

International Experience =
Jobs Back Home?
How Learning Abroad and
Careers Connect

Education Abroad Network Meeting
October 30, 2013



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Career Integration: What is it and why should you care?

- What we have learned from Curriculum Integration
- One motivation, not the only motivation
- All programs, all destinations, all pedagogical models
- The rhetoric doesn't match the practice



Guiding Principles

Career Integration seeks to build upon our proven methodology and integrate experience abroad into career and life planning. This initiative is designed to:

- 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
- 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



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Campus Partners

- Becky Hall, Career Services Administration
- Wachen Anderson, School of Nursing
- Judith Beniak, Health Careers Center
- Katy Hinz, Office of Student Engagement
- Susan LeBlanc, Center for Academic Planning and Exploration
- Sara Nagel Newberg, Career and Internship Services
- Abby Pinto, Carlson International Programs
- Angie Schmidt Whitney, College of Liberal Arts Career Services
- Katie Selby, Undergraduate Business Career Center
- Mark Sorenson-Wagner, Career Center for Science and Engineering
- Jeannie Stumne, College of Education and Human Development Career Services
- Paul Timmins, College of Liberal Arts Career Services



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Career Integration Conference

July 21-22, 2014

Commons Hotel, U of M Campus



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Employer & Industry Perspective

Employer Survey

- Dissonance

Calling for MAPS

- Quotations

NACE

- Job Outlook 2013 survey results

<http://www.naceweb.org/s10022013/job-outlook-skills-quality.aspx>



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Case Study #1

Rowan is an 18-year old freshman who is taking 15 credits this semester. He is somewhat undecided about his major, but is thinking about Sociology as he knows he will go to Law School right away after graduation. Most of his courses are introductory in nature. Rowan alludes to the fact that since his courses are introductory in nature he doesn't feel the need to go to all of the lectures, and he has been having an especially hard time getting to his 8 a.m. course.

Rowan lives in the residence halls. When he isn't up late with the other students on his floor playing video or computer games, he's texting or talking to his girlfriend back home (who is still in high school). He isn't really worried about his grades since he was a straight-A student in high school but he has received 3 mid-term grade alerts from faculty - which you see through his A-PLUS records.

Rowan now comes to you telling you he's planning to study abroad next semester in Australia because he has always wanted to go there - it sounds really fun.

How would you work with Rowan in your role? What resources would you refer him to? What questions would you ask him to get more details about the situation?



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Case Study #2

Marina will be graduating in December of 2014, with a major in Genetics, Cell Biology, and Development (GCD). She'd planned on going to Pharmacy School, but now no longer wants to pursue that career path. Last year, she did a study abroad program in South America, and says it was a life-changing experience – she loved it. She tells you she really wants to find a way to “get back abroad and see another part of the world”.

Marina loves her major and has done well in her classes, but expresses to you that she is quite concerned finding a job after graduation and her career prospects. She says she just doesn't know what she can do with her major and no real skills or experience.

How would you work with Marina in your role? What resources would you refer her to? What questions would you ask her to get more details about the situation?



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Global Identity

- One Credit
- Online while students are abroad
- Sequenced for student development
- Five modules
- Focus on cultural competence & career skills
- One to one mentoring
- Developed with Michael Paige in OLPD



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The Georgetown Consortium Project: Interventions for Student Learning Abroad

- 1,300 study abroad participants from 61 programs
- 1,296 intercultural learning
- 968 target language
- 138 control group students



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Findings

- Immersion in class, not always good
- Housing: host families not best hosts
- Females make intercultural gains, males did not
- Association between language and intercultural learning
- **Cultural mentors, always good**

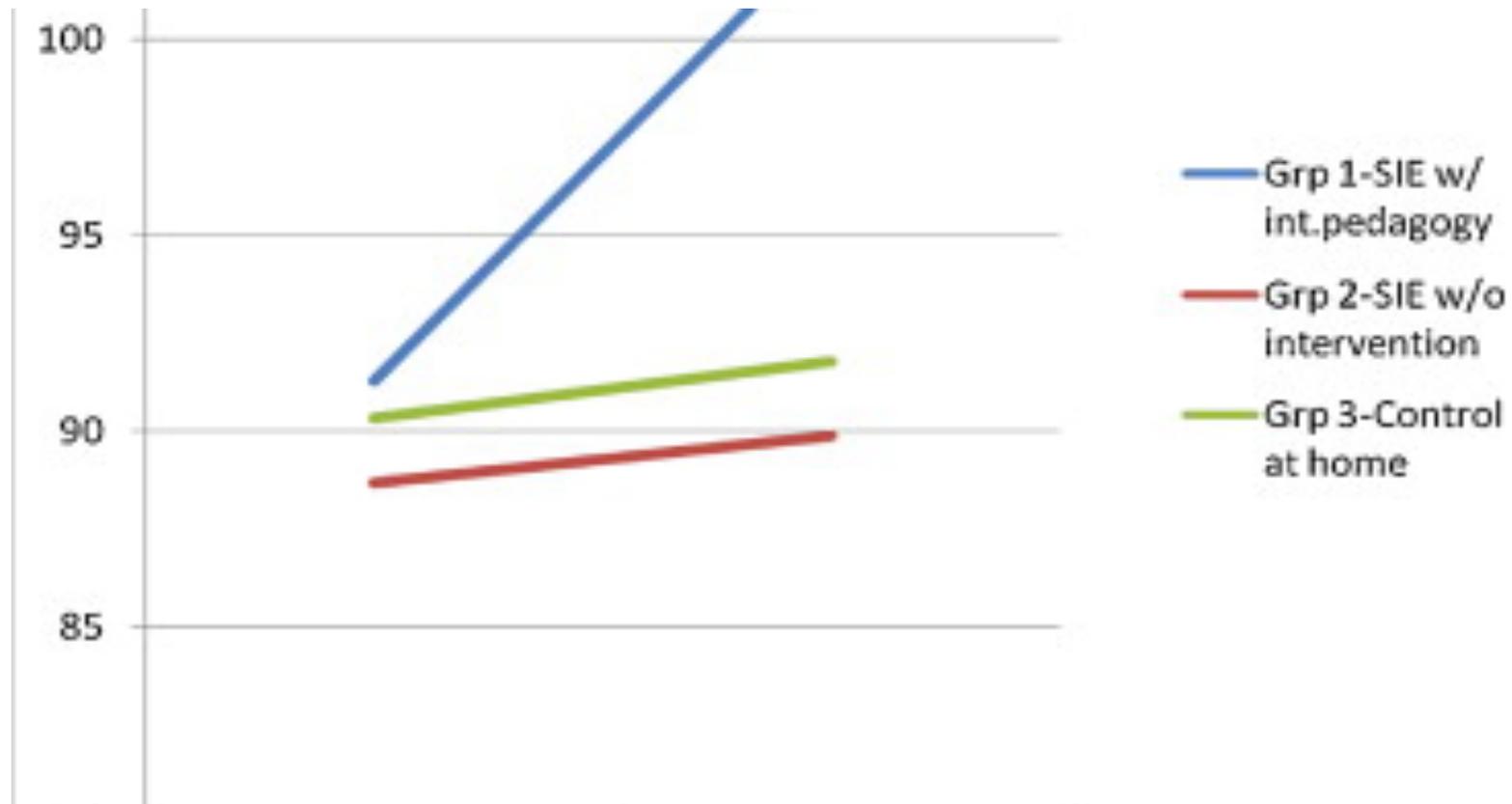


Assessing intercultural effectiveness: outcomes in a year-long study abroad program

- Group 1 (N=16)
Academic year in
England + fall semester
course on intercultural
effectiveness
- Group 2 (N=16)
Academic year in
England
- Group 3 (N=13) Control
group



IDI Overall Development Scale



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Intercultural Competence

- *Core competency **needed** for the 21st century*
- The **capability** to shift cultural perspective and adapt behavior to cultural commonality & difference
 - Deep cultural self-awareness
 - Deep understanding of the experiences of people from difference cultural communities—in perceptions, values, beliefs, behavior and practices
 - Ability to adapt—or bridge—across cultural differences

Mitch Hammer



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Skills

- Function as a team member
- Effective interpersonal communication
- Learn new ideas quickly
- Appreciate and interact with individuals different than yourself
- Creative/innovative thinking
- Competency in a field of study



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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
- 2011 employer survey conducted by CDN



Global Identity: Learning Outcomes

- Familiar with intercultural literature & models
- Recognize and explains layers of overseas experience
- Articulate skills to employer or grad school
- Study abroad component for professional portfolio



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Outcome of Course

- *Almost* significant growth on IDI
- GI students articulate valued skills
- GI students better with transitions

- No interaction with other students

Ann Smith



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Next Steps

- Business section
- Engineering Interns
- Summer



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Career Integration Resources

Before

- Advising sessions & online tools
 - [Study Abroad Process](#) webpage
 - Timeline worksheet
 - [Choosing a Program Based on Your Goals](#) webpage
 - Survey questions
 - “How Learning Abroad and Careers Connect” handout
- Scholarship question and criteria

During

- Global Identity
- Learning outcomes for LAC and by program



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Career Integration Resources

After

- Targeted email to all returned students
- Market Your International Experience
- *Define Your Experience for Employers* handout
- Minnesota Study Abroad Returnee Conference
- Global Ambassador Internship
- Learning Abroad Center Re-Entry Handbook



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Announcements



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