“Learning To Talk The Talk”

Articulating your study abroad experience

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CAPA- The Global Education Network
The Power of Communication

“There is no part in life where the need for guidance is more emphatic than the transition from school to work.”

- Frank Parsons

Common Errors

1. Not understanding the value of transferrable skills

2. Failing to recognize development opportunities and outcomes

3. Not implementing a mindset of evidence management

4. Poor adaptability to multiple communication styles and forums

5. Poor listening skills

6. Limited knowledge of what employers are looking for and how to find synergies from experiences
What do employers want?

1. Immediate and maximum benefit of hires
2. Looking for transferable skills
3. Better links with Higher Education
4. USA reports: NACE, AACU
   Global reports: CBI, Hudson
Current Reports on Employers Needs
The Skills / Qualities Employers Want in New College Graduate Hires

**Strong Work Ethic:** Live, Study and potentially work overseas

**Problem Solving:** Moments of ambiguity, foreign language, identifying resources and adapting

**Communication – Verbal & Written:** insight into different practices,

**Ability To Work In A Team:** Experiential placements, group consultancy work

**Leadership:** Meaningful internships and Service Learning placements, student council groups, group projects – all enhanced by undertaking these overseas
Current Reports on Employers Needs

Career Preparedness

1. Supports the statement that employers want Higher Education to be doing more

2. Shows great opportunities for study abroad students to shine;
   - Awareness/experience of diverse cultures outside the US
   - Awareness /experience of diverse cultures in the US
   - Staying current on global developments
   - Working with people from diff. backgrounds
   - Applying skills to real world
   - Oral communication/ written communication

Employers give college graduates low scores for preparedness across learning outcomes; students think they are better prepared.

Proportions saying they/recent college graduates are well prepared in each area:

<table>
<thead>
<tr>
<th>Area</th>
<th>Employers</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working with others in teams</td>
<td>57%</td>
<td>64%</td>
</tr>
<tr>
<td>Staying current on technologies</td>
<td>37%</td>
<td>45%</td>
</tr>
<tr>
<td>Ethical judgment and decision making</td>
<td>26%</td>
<td>82%</td>
</tr>
<tr>
<td>Locating, organizing, evaluating information</td>
<td>29%</td>
<td>84%</td>
</tr>
<tr>
<td>Oral communication</td>
<td>26%</td>
<td>82%</td>
</tr>
<tr>
<td>Working with numbers/statistics</td>
<td>28%</td>
<td>55%</td>
</tr>
<tr>
<td>Written communication</td>
<td>27%</td>
<td>65%</td>
</tr>
<tr>
<td>Critical/analytical thinking</td>
<td>26%</td>
<td>66%</td>
</tr>
<tr>
<td>Being innovative/creative</td>
<td>25%</td>
<td>57%</td>
</tr>
<tr>
<td>Analyzing/solving complex problems</td>
<td>24%</td>
<td>52%</td>
</tr>
<tr>
<td>Applying knowledge/skills to real world</td>
<td>23%</td>
<td>55%</td>
</tr>
<tr>
<td>Awareness/experience of diverse cultures in US</td>
<td>21%</td>
<td>49%</td>
</tr>
<tr>
<td>Staying current on developments in science</td>
<td>21%</td>
<td>44%</td>
</tr>
<tr>
<td>Working with people from diff. backgrounds</td>
<td>18%</td>
<td>44%</td>
</tr>
<tr>
<td>Staying current on global developments</td>
<td>16%</td>
<td>35%</td>
</tr>
<tr>
<td>Proficient in other language</td>
<td>15%</td>
<td>34%</td>
</tr>
<tr>
<td>Awareness/experience of diverse cultures outside the US</td>
<td>15%</td>
<td>42%</td>
</tr>
</tbody>
</table>

*8-10 ratings on zero-to-ten scale
So how do we bridge the gap?

1. Ensure PPD is embedded in all Phases of the student’s study abroad experience.

2. Ensuring communication and articulation practices are woven into our design at each stage of the program.

CAPA Student’s Line of Sight

- First Contact - Advice & Selection
- Pre-Departure
- International / Global Experience
- Preparing to Return Home
- Post Program
The Student Journey

**First Contact- Advice & Selection**

- **Present PPD through multiple forums:** Study Abroad Fairs, Website and online Social Media, Direct Emails, Institution Study Abroad Offices, Alumni, Ambassadors and others contact points

- **Tailored PPD:** CAPA personnel and associated stakeholders that can articulate developments in a an effective manner to each individual

- **Promotion of Experiential Learning:** Having internships and service learning highlighted as a concrete pathway to enhance meaningful career opportunities

**Pre-Departure**

- **Application Process:** An online application that strategically poses questions and requires activities to actively engage the student in reviewing and setting PPD in motion.

- **Creation of Professional Docs:**
  "How To Docs"

- **Advice & Guidance:**
  Webinars, PD’s, Human Contact

**Outcome**

- Students gain insight in to the importance of career preparation, become aware of PPD opportunities and start the journey of self reflection to self projection

- Students assess their existing skills, qualities and attributes. Students articulate their aspirations and begin the process of creating documents that express their desired PPD
The Student Journey

First Contact - Advice & Selection - Examples

https://www.youtube.com/user/CAPAStudyAbroadTV
The Student Journey

International Experience

Global Experience

Go Beyond

Theoretical

Practical
**Globalization**: Students will be able to recognize, describe, and interpret examples of the impact of globalization in the urban environment.

**Social Dynamics**: Students will be able to understand concepts and implications of the reality of power, privilege, and inequality in urban environments.

**Urban Environments**: Students will be able to explore and analyze the spaces they inhabit and reflect on differences and similarities between their home and host environments.

**Diversity**: Students will be able to describe, interpret, and respect the differences and similarities within their student community and between their home country and host country.

**PPD Skills**: Students will develop personally and professionally with a focus on meaningful career integration.
Globally networked learning (GNL) connects students to a global network of learners to gain transnational perspectives on specific topics. Student collaboration occurs virtually both within and outside class. Faculty collaborate in learning design and in co-teaching of classes and even entire courses. GNL further extends student learning by connecting outside subject matter experts into this learning and teaching network for guest lectures which are recorded and held in our repository of CAPA Talks.

**International Economics**

- Florence, London, Sydney
- Working in small cross-location groups, students analyze the drivers of inequality between countries, focusing on a developing country within their geographic region of study.
- They come together to synthesise their findings and then engage in public debate by commenting on a relevant public blog (e.g. think tank) and follow the response to their own comment.
- The objective is to apply the theories and concepts of the course to the experience of developing countries seeking to catch up with developed countries and understand the challenges they face.
Analyzing and Exploring the Global City

• London, Dublin, Sydney

• Students showcase their initial individual perceptions of their cities and/or their initial engagement with the urban spaces they encounter through the creation and sharing of a collaborative digital map, using Google Maps.

• Students upload images to a shared map, add commentary, and then engage in an online group discussion.

• The objective is to allow them to critically reflect on the ways in which others perceive their urban environments and choose to represent them, as well as compare and contrast their local city with others.
Global Internship Program

- A perfect example that demonstrates the synergies between CAPA’s Teaching and Learning approach. Students can substantially grow both personally and professionally and improve their articulation and communication skills.

- Personalized and meaningful placements
- Concurrent academic model
  - Workshop approach
  - Master Classes
Master Classes

Example of our GNL approach

Engage with industry leaders

Some examples….

- Starting a Start-Up (entrepreneurial challenges and skills)
- The Perfect-Pitch (communication and presentation skills)
- Working and Networking Globally (intercultural competency and working in groups)
- Gender and Diversity in the Global Workplace
- Well-Being and Conflict Management in a Competitive Environment, and Critical Thinking
CV Writing and Social Media Workshops

- Reviewing and creating professional documents
- Social media: Digging for digital dirt!

52% of recruiters say they always search for candidates’ online profiles during the hiring process.

Which social networks do employers look at the most?

- LinkedIn: 92%
- Facebook: 66%
- Twitter: 52%
- Google: 21%
- RSS: 20%
- YouTube: 15%

http://theundercoverrecruiter.com/job-seeker-social-media/
Platform to practice and hone communication skills

Online nature prepares students for growing trend in virtual interviews

Review and assess performance

Engage with others globally
The Student Journey

Preparing To Return Home

- Site Supervisor End Evaluations
- Letters of Recommendation and References
- Exit Interviews
- Record of Achievement
- Portfolio

Students are equipped with knowledge and skills from their study abroad experience. Individuals can evidence and articulate in a manner that will positively impact their future endeavors.

Post Program

- Ambassadors
- Alumni Evaluations
- After program Services
- U-Connect

Students are reaping the rewards of their study abroad experience, utilizing the ongoing support networks and positively impacting the next cohort of study abroad students.