Short Term Program, Long Term Impact: Career Integration in Instructor Led Programs

Lisa Novack, Associate Director of Student Services
Undergraduate Business Career Center
<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Critical Thinking/Problem Solving</strong></td>
<td>Exercises sound reasoning to analyze issues, make decisions, and overcome problems. Able to obtain, interpret, and use knowledge, facts, and data in this process and may demonstrate originality and inventiveness.</td>
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<tr>
<td><strong>Oral/Written Communication</strong></td>
<td>Articulates thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. Has public speaking skills; is able to express ideas to others, and can write/edit memos, letters, and complex technical reports clearly and effectively.</td>
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<tr>
<td><strong>Teamwork/Collaboration</strong></td>
<td>Builds collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. Able to work within a team structure, and can negotiate and manage conflict.</td>
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<td><strong>Digital Technology</strong></td>
<td>Leverages existing digital technologies ethically and efficiently to solve problems, completes tasks, and accomplishes goals. Demonstrates effective adaptability to new and emerging technologies.</td>
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<td><strong>Leadership</strong></td>
<td>Leverages the strengths of others to achieve common goals, and uses interpersonal skills to coach and develop others. Able to assess and manage his/her emotions and those of others; uses empathetic skills to guide and motivate; and organizes, prioritizes, and delegates work.</td>
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<tr>
<td><strong>Professionalism/Work Ethic</strong></td>
<td>Demonstrates personal accountability and effective work habits, e.g., punctuality, working productively with others, and time management, and understands the impact of non-verbal communication on professional work image. Demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.</td>
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<tr>
<td><strong>Career Management</strong></td>
<td>Identifies and articulates one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identifies areas necessary for professional growth. Able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.</td>
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<tr>
<td><strong>Global/Intercultural Fluency</strong></td>
<td>Values, respects, and learns from diverse cultures, races, ages, genders, sexual orientations, and religions. Demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.</td>
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http://www.naceweb.org/career-readiness/competencies/
It takes a Village
Define Your Experience Abroad for Employers

Overview
To fully capitalize on your experience abroad, it's important to reflect on how you have changed and what you have gained. A potential employer or graduate school committee member may not understand the advantages that learning abroad can provide. It's your job to effectively articulate your newly honed skills and the value you would contribute using language relevant to the organization.

Career-Related Skills & Qualities Gained
Always think about the skills that are being sought and if they are relevant to what you developed abroad. As you articulate your experience on your cover letter, on your résumé, and during interviews, integrate these skills into employers or graduate schools use.

Skills
- Understands cultural differences and similarities
- Adapts to new environments
- Learns through listening and observing
- Establishes rapport quickly
- Communicates across barriers effectively
- Functions within a high level of ambiguity
- Plans and thinks strategically
- Manages time efficiently

Qualities
- Appreciation for diversity
- Open-mindedness
- Self-confidence
- Independence
- Leadership
- Empathy
- Dedication
- Respect

Self-Reflection
Before you can articulate your experience professionally, you must have an understanding of the key skills you gained. Set aside some time to reflect.
- What did you learn or what skills did you hone?
- How did your learning abroad experience enhance your knowledge, skills, and understanding of your intended career field?
- What was the most challenging situation you faced? How did you deal with it and what did you
Intentional Program Design
Panama: Volunteering & Leadership

Costa Rica: Volunteering & Leadership in the Biological Sciences

Spend your Spring Break contributing to an organization, learning about local culture, exploring leadership, and developing valuable career related skills.
Integrated Reflection

Pre-Departure, In Transit, On-site Leadership Discussions, and Post-Program
Kolb’s Experiential Learning Cycle

The Experiential Learning Cycle

Now What?
Experiencing
The activity phase

Applying
Planning effective use of learning

What?
Generalizing
Developing real-world principles

Processing
Discussing patterns and dynamics

Sharing
Exchanging reactions and observations

So What?
Planned Happenstance Theory

Behind everything is an open mind:

- Curiosity
- Persistence
- Flexibility
- Optimism
- Risk taking

Mitchell, Levin, Krumboltz
SHORT TERM PROGRAM, LONG TERM IMPACT: ARTICULATING THE SKILLS AND VALUE OF SHORT-TERM STUDY ABROAD

Martha Johnson- Assistant Dean, Learning Abroad Center
The Challenge

- Integrating Career Integration Into Global Seminar Content
Inventing Ireland- Dublin, Ireland

- Irish identity (drama, literature, and film)
- Diverse majors and colleges
- The Carlson effect
- “First-timers”
- Ireland more than content
Australian Identity: Convicts, Crocodiles, and Contrasts

- Same group demographics
- Australia more than content
- Film and literature
- Power of stories
- Dynamics of power in what stories get told
How to integrate career considerations...

• On-site “values” exercise
• On-site re-entry exercise
• Feedback for final grade
UofM Employers Top Skills

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

*from 2011 University of Minnesota Employer Survey
Questions?

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UMabroad.umn.edu

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UNIVERSITY OF MINNESOTA