

Reflection and Articulation

Tools to Help Students Connect Study Abroad to Career Development



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2019 CIEE ANNUAL CONFERENCE

BROOKLYN

NOVEMBER 6-8, 2019

STUDY ABROAD 2019 | OPENING DOORS TO INCREASE DIVERSITY IN STUDY ABROAD



Introductions

Dana Tottenham

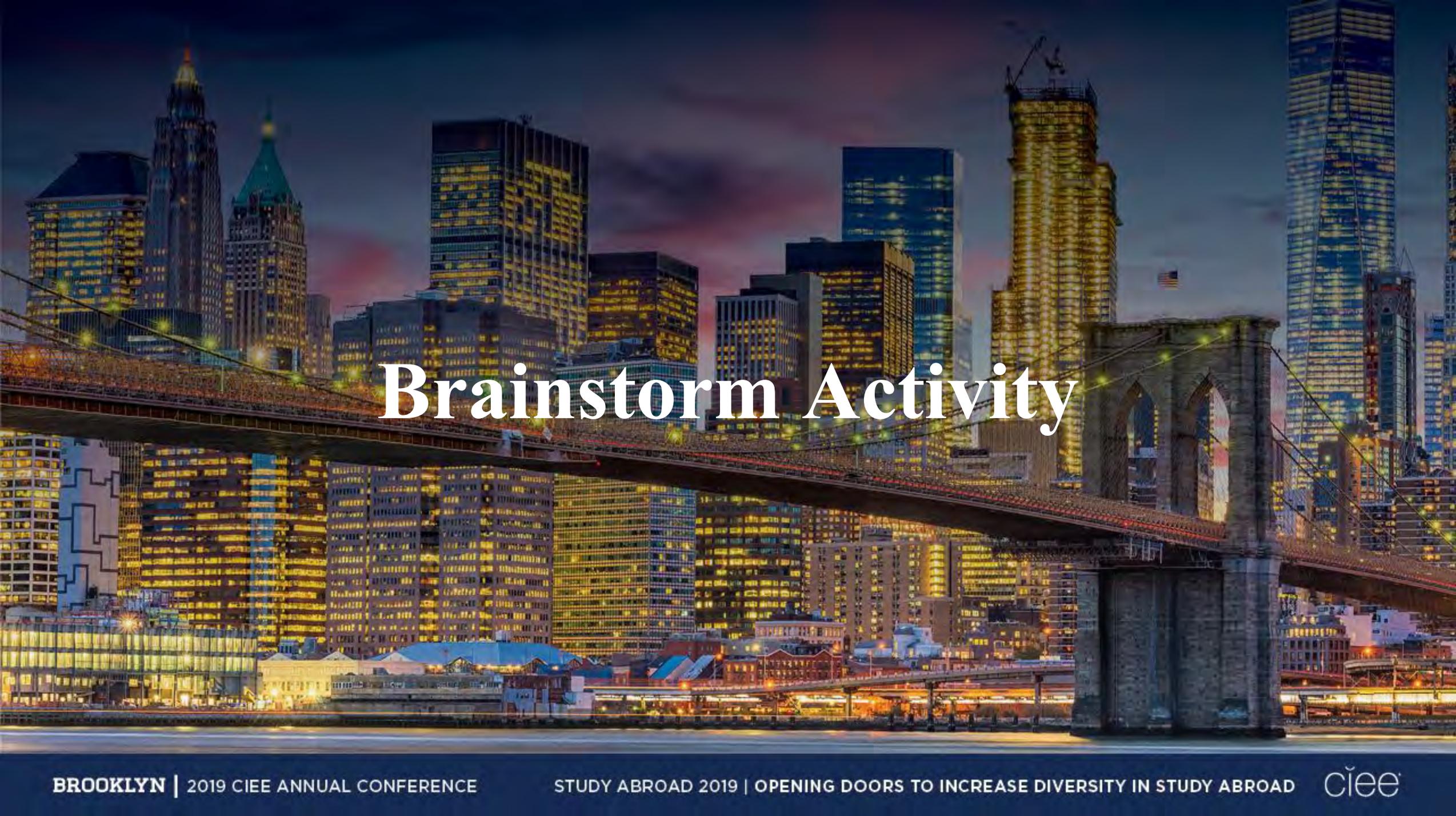
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A nighttime photograph of the New York City skyline, featuring the Manhattan Bridge in the foreground and numerous illuminated skyscrapers in the background. The sky is a deep twilight blue. The bridge's stone structure and suspension cables are visible, and the city lights create a vibrant, glowing effect.

Brainstorm Activity

Brainstorm Activity - Format

- Large group will be divided into three smaller groups.
- Three groups will eventually circle between three separate stations.
 - These stations reflect a student's time before, during, and after an international experience.
- Round 1 and Round 2 will be a rapid fire brainstorm.
 - Capture as many ideas as you can on post-its and add them to a collective brainstorm.
- Round 3 will have additional prompts to synthesize the brainstormed activities.

	Before	During	After
Round 1 (3 minutes)	Group A	Group B	Group C
Transition (1 minute)			
Round 2 (3 minutes)	Group C	Group A	Group B
Transition (1 minute)			
Round 3 (~15 minutes)	Group B	Group C	Group A

Brainstorm Activity - Prompts

Brainstorm the following:

- **key knowledge and skills** study abroad participants should have related to reflecting and connecting career development and study abroad
- **possible activities/interventions/structures/etc.** that would help students develop these knowledge and skills

Note:

- Keep in mind the conference theme: “Opening Doors to Increase Diversity in Study Abroad”

Brainstorm Activity - Synthesize

- What themes do you see?
- Are there specific ideas that appear frequently?
- What sorts of commonalities are there?
- What seems especially innovative?
- What seems effective?

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Connecting study abroad and career development



The Liberal Arts Edge
Emory University

Global Internships: *Liberal Arts Exploration*



DEFINE YOUR LIBERAL ARTS EDGE

Emory Edge Pilot Initiative

*"Your goodness must
have some edge to it-
else it is none."*

-Ralph Waldo Emerson

SECTION 1: THE BIG PICTURE (*Contexts of College and Work*)

- Connecting College and Career:
Your Emory Education- The Liberal Arts Foundation
- Your College Matters More than your Major
- Transferable to Work Skills
- Define your Skill: Workshop and Skills Exercise
- On Passion and Purpose: A Growth Mindset

SECTION 2: EXPLORATION (*Developing your Skills and Interests*)

- Listening to Alumni: Career Path Stories
- Exploration of Career Clusters
- Engaged Learning, Global/Cultural Opportunities and Co-Curricular Experience: Your Emory Edge Roadmap Design

SECTION 3: YOUR STORY (*What's Your Edge?*)

- Telling your Story: Professional Discourses and Presentation Skills
- Building your Story: Digital Identity and Resumes
- The Power of Networking and Professional Etiquette
- Final Presentation: *What's Your Edge?*
Navigating Ambiguity and Demonstrating Adaptability

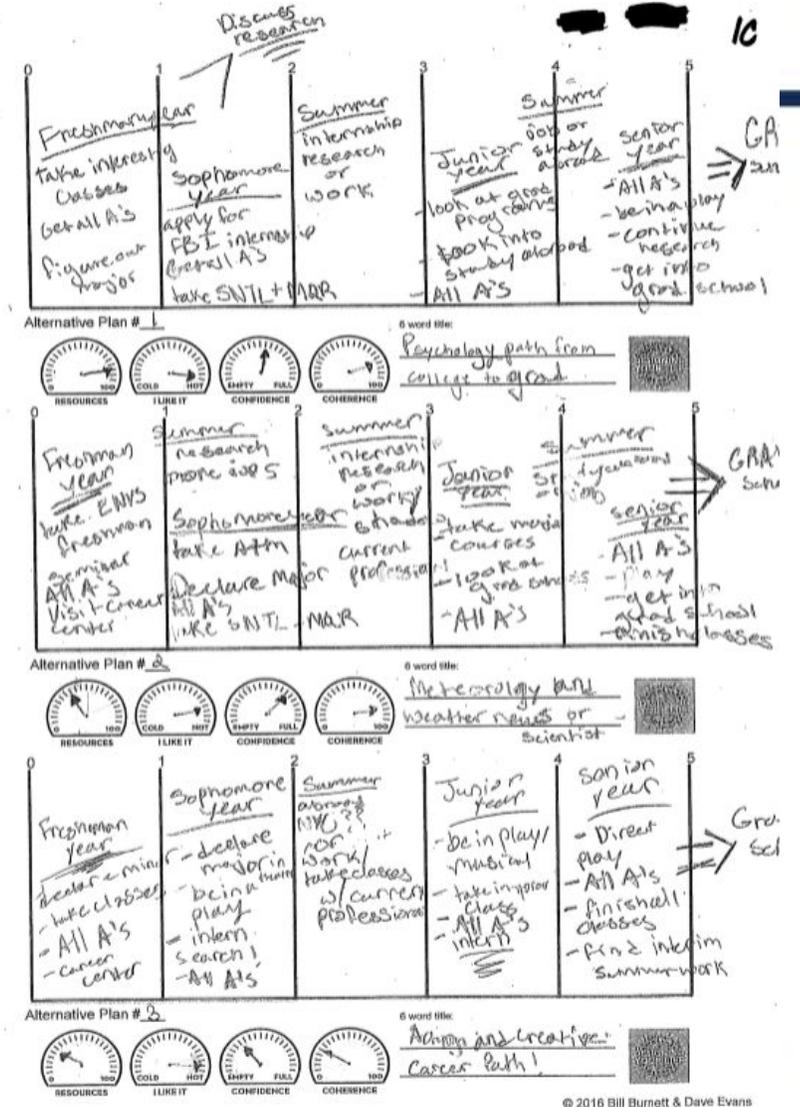
Collaborators

Faculty in Sociology and Linguistics
Staff in OISP and OUE
Gozuieta Business School
School of Nursing
Oxford College
Alumni Engagement and Development
Emory Alumni Association
Career Center



Edge Experience Roadmap

- Pre-Work Journal
- In-Class Workshop
- Radical Collaboration:
share your roadmap with someone
- Edge Experience Roadmap Reflection
- Edge Stipends
for summer co-curriculars: study abroad, global internships, research



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Edge Experience Roadmap

“I now know that I am **interested in learning** more about environmental science and psychology, I want to continue with a minor in theater, and I **want to keep my plans open and be ready for change**. After having this time to **reflect** on my values and interests, I have come to be **more confident and excited about the unknowns** in my future.”



Peer Advisor Program with Career Focus

General Peer Advising Program Structure

- Group of part time peer advisors
- Intensive training prior to beginning of the school year and regular trainings throughout
- Advise on study abroad programs
- Answer student questions about process and policies
- Front desk coverage
- Project-based work



Adding the Career Element

- What are the needs?
- Why peer advising?
- What resources are needed?
- Who needs to be involved?
- How do you train the peers?
- Who do you collaborate with?



NEEDS
ASSESSMENT

Roles and Responsibilities

- General peer advising
- Training other peer advisors
- Career specific office hours
- Career specific projects



Example Career Projects

- Pre-departure
- While Abroad
- Re-entry

Record Your Experiences:
One of the most important components to help yourself through this process is being able to record your experience. This can be done through journaling, visual or audio documentation.

Things to pay attention to:

- What happened?
- Where did it happen?
- How did you feel in the moment?
- What did you take away from this experience?

Through this step, you are able to assess what it is you feel you have done well and what are some mistakes you made/learned from. From this process, these experience are able to live on pass the moment that they took place and you are able to share these experience with employers in job interviews as well as in social settings used to network.



How do I apply and interview for jobs while studying abroad?

Strategic Planning

Advice from your Career Center Counselors

- If you have target companies, connect with those employers and ask how they specifically handle study abroad
- Find out recruiting cycles for different industries
- Participate in informational interviews with employees of your target companies
- Have your resume (and cover letters) critiqued

Am I eligible for Callisto while abroad?

- If you are going abroad through UCEAP, you will still have normal access to Callisto
- For non-UC programs, submit a Planned Leave of Absence (located at 160 Stephens Hall) and complete the Degree Verification process on this webpage: <https://career.berkeley.edu/info/Eligibility#studyabroad>

Tips for Skype / Phone Interviews

- Keep in mind **time differences!**
- **Charge your device beforehand**, and test your webcam and mic if using Skype
- **Find a quiet space**, and clean background with no distractions if using Skype



Success & Challenges

- Successes:
 - Opportunity to partner with campus partners
 - Cross-training
 - More awareness with students
- Challenges:
 - Time intensive
 - Funding limitations
 - Finding ways to best engage students with competing priorities
- Future iterations: combined cohorts





Leveraging Campus Partners



WISCONSIN
SCHOOL OF BUSINESS



Wisconsin School of Business Undergraduate Program

Pre-college programs

Admissions

Academic advising

Career services

Student life and leadership programs

Study Abroad





**Personal and Professional
Foundations of Business Course**



Focus on **WHY**

A video player showing Simon Sinek at a TEDxPuget Sound event. He is pointing to a whiteboard with a diagram of the Golden Circle (Why, How, What). The video title is 'How great leaders inspire action'. The video player interface includes a play button, a progress bar at the bottom, and a sidebar on the right with icons for Share, Add to list, Like, and Recommend. The video title 'How great leaders inspire action' is displayed at the bottom of the video frame, along with the speaker's name 'Simon Sinek | TEDxPuget Sound' and a timestamp of 17:50.



WSB Career Fast Facts

- **93%** of grads complete at least one internship
- **55%** accept a full-time positions by Nov. 30
- **\$3,104** Internship average monthly salary
- **36%** full-time acceptances from previous internship employer

<https://wsb.wisc.edu/companies-recruit-hire/bba-students/employment-outcomes>

WSB Study Abroad Application Timeline

Term	Deadline
Summer 2020	varies by program
Fall 2020	March 1, 2020
Spring 2021	Priority: March 1, 2020



learn
intern
research
network
advance
live
grow
create

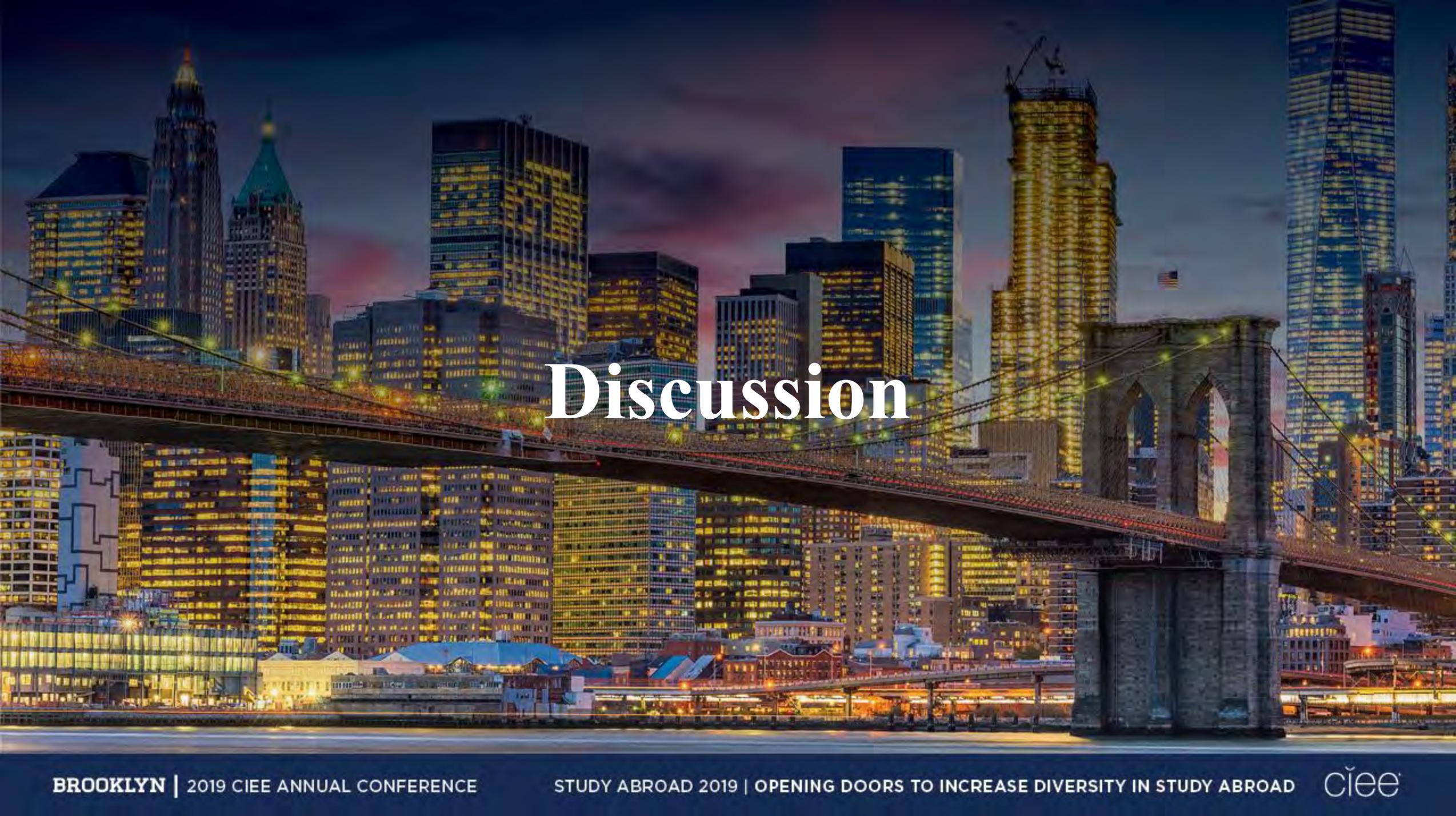
STUDY ABROAD FAIR

Wednesday, September 13 / 1:30 - 6:00pm
Varsity Hall, Union South

studyabroad.wisc.edu

INTERNATIONAL
ACADEMIC
PROGRAMS



A nighttime photograph of the New York City skyline, featuring the Manhattan Bridge in the foreground and numerous illuminated skyscrapers in the background. The sky is a deep twilight blue. The word "Discussion" is overlaid in the center in a white serif font.

Discussion

Discussion

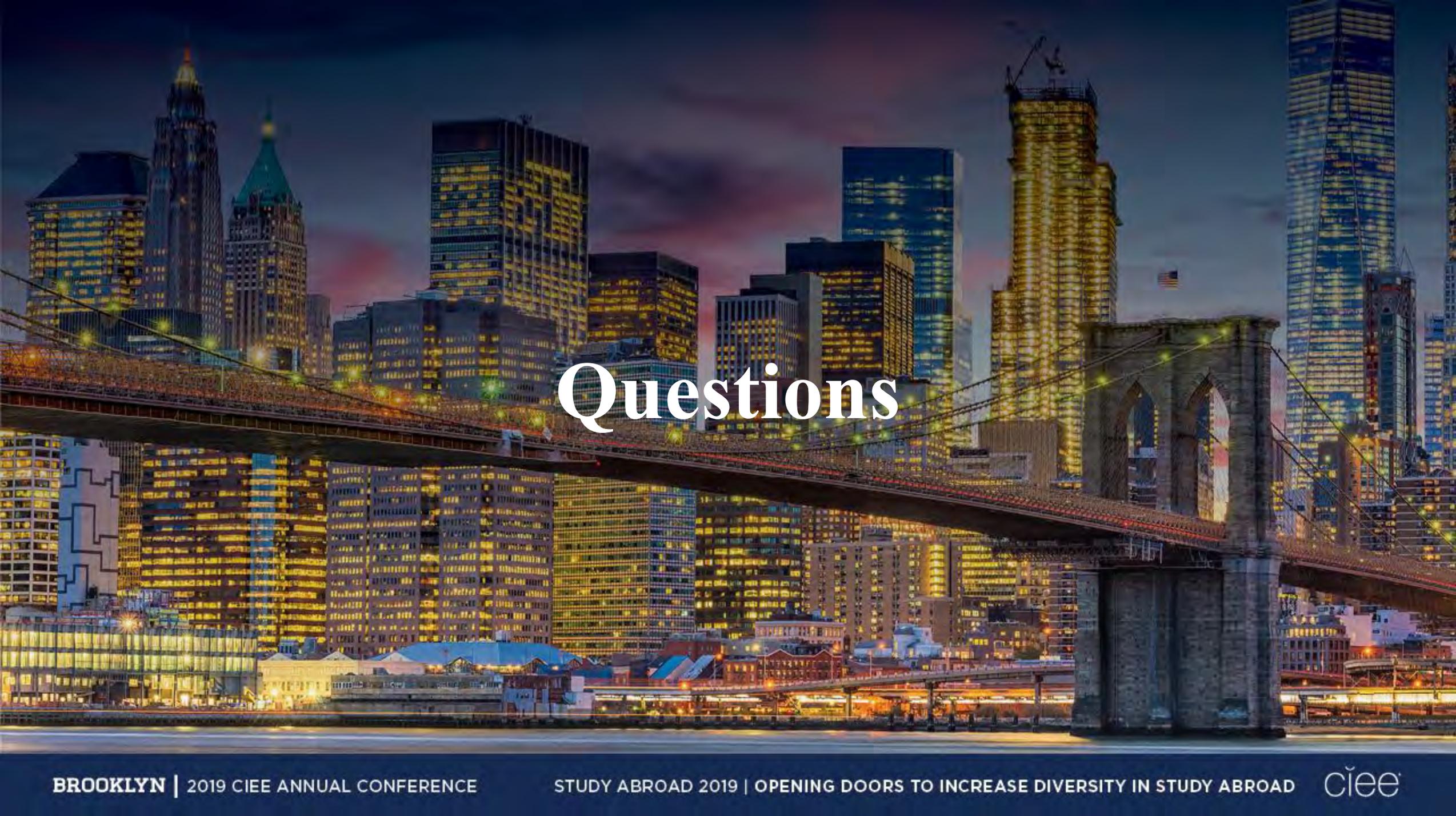
How can we apply this in our own contexts?

- What strategies could you use to apply this to your work?
- Are there key elements that you would like to infuse to work you're already doing?
- Do you have examples of how you've been successful with some of these ideas?

How do we ensure these activities support diverse students?

- How might any of these ideas be problematic for students with different social identities?
- How might some of these ideas work especially well for underrepresented students?
- What modifications could we consider in order to serve a more diverse population of students?

Determine the key points you would like to share with the larger group.

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Questions

Contact

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THANK YOU

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