career development.

This past Fall 2014, the Learning Abroad Center hosted a Welcome Back Event for returnees. A major goal was to get students connected to their career office for the "after" piece of the process. A career professional spoke to the students and presented resources about getting connected to career offices, services available, and ways to start/continue processing their experience.

The Learning Abroad Center has appreciated and benefited from its involvement with the Career Development Network from its inception. There is no doubt that the programming, innovation, and expertise that comprises CDN has been a major force in the University of Minnesota's Career Integration Initiative. The truths and perspectives identified over ten years have helped to shape this initiative, and continue to influence the collaborative work being done to serve students and facilitate connections between education abroad and the lasting impact it has on career.

Achieving Career Integration Using Professional Competencies

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Students entering college with eyes set on a career in medicine are often highly motivated and competitive. This motivation is not surprising given the competiveness of getting into medical school. Each year fewer than half the applicants to medical school are successful in matriculating. Therefore, pre-med students require a wide range of opportunities to help them build a strong portfolio allowing them to be a competitive medical school candidate.

Grade point average (GPA) and admission test scores often measure competitiveness for medical school. Admissions committees also have high expectations that successful candidates are career-ready. This not only means that students must be academically prepared, but they also must understand the profession, have experiences that exhibit their knowledge of the field, and should have demonstrated evidence of professionalism and maturity along with a number of other qualities. The following competencies, identified by the Association of American Medical Schools (AAMC) for students entering medical school, demonstrates the career-ready expectation: service orientation, social skills, cultural competence, written and oral communication proficiency, teamwork, ethical responsibility to self and others, reliability and dependability, resilience and adaptability, capacity for improvement and critical thinking ("Core Competencies for Entering Medical Students").

Research recently shared by Christine Anderson at the University of Minnesota showed that the qualities employers want are often acquired through a study abroad experience. She identified many qualities that overlap with the expectations set by the AAMC including communication, critical thinking, teamwork and others. Helping students acquire these qualities does not happen by accident, but rather is the result of a well-designed study abroad program.

Pre-med students may be challenged to link the value and relevance of a study abroad experience with their future career if it is not demonstrated for them. For the students participating in the Global Future Physician (GFP) course at the University

of Minnesota this is exactly what we have done. The seminar is specifically designed to prepare future physicians for a career integrating the social determinants, public health and medicine. The intentional design assures students recognize the learning and developmental objectives built into the program and how they are used to build career-ready applicants for medical school.

The University of Minnesota Health Careers Center (HCC) serves the pre-medical student community in a variety of ways, helping students explore a career in medicine as well as gain the knowledge and skills that will help them be career-ready, competitive candidates for medical school. This is accomplished through a four-course series called *"The Future Physician."* The first course helps students gain a deeper understanding of the complex issues facing physicians today by hearing from current practicing physicians. Guest physicians share their passion for topics including: ethics, racism in medicine, life-work balance, medical research, public and global health. The second course, similar to the first, helps students learn about the range of specialties in medicine. Specialists in surgery include: neuro, cardiothoracic, orthopedic, and obstetrics. Specialists in internal medicine, psychiatry and more share their journey into medicine and their specialty of choice. Students are asked to identify the patterns they see among the physician stories, particularly identifying the essential and desired qualities needed to be a physician. The third course is an online course that accompanies a student's volunteer experience in a setting that serves patients. The primary goal of the third course is for students to grow an understanding of the patient perspective. Students learn about a number of other topics, including patient privacy, the role of the physician as healer, and perhaps most important, the qualities needed to be a professional healthcare provider. The final course is a global seminar in India that gives students a cross-cultural experience to learn about the social determinants of health and build global health competencies. While there are multiple sets of global health competencies already in existence, we chose to review them and choose from among them those that were appropriate for pre-med students (Battat et al).

Over the last ten years we have learned that pre-medical students want experiences abroad for a number of reasons: 1) because they are interested in global health, 2) they want to experience a different culture, and 3) they see a global health experience as providing them a competitive edge in applying to a health profession program. Students are correct in assuming that studying abroad can help them meet all of these objectives. However, problems can arise when students study abroad or even travel abroad without the frame and context of acquiring appropriate global health competencies. Often students incorrectly believe that they need "real hands-on" experience in patient care to prepare for application to medical school. They often believe they have something to offer a patient despite being untrained

and unlicensed as health professionals. This situation is usually exacerbated when students travel to an under-resourced community where there may be limited healthcare services or other economic and social challenges. Students go into these situations believing they are providing an extra set of hands to help. What they often fail to recognize is that those hands and minds are yet untrained in direct-patient care, and are likely to cause more harm than help ("Global Ambassadors for Patient Safety"). They also may not recognize that some organizations cater to these students and provide them experiences to make money, not to teach global health competencies. To respond to this situation, the Health Careers Center created two distinct, yet complementary opportunities. The first was to create an online educational workshop called the "Global Ambassadors for Patient Safety." This workshop equips students with the knowledge they need to limit their activities abroad to those that are appropriate for patient safety. The second was to create an entirely different global experience - the Global Future Physician course.

The GFP is a three-week seminar in Mysore, India led and taught by physicians. This allows students to grow in an understanding of how physicians use the knowledge about global health and the social determinants of health when working with patients. The students do not have a hands-on experience in clinical medicine as it is contrary to ethical practices and could be counterproductive ("Learning Ethically While Abroad"). GFP also allows them to understand how building global health competencies in areas such as cultural competence, cross cultural communication, ethics and culture, health disparities, self-awareness, and professionalism can help them far more than learning how to take a blood pressure.

By using the global health competencies, the seminar helps student acquire knowledge, skills, and experiences they can apply as an applicant and a future physician. Students who have participated in the other Future Physician courses are given the first opportunity to apply to the global seminar. In the course application itself, students are asked to reflect on why this opportunity would be valuable to them as a future physician. Once chosen for the program, students participate in two half-day orientations, and a variety of pre-departure activities that tie the experience to their future as a physician. To respond to some of the pre-med competencies identified by AAMC, students are divided into teams, and each person on the team has a leadership function. Additionally, students and faculty complete the Intercultural Development Inventory. Faculty lead students through the Describe-Interpret-Evaluate (DIE) activity. The DIE approach is used both inter-culturally and in healthcare practice.

One very important component of this global seminar is the balance between the didactic and experiential, combined with a deep emphasis on reflection and the

use of debriefing every day for at least an hour. The experiences are designed to put students in situations very different from what they experience in the US. These experiences challenge what students feel they know and understand. The debriefings help students find and articulate meaning in those new experiences, grow in their own self-awareness, and acquire new knowledge that helps them expand their global health competencies. The experiences, reflections, debriefings, and assignments allow the faculty to understand how the students have been impacted by the course. Students experience growth in areas of reflection, appreciation of differences, compassion and empathy, understanding and appreciation of the social contributions to health, accurate self-assessment, and an expanded world view.

Through the GFP, the HCC learned that to acquire global health competencies students do not need to have experiences in a health care setting, and sometimes are best acquired and understood outside of a clinical setting. The HCC has conducted a number of evaluations to determine the impact of the GFP seminar. Seventy-nine percent of the students who went on the first GFP program have successfully matriculated to medical school. In a more comprehensive effort comparing all University of Minnesota graduates who applied to medical school against those who participated in a learning abroad experience, we found that those participating in a learning abroad experience had at a ten percent greater chance of matriculating into medical school than those who did not. Students who participated in the GFP, and are presently in medical school, have informed us in depth how they used their experiences from the GFP during interviews to demonstrate the knowledge and competencies they had gained and how these would help them as physicians. Additional feedback has reinforced the research that shows students who have global experiences are more likely to choose specialties in primary care, and want to work in fields that serve underserved populations (Ramsey et al.).

Important lessons learned from the development of the GFP seminar suggest that when given the opportunity, students get excited about learning that is grounded in the global health competencies. When coupled with meaningful reflection, this learning can produce the “life changing” experiences students seek and prepare them for a career in medicine. This reflective self-awareness is precisely what medical school admissions committees are seeking, and is the cornerstone of building a successful career as a physician.

Study Abroad and Career Integration in Japan: Promoting Study Abroad through Collaboration between the Government, Industry, and Universities

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In the past few years, the Japanese government and business leaders have been intensively discussing the necessity of preparing Japanese youth for a global workplace. The Japanese business community is aware of increasing global competition, especially with the emerging economic powers, and, at the same time, admits that Japan's "lost decade" beginning in 1990, and the subsequent years of economic stagnation, did not support human resource building targeted at global competition. With the recognition of two major social contexts, including a rapid decrease in the youth population and the development of economic competitiveness in the global market, the Japan Business Federation published a policy proposal report indicating that Japan must strengthen the social function of human resource development to encourage innovation in research and development and to expand its market to meet the demands of emerging countries and the growing Asian market. Some Japan-based companies accelerated their recruitment of college graduates from foreign countries and foreign students who finished degree programs at Japanese universities rather than wait for more domestic students to prepare for global competition. The current cabinet of Prime Minister Abe approved "Japan's Revitalization Strategy," which declares the development of global human resources through university reforms as one of the core action plans.

Meanwhile, this social concern was augmented by a decrease in the number of Japanese students studying overseas during the past decade. Statistics given by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) show that the number of Japanese students studying abroad decreased about 30%, from 82,945 in 2004 to 57,501 in 2011. According to the Statistics Bureau of Japan, the population size of the eighteen-year-old cohort, which is similar to the age cohort of study abroad participants, also decreased about 15%, from 1.4 million in 2004 to 1.2 million in 2010, so the overall rate of decline for study abroad is not as drastic as it initially appears. However, the actual number of the decrease remains critical when considering the social demands of human resource development. A more significant change was noted in US-Japan exchanges. In the late 1990s, Japan was one of the top sending countries for study abroad students in the US, but the

statistics given by the Institute of International Education show a 57% decrease in the past decade, from 46,497 in 2000-01 to 19,568 in 2012-13. Taking this situation as cause for serious concern, the United States-Japan Conference on Cultural and Educational Interchange proposed a policy agenda for both countries to take initiatives aimed at doubling the number of US and Japanese students studying in the other's country by 2020.

Based on this statistical foundation, this article will next illustrate the general perception of Japanese students towards study abroad, highlighting that the national social context did not encourage students to study overseas in the past few decades. Second, the current government initiative to promote study abroad among college students in Japan, "TOBITATE! Leap for Tomorrow Study Abroad Campaign (hereafter "TOBITATE!")," will be introduced by focusing on its unique features to shift the current trend and contribute to global human capital development. After discussing this initiative further, the article examines various gaps to be bridged in order to develop quality programs for study abroad and career integration.

General perception of Japanese students: Study abroad is a risk rather than an opportunity

The possible explanations for the decrease in the number of study abroad students have been explored from various perspectives beyond demographic change. First of all, Japanese students do not consider a study abroad experience to make them more employable in the job market. According to the Ministry of Health, Labor and Welfare, 94.4% of new graduates are employed the day after graduation through a systematic and collective job-search/hiring system, which lasts from the end of the junior year to the middle of the senior year. Some of the study abroad programs, particularly the year-long exchange, overlap with this season, so students may believe that it is safer to stay in the mainstream timetable rather than choose an alternative which does not necessarily guarantee their future success. An institutional survey at Ritsumeikan University also reveals that students find it difficult to choose a suitable time to study abroad and worry about their job-hunting activities.

Ota points out that employers do not regard study abroad experiences as a valuable employee attribute in hiring process of new college graduates, either. Since Japan traditionally practices the life-long employment principle, the general tendency of Japanese companies is to look into more on the potentials of applicants as human resources in general and to offer in-house training according to his/her assigned job responsibilities. Study abroad could be a training option if it is considered an appropriate investment for career development within the company. Job mobility is another non-traditional career development strategy that is presently expanding,

but current students have not been exposed to such alternative career models often enough to be convinced that study abroad is a promising experience.

In general, the above-mentioned conditions have directly and indirectly conveyed a social message that study abroad is a risk rather than an opportunity for the younger generation of Japanese. Ota points out the strong tendency for risk-avoidance and the preference for staying within their comfort zone as other factors. As revealed by an institutional survey at Ritsumeikan University, this psychological tendency also allows students to create reasons, or excuses, to avoid study abroad, such as the financial difficulty or low language proficiency. Since the 1990s, the Japanese society has not effectively communicated the value of study abroad, and has failed to encourage its youth to leave their comfort zones for personal development through intercultural learning. Even though the pedagogical significance of study abroad is generally recognized through various efforts and practices at the institutional level, it has not yet overridden the doubts concerning the relative value of study abroad in the students' mind-set.

"Global human resources" in the Japanese context

Since the lack of students' global perspective has been widely recognized, the Japanese government initiated several taskforces to develop policies for expanding opportunities related to "global human resources." The policy reports published by MEXT, the Ministry of Economy, Trade and Industry, and Council on Promotion of Human Resource for Globalization Development specified various capacities and skills as necessary conditions for "global human resources" in the Japanese context, including some intellectual skills (such as critical thinking, creative thinking, knowledge of historical and cultural background of others, and knowledge of a specialized field), intercultural and personal skills (including effective communication, cross-cultural leadership, open-mindedness, flexibility, adaptability, curiosity, psychological resilience, awareness of national/cultural identity), and foreign language proficiency.

These proposals, issued by different ministries but sharing the same concerns, were met with a series of policy developments for internationalizing higher education, with a focus on student mobility. The MEXT launched "Go Global Japan" in 2012 to subsidize forty-two designated universities to expand their capacities to operate quality student mobility programs to prepare students as globally savvy employees. The scope of the project was later extended to include expansion of "internationalization at home" types of opportunities, which could be beneficial to a broader range of students. In 2013, the Abe Cabinet approved the "Japanese Revitalization Strategy," which outlines national development agendas related to further economic development. The strategic plan sets the development of global human resources through university reforms as one of the core action plans. The "Top Global University Project," initiated

by MEXT in 2014 as a response to the strategic plan, designated thirty-seven higher education institutions to accelerate the process of internationalization.

Alongside these policy developments, MEXT also launched a project called "TOBITATE!," which is a nation-wide campaign to encourage Japanese university students to study abroad. This campaign aims to increase the number of Japanese students studying overseas from around 60,000 in 2014 to 120,000 in 2020. The project is headquartered in MEXT.

"TOBITATE! Young Ambassador Program"

One of the major activities of this campaign is "TOBITATE! Young Ambassador Program" (YAP), which is jointly operated by MEXT and the Japan Student Services Organization. This program offers scholarships to support students to participate in various forms of study abroad opportunities, either through their institutions or by themselves, for periods ranging from one month to one year, as well as collective educational programs to maximize their learning experiences. Since this is part of the government campaign, the YAP students play two additional important roles—one as a cultural ambassador from Japan to their host country, and the other as a proponent of study abroad experiences after returning home. In 2014, the first program cohort was selected from among 1,700 applications, resulting in 323 students from 106 higher education institutions, including four-year universities, two-year colleges, institutes of technology, and vocational schools.

YAP's role is to support students' long-term learning and career development through study abroad. In addition to the language, knowledge, and human networking skills that students obtain through study abroad, YAP values the pedagogical significance that may expand one's horizons and increase self-awareness, resiliency, adaptability, flexibility, and confidence. YAP's target is Japanese university students who wish to actively participate in global business in various capacities, whereas typical study abroad scholarship schemes consider academic excellence as an important requirement for their candidates.

This program is characterized by a strong collaboration with industry. Personnel from various business sectors participate in the selection process and pre-departure programs, offer internship opportunities, support job-hunting procedures, and other tasks. Students are expected to consider their aims and prospects of study abroad by consulting with mentors from the education and business sectors. Moreover, the student scholarships are covered by donations from industry. The project has collected financial contributions of about $8.5 billion JPY, or $78 million USD, from ninety-two companies (as of Oct. 2014), and their target amount is $20 billion JPY ($184 million USD) by 2020. The project team itself also consists of persons from

both government and industry. The intention is to remove the invisible bureaucratic walls between the public and private sectors.

YAP mandates that students participate in various educational programs before, during, and after the period of actual study abroad, and the principle of career integration is structured into every aspect of the program. The pre-departure training is a three-day camp, with a one-day program as an alternative option for those who are not able to attend. Students meet various role models in global careers, explore their personal strengths and uniqueness through self-reflection, learn tips for intercultural understanding, and work on a project related to introducing Japanese culture and society to others, among other activities. Another pre-departure goal is to create a learning community among students so they will help each other through friendly competition. This network is expected to be a long-term learning base for each participant throughout his/her career.

YAP intends to support students with unusual career orientations which are typically not covered by existing academic-focused scholarships. In the application process, the students choose a field-related category. The first category is for those students who pursue study in the fields of natural sciences or cross-disciplinary fields. The second group of students goes to countries with emerging economies or non-traditional study abroad destinations. The third category supports students studying abroad at top institutions in the various world university ranking systems. The fourth one is unique because it encourages those students whose career plans are unusual and creative. This category attracted many more applications than the project anticipated, so the quota was expanded from thirty to fifty-nine. Those applicants are not typically supported by other public or private scholarship schemes. Students in all of these categories are encouraged to include an internship or work experience during study abroad.

Bridging the gaps for further promotion of quality study abroad experiences

As an international education practitioner, I have mixed feelings about this social movement to encourage students to participate in study abroad opportunities. I welcome and highly appreciate the Japanese government initiatives with strong support from industry, which have been successful in expanding the opportunities for study abroad. At the same time, I am ambivalent about the qualitative effects of this rapid expansion of opportunities due to significant gaps which need to be bridged in order to promote quality study abroad experiences for Japanese university students. First, I perceive unarticulated opposing rationales between the government/industry and higher education institutions; such a gap may create different focuses in practice. The government's intention to support study abroad and the institutional recognition of the pedagogical value of study abroad may create a significant gap in respect to

the interpretation of the ultimate goals of the policy and its assessment. The national policy's rationale focuses on economic development in the context of globalization. This view is not necessarily fully agreed to by international education practitioners, who are inclined to contribute to individual personal growth and development of a wide range of students whose career goals are diverse. In this respect, the YAP is expected to play an important role to bridge a gap between the government and institutions by offering educational programs that fulfill both intentions.

Second, the quality of the educational support programs developed to maximize learning experiences through study abroad varies widely among participating institutions. The idea that the study abroad experience potentially helps students' personal development is widely shared by all stakeholders, but this new movement to promote study abroad is not necessarily supported by theoretical frameworks based on the intercultural learning experiences of students with a Japanese cultural background. It is not widely recognized that intercultural learning does not automatically happen for every single student studying abroad, but such experiences could become a learning opportunity if a structured pedagogical scheme is offered before, during, and after the period of study abroad (Berg, Paige, and Lou 3). Some institutions in Japan, such as Ritsumeikan University Global Gateway Program, offer long-term structured support, including intensive language training, intercultural learning, and individual consultation for study abroad planning and career integration, before and after study abroad. Other universities offer pre-departure orientation, but the content often focuses on safety or practical issues and does not cover support for student learning or personal development.

Best practices related to maximizing students learning should be gathered and shared with all stakeholders, including the government agents, universities, and industrial partners. The pre-departure and post-return programs offered by YAP, even though still at an experimental stage, play an important role in filling the gaps in quality and quantity of educational support given by the students' home institutions. An on-going research project about the long-term impact of study abroad experiences on student's growth and career development will provide us with a significant theoretical ground for further development (Ashizawa and Yokota 1).

Third, there is a gap between the employers' global orientation and their employees' practical realities. Even though the necessity of global human resources is generally recognized, companies are not necessarily successful in utilizing the college graduates with global competence. The national strategic plan also emphasizes the necessity of supporting current employees to gain global competence. The whole society of Japan needs to go through a transformative process. New college graduates with study abroad experiences will be the key generation for this change, and I hope the whole society supports their roles as change makers.

Onsite Career Integration at CET Academic Programs: More than Just Language Skills

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In recent years, college students and their parents have increasingly scrutinized the post-graduation return on investment (ROI) of a college education and demanded a clearer connection between an undergraduate degree and future career prospects (Zernike). Study abroad experiences are no exception—programs are evolving to place greater emphasis on job skills (Fischer), and the field is directing increased focus on to how to connect the learning abroad experience with career exploration and development. One conclusion that has come from these conversations is that, in the current job market, a study abroad experience by itself adds very little value to a graduate's employability. Instead, study abroad experiences must be explicitly linked to skills gained or enhanced while abroad (Kho, Tillman). Often, this means drawing overt links from a study abroad experience to both improved "soft skills" like adaptability, flexibility, patience, tolerance of ambiguity, etc. and "hard skills" like technical know-how, language proficiency, etc.

Much of the career integration conversation targets the former: soft skills gained while abroad. Hard skills like language proficiency are frequently left out of the conversation. We believe that because language is a measurable, concrete skill, there is an erroneous assumption that students who focus on language learning while abroad do not need as explicit a link drawn between their language studies abroad and their future job prospects. It is true that there are plenty of studies (Mangin, Murray, R.L.G.) on how foreign language proficiency can increase earning potential and boost job applications, but we find that the bullish and enthusiastic tones of these articles drowns out any nuance. Instead, these articles propose an overly simplistic and enthusiastic narrative (one that is too easily adopted by students), namely: "If you study language, especially a critical language, you'll be in high demand once you graduate."

Katie Davis, a former Service Team Research Specialist and Program Manager in the Defense Language and National Security Education Office, advised National Security Education Program (Boren, Flagship, and EHLS) award recipients on their service requirement to find a job with the federal government. She dealt firsthand

with students who had bought into this critical-language-equals-job narrative. In fact, she estimated that 85% of the students she worked with "knew" that it would be easy to get a job after their language study through NSEP, and she believes they were lulled into a sense of false complacency over their career prospects. Even beyond these students, many well-meaning faculty, administrators, parents, family, and friends all also inadvertently reinforce this simplistic message as they encourage their students to learn a foreign language.

Language learning is genuinely and intrinsically useful; however, without fluency or at least professional proficiency (a rare occurrence in critical languages such as Arabic and Chinese), language skills alone do not lead to employment. In our experience, the problem with articles such as the ones cited above is that they highlight how foreign language proficiency will provide a competitive advantage, but gloss over the fact that language proficiency alone is simply not enough to enhance job prospects. It is still only one in a set of important skills and experiences. Katie Davis explains that as she assisted her students in their job searches, she came to realize that the successful job applicants were the students who had additional professional skills (such as another academic specialization) and personal skills (such as strong networking skills) in hand.

To put it another way, we do not spend enough time talking to students about how the career benefits of foreign language proficiency are an "all things equal" proposition. This means that if you have proficiency in Mandarin *and* excellent networking skills, then yes, those language skills may give you an advantage over a skilled networker who does not speak Mandarin. If you are an experienced engineer with Arabic language proficiency, then you may have an advantage over an engineer with equal work experience but no Arabic skills. The problem is that many language students focused on their language proficiency to the detriment of their other skills–they expect that their newly acquired language skills alone will be enough to enhance their employability and fail to combine those skills with other skill sets and experiences. Therefore, it is critical that we be intentional about integrating career and life planning into language learning abroad, and combat the false assumption that because language students are already doing something practical for career development, they need not do more.

At CET Academic Programs, we are known for running intensive language programs that help our students make significant gains in the "hard skill" of language proficiency. Less commonly known are the career related elements on our programs that staff and faculty have implemented on-site. As we have become more conscious of the need to combat the language-equals-job narrative, we are beginning to share and formalize our career integration best practices across CET sites and beyond. To start, we polled on-site staff across intensive language

programs in China, Japan, Jordan and Tunisia about their career integration efforts. We define intensive language programs as those that require ten or more hours of language class per week, although many of our intensive language programs have twenty or more hours of language class per week.

Students arrive on-site in various stages of reflecting on and planning for future careers. A week-long career workshop on the CET Japan program requires all students to reflect upon and analyze their current skill sets, and identify areas to develop. The workshop also provides a variety of resources and insight on the conventions and culture of the Japanese job market.

Internships and service-learning are two common and obvious ways in which we integrate career planning on-site. Students who choose these types of programs are already aware of the opportunities to network and develop an expertise in a field to complement their language skills, but CET's internship and service-learning courses challenge students to go further. In these courses, students practice goal-setting, prioritization, and problem-solving; apply work strategies and time management; and deal with cross-cultural issues in the workplace.

Across programs, CET language curricula put emphasis on practica where students take their learning out of the classroom for "real-world" applications. On China programs, students meet with US diplomats to discuss the Foreign Service in Mandarin, and report back to class. Hearing bilingual diplomats describe their careers paints a realistic picture of the skills needed and potential paths to success in a field that requires strong language skills.

Other opportunities to network in the target language connect current students with alumni. In Jordan, the *CET Arabic Students Network: From Classroom to Careers* (CASN) meetings take place weekly over Skype over the course of a program term. Students on the ground learn tips from alumni for how to make the most of the study abroad experience and get a glimpse of the job market post-graduation and of possible career paths for Arabic speakers. Alumni have an outlet for practicing oral skills (an opportunity not always common in their positions) and recruit for their organizations.

In addition to networking opportunities with students on the ground, advising on Fulbright proposals is another avenue through which CET supports alumni. Alumni seeking academic specializations often contact their former professors or academic directors for help in developing a topic or expanding upon research conducted in an independent studies or one-on-one course taken at CET.

We shared CET's on-site career integration best practices at the University of Minnesota's Career Integration Conference in 2014 and engaged in an active

discussion session with colleagues in both career services and study abroad about our existing practices, potential new initiatives, and possibilities for links with pre-departure and re-entry activities. Concrete suggestions included expanding language courses on intensive language programs to include electives such as translation and interpretation classes which train students on a secondary hard skill.

Attending and presenting at the conference crystallized for us the increasing importance of both formalizing and sharing our current career integration practices. Sharing best practices across sites will allow programs to learn from each other, increase career-oriented elements, and inspire new initiatives. By sharing best practices with our host universities and institutions we can begin to rewrite the language-equals-job narrative and streamline on-site career integration efforts with those conducted before and after students' time abroad.

Career Exploration in Australia: Creating a Career Course Abroad

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Background

For years, the University of Minnesota has offered career-based courses on campus. Included in those courses, career exploration or career planning is presented in several colleges and career centers across campus.

Simultaneously, Global Seminars have been a key component to the education abroad portfolio offered at the University of Minnesota. Since these Global Seminar courses are typically approximately three weeks in length, it allows stronger internationalization of curriculum, as well as greater access to education abroad for students.

While both career courses and Global Seminars have taken place, the concept of combining the two is relatively new.

Audience

Two program types were initially considered as possibilities for the pilot career-based courses abroad. The first was an embedded course model targeted at a specific audience. In particular, the course was a fall, half-semester course on our home campus, followed by a winter-break excursion abroad. This course was aimed at sophomore students, with the idea that the integrated career course abroad could impact decisions about major and career, increase retention and connection to campus, and allow participants adequate remaining time as a student and impact the rest of their undergraduate career.

The second program type was an immersion course, three weeks in length, open to all majors in any of their undergraduate years. Brief introduction sessions prior to departure were included. Since the students would not have an opportunity to develop as a group, outside of the introduction sessions, a retreat at an off-site location during the time abroad was deliberately incorporated.

Although both the embedded and immersion courses were considered, the decision was made to utilize the immersion model as the pilot career course abroad. Once the course is completed and outcomes have been assessed, decisions will be made regarding future embedded and immersion course offerings.

Considerations

In thinking about location for the immersion course, a focus on strong provider partnerships was primary. As a pilot program, reaching a broad range of students representing many majors, an English-speaking country seemed an obvious choice. Requirements for program providers included the following: robust on-site employer relationships, ability to work with the University of Minnesota to build a custom program, and a location commonly of interest to students. Because of the reasons listed, Australia was selected as a destination.

Students taking Global Seminar courses receive three academic credits. Many courses at the University of Minnesota are created and endorsed at a departmental/collegiate level. The processes for authorization vary; subsequently, the availability and approval process of a course identifier for a career course abroad was also researched. A course title of *Career Exploration in Australia* was created as a clear identifier of course content.

Goals

The primary components of *Career Exploration in Australia* were created to integrate students' self-awareness, skills, and information about the world of work (see fig. 1).

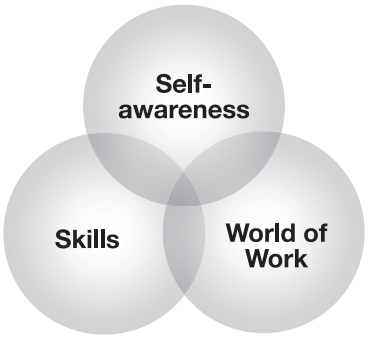

Fig. 1. The primary goals of *Career Exploration in Australia*.

One of the most important inclusions in any career exploration is self-assessment. In a sense, you cannot know what career or work is a good fit until you know yourself. Specific self-assessment assignments were incorporated into the curriculum, including a personal career essay, values/mission statement identification, goals (major, career, personal, and those related to time in Australia), individual strength finder results, and journals. In particular, the personal career essay focuses on ideas students bring into the program. Journals were strategically placed at the midpoint and final portions of the program. The goal was to provide students reflection before,

during, and at the end of their time abroad.

In addition to self-awareness, there are fundamental skills or tools necessary for career development. Being on-site in Australia impacted many of the assignments. For example, since interactions with Australian employers were included in the course, assignments like a resume, personal brand, LinkedIn, and elevator pitch became more significant. More importantly, interview preparation was included because of the ability to focus on experiences gained abroad, what resulting skills were demonstrated, and how to express those skills and experiences to future employers. The unique nature of integrating a career course abroad allowed for intentional and articulate unpacking of experiences throughout the time abroad.

Finally, it was important to integrate the world of work and knowledge of possible career paths. Informational interviews before leaving the US, guest speakers talking about their own career paths, site visits, and employer research became a central focus for *Career Exploration in Australia* as well. This allowed the program to capitalize on incorporating the comparative nature of various types of identity. Course readings and guest speakers were sought specifically to include students in discussions about gender and diversity in the workplace and how those may differ in the US vs. Australia.

As mentioned earlier, a retreat was incorporated into the program to develop group cohesion and student reflection. Broken Bay Recreation Centre, located north of Sydney, was selected because of connections from on-site staff. Classroom lectures and activities were paired with offerings unique to the area, including kayaking, repelling, ropes course, and Indigenous games. Because of the remote location, students were immersed into an opportunity to get away and reflect, both individually and as a group.

Next Steps

This pilot creates an opportunity to reflect upon the potential for a strategic model that, within an intensive three-week program abroad, might offer an effective mechanism for the integration of study abroad and career development.

The "So What" Factor: A Model for Outcomes-Driven Academic Internships in International Education

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Ostensibly, the notion of an academic internship can be somewhat paradoxical, particularly to the student undertaking such an endeavor. Students often take an internship in order to gain experience within their disciplines, further to build their resumes, or to expand their professional networks. Students less frequently begin an internship with a specific research plan in place, aside from seeking to achieve these three, loosely defined and largely immeasurable, objectives. Without such academic framework in place, students will still reflect on their internships—particularly international internships—positively. But a positive experience is simply not enough. After graduating from university, students are increasingly challenged to advocate for themselves, to articulate the value of their experiences to potential employers. Students should be prepared when asked, "You were an intern in London in Fall 2014? So what?"

This paper will summarize the academic framework that CAPA International Education has devised in an effort to provide students the tools to they will need to gain their personalized version of what this paper will refer to as the "so what" factor.

CAPA's current academic model involves student participation in an outcomes-driven course, *Learning Through Internships* (LTI), which engages ethnographic research methods, and requires students to analyze their organizations, the strategies and behaviors of colleagues, as well as to reflect upon their own roles at work, and the implications of these experiences on their future professional development. The content of this course is designed to provide students with ample opportunities to document, analyze, and articulate their own personalized learning outcomes, and perhaps even more importantly, how those may be presented to a potential employer or graduate advisor.

The key to CAPA's academic internships is its requirement that students engage in and carefully analyze more than just their own performance within the workplace. Through weekly lecture and discussion sections, as well as a presentation and a series of written assignments, CAPA's LTI course requires students to shift their thinking about their roles within their organizations. They are not just interns. They are also ethnographers. As interns, they carry on many of the same duties as one would expect of any intern: setting objectives with supervisors, carrying out tasks as assigned, as well as tracking and reflecting on performance within the workplace.

As ethnographers, students are further required to observe, record, and analyze the work and behavior of colleagues, to keep a log of field notes, as well as to reflect upon—or to build greater awareness of— their own impact on the workplace culture within which they are situated.

In order to provide intern-ethnographers with the tools best to analyze their experiences within the workplace, the LTI course is structured to integrate three key themes. The first of these themes is "How Organizations Work." This part of the course is based largely on organizational behavior literature, and requires students to learn concepts including organizational culture, leadership strategy, communications management, and some philosophies behind team structures or team building. The second theme seeks to compare differences in workplace culture and governmental regulations between the home and host countries. The third, and arguably the piece that makes everything fit together, is self-reflection. The third theme is woven throughout the entirety of the academic term. It requires students to apply the theories learned during lectures, and from assigned readings, to their personal experiences within their workplaces, as well as to begin considering the impact of these experiences on plans for future professional development.

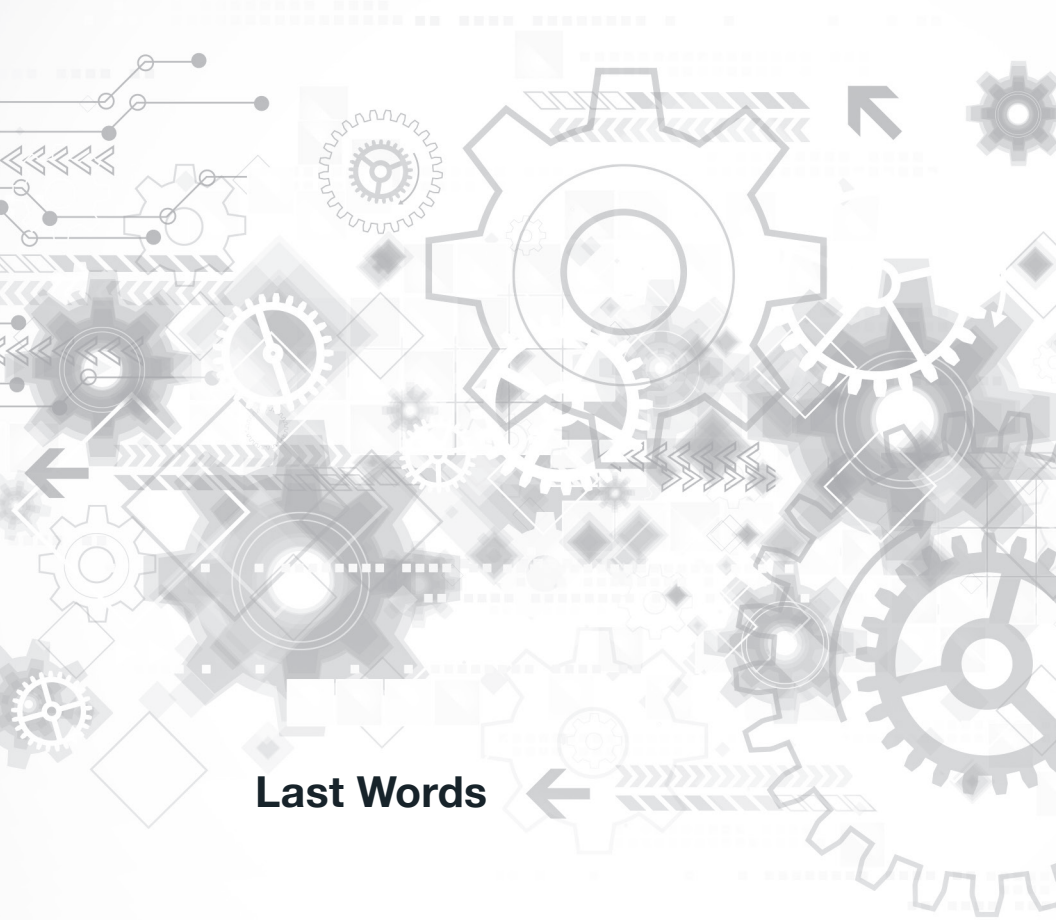
A favorite lesson among both faculty and students tends to be the session about team roles in the workplace. Prior to class, students are asked to read R. Meredith Belbin's *Team Roles at Work* (Butterworth Heineman 2010). During class time, students participate in lecture and discussion, which problematizes some of Belbin's notions of teambuilding, and then they participate in a Belbin Test. This test is a sort of strengths-finder. As a teaching tool, it helps instructors to encourage students to identify and focus on the value of their natural strengths and talents in the workplace. Subsequent group discussion asks students to consider how they use these traits, or strengths, within their current internship. Discussion then is directed to encourage students to try to identify the strengths and roles of colleagues or peers. In essence, this is an example of how LTI lesson plans are designed to integrate literature review, self-reflection, as well as participant observation. These analytical exercises are designed in such a way as to prepare students for written assessments.

CAPA's academic model for LTI stems beyond the themes addressed throughout the curriculum, or the methods taught to, and used by, its students. The demographic diversity represented within each section of LTI is crucial to the learning that takes place during in-class discussions. For example, at CAPA's London Center, cohorts are deliberately not organized according to discipline, profession, or industry. This diversity of experience and background creates a lively and dynamic classroom environment for comparative study, which ultimately allows students to aide one another in navigating the muddy waters of cultural difference. These discussions provide a richness that otherwise would be limited by discipline-specific literature

and method, a richness that further helps students to distinguish between national and organizational cultures. It is also worth noting that the regular meeting structure, concurrent throughout the internship placement, is of additional benefit. These regular meetings help in the building of communities within classrooms, enable open conversation, and further establish and maintain trustful relationships within the peer group.

"So what?" is the exact question that students are challenged to answer through a series of assignments interspersed throughout the term. Students are assessed in four different categories: discussion and participation, in-class presentation, a written portfolio consisting of four different assignments, and supervisors' feedback. Each of these assignments requires students to contextualize class-based materials through their practical application (or observation thereof) at their internship site, or vice versa. The goal of these assignments is to provide students with the opportunity to practice articulating the value of their internship experiences to their own personal and professional development.

Upon completion of their international internships with CAPA, as well as the *Learning Through Internships* course, students should demonstrate their ability to identify and discuss their individual strengths in the workplace. The self-reflective exercises, such as The Belbin Test, will have provided some initial framework to this analysis, which is furthered through independent field observations and careful analysis prior to the submission of written work. Through exercises like this, students will illustrate their ability to apply theoretical materials to observations and/or experiences within their workplaces. Stemming from in-class discussions, and lessons about continuous professional development, students should be able to articulate the value of this international experience to a future employer, colleague, advisor or peer. This experience, and through the supporting academic framework, requires students to sharpen focus on career objectives, which will incorporate a broadened and more nuanced understanding of how each student can individually thrive within a multi-national, multi-cultural and ever-changing workplace.



Last Words

This journal was organized around a set of questions (rather than answers), reflecting our shared perception that the drive and desire to connect education abroad and career development is not a simple matter. By its very nature, the desire for connection fundamentally questions the very purpose of higher education, asking: to what degree can the values of a liberal education be aligned with more vocational objectives?

While employers seem to value the "softer" skills students develop during a study abroad experience, there is increased pressure on campuses to make an international learning experience more "relevant" to employability. If this were a simple matter, there would be no need to grapple with the questions of "what," "why," and "how" that permeate this journal's pages.

This journal serves to foster and continue a dialogue about the career connection to learning abroad before, during, and after the experience, with its authors fully aware that changing dynamics will necessarily create a fluid discourse. Everything that has been said in this volume is conditional and subject to opinion and review. As such, the discussion within these pages seeks to contribute to a conversation that addresses the evolution of learning abroad beyond the historic academic experience separate from vocational considerations, to one that is more fully integrated into a student's career preparation. The challenge we face is to redefine education abroad so it retains key academic and liberal educational values while simultaneously identifying and developing skills that will enhance employability and career success.

One thread that runs through these discussions is the imperative to address those skills that students will need in what Craig Kench calls "a capricious professional environment." Several authors grapple with a core conundrum: is "employability" directly tied to professional skills or is it, paradoxically, traditionally associated with liberal education? What models can address imperatives that are difficult to align?

A number of other important themes permeate these discussions, with the structural relationship between international educational professionals and career preparedness professionals emerging as a critical topic. While the integration of academic and vocational services would seem to be a priority, this integration is not always easily achieved in a national context. Miki Horie describes the disconnect between government, employers, and universities in Japan, while Lindsey Lahr and Amanda Fischer describe ways in which collaboration on university campuses can "serve students and facilitate connections between education abroad and the lasting impact it has on career."

Another reoccurring theme is the necessity of empowering students to "tell their stories" in ways that enhance their potential attractiveness to employers, as Katie

Selby describes. Enlisting parents as a positive force is also noted, as is the significance of "marketing" to students and employers the connection between study abroad and career development.

There is one point that everybody agrees upon: something has to change and a dialogue with the various stakeholders is always a good start. For that reason, the University of Minnesota Learning Abroad Center and CAPA International Education have agreed to facilitate this discussion: in July 2016, CAPA will host the second iteration of the career integration conference that took place in July 2014. The second edition of this journal will appear following that conference. This unique initiative reflects our collective awareness that international educational organizations like CAPA and universities like the University of Minnesota have a special responsibility and a significant opportunity to work together to create pathways that will better serve our students.

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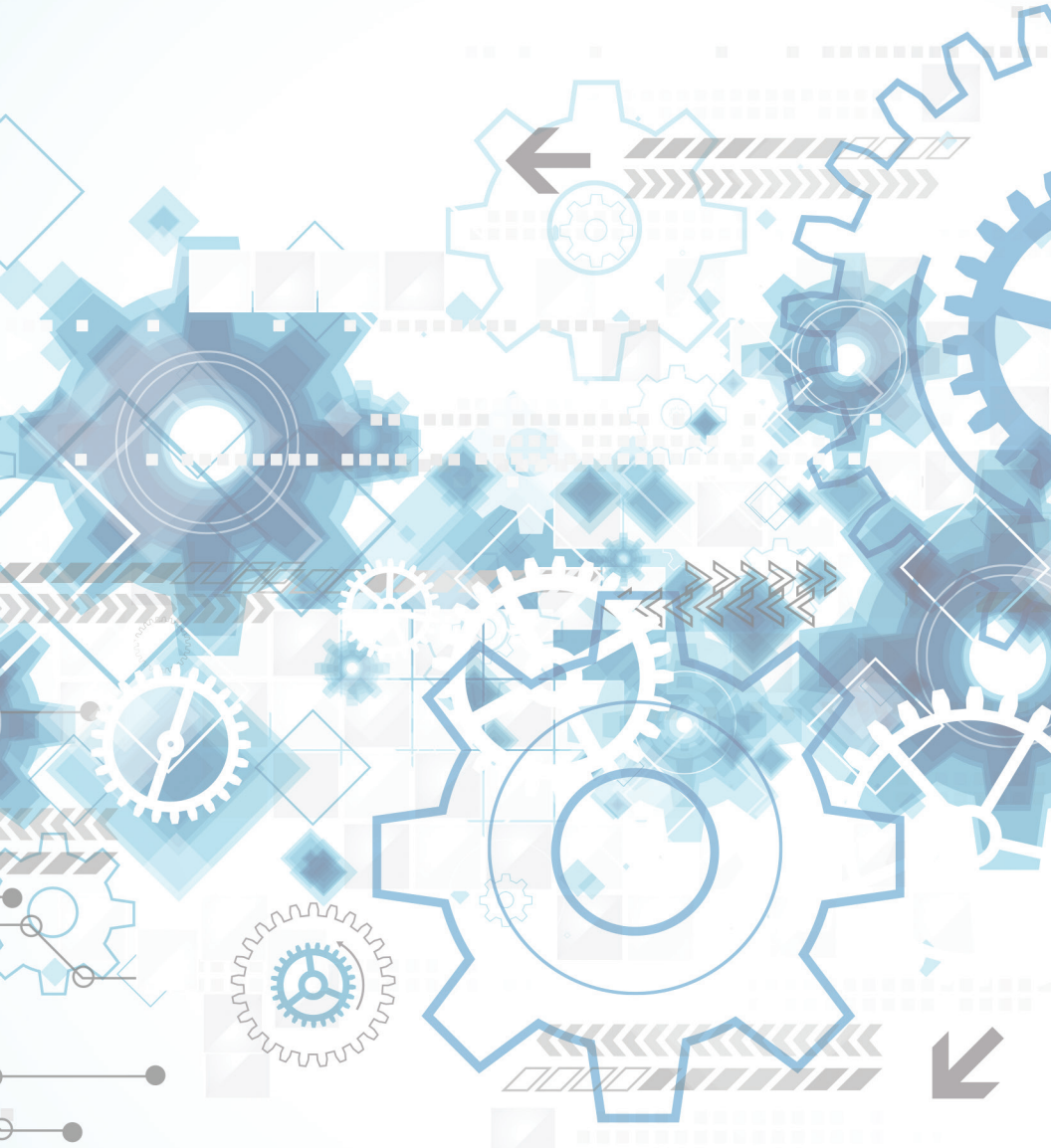
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