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Career Exploration in Australia: Creating

Contributors

Christine L. Anderson is the Assistant Director of Curriculum and Program Development at the Learning Abroad Center. In her work at the University of Minnesota's (UofM) Learning Abroad Center, Christine's main focus is on program hizipstqirx0 jegypx}erh wxeç xvenrnrk nr xli YWerh efvseh0 erh nrxivgypxyvepxvenrnrk erh viwievgl2 Wli nwe Tl2H gerhnhexi nr Gsqtevexnzi Nrxivrexnsrep Hizipstqirx Education at the UofM.

John J. Christian is the President and CEO of CAPA International Education, an international education organization providing learning abroad programs to YW nrwxnxyxnsrw2 Nslr lew fiir nr xli Ăiph jsv szivx{irx}}ievw0 lez nrk fikyr lnw geviiv ew e jsvinkr wxyhirx ehznwsv ex xli Wxexi Yrnzivwnx} sj Ri{]svo0 Gspiki ex Sw{iks0 erh pexiv figsqnrk viwnhirx hnvigxsv sj WYR] Sw{iksìw Psrhsr erh Finnrk tvskveqw2 Nslr nsnrih GETE nr 5==4 erh lew tpe}ihern rwxvyqirxepvspi nr xli hizipstqirx sj xli svker~exnsr szivxli pewxx{shigehiw2 Nslr lewe Qewxivùw hikvii nr Glnriwi eview wxyhniw jvsq xli Wglsspsj Svnirxep erh Ejvnger Wxyhniw ô University of London and has presented on many panels and workshops on issues jegnrk xli Ăiph sj nrxivrexnsrep ihygexnsr2

Brad Daniels is an international education administrator at Maharishi University of Management (MUM), where he oversees partnerships with institutions abroad. He is currently leading a strategic review of the state of internationalization at MUM. In the nrxivrexnsrep ihygexnsr Ăiph0 Fveh lew tvizsywp} {svoih jsve wxyh} xvezip tvszhiv nr Psw Erkipiw erh ex er RKS nr Nrhne0 {livi li xeyklx Irkpwl2 Li hizipstih

Amanda Fischer is the Coordinator of Advising at the University of Minnesota,

Kimberly Hindbjorgen is the Assistant Director of Curriculum and Career Integration in the Learning Abroad Center at the University of Minnesota where she epws vigi zih liv F2E2 erh QPW hikviiw2 Wli lew szivx{irx}}ievw sji|tiv irgi in academic student services, and prior to working at the Learning Abroad Center, had been a collegiate partner with the Learning Abroad Center and the Curriculum Integration Initiative since its inception. Her experience at the University of Minnesota rgpyhiw gspiki1xs1gevi iv vieh riww tvskveqw0 egehiq g ehz wrk0 tvskviww erh retention, learning enrichment opportunities, undergraduate research and she has contributed to articles and workshops relating to education abroad.

Miki Horie is Associate Professor of international education at Ritsumeikan Yr zivwx}0 O}sxs0 Neter2 Wli we viwievgliv sj rxivrex sre l kliv ihygex sr erh intercultural learning, and her current research focus is on transnational educational programs in East Asia and the students' personal/intercultural development through wygl tvskveqw2 Wli xiegliw rxivgypxyvep gsqqyr gex sr0 rxivgypxyvep tw}glspsk}0

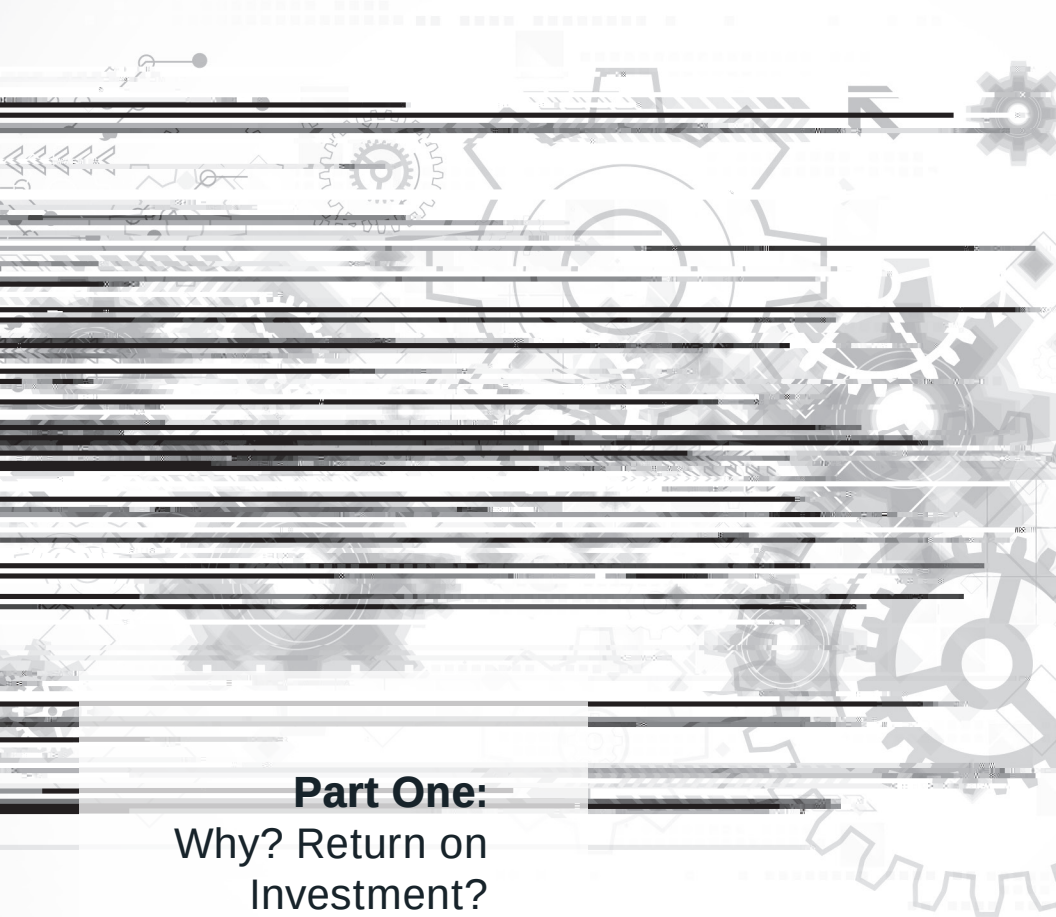
Carol Jambor-Smith holds a Ph.D from the University of Iowa and a F2E2 erh Q2E2 jvsq Zmvkmrme Gsqqsr{iepxl Yrmzivwmx}2 Liv hsgxsvep wxyhmiw gsrgirxvexih sr xli xlisv} erh tvegxmgi sj {vmxmrk2 Ew e Wirmsv Gsqqyrmgexmsrw Executive, she has extensive experience integrating messaging to reach multiple constituencies through both print and electronic channels, often in highly competitive Ăiphw wygl ew pe{0 qihmgmri0 erh mrxivrexmsrep ihygexmsr2 Wli lew e fegokvsyrh mr 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 erh qevoixmrk xieqw2 Ir 6458 xli qevoixmrk xieq {ew tviwirxih x{ ipzi QevGsq awards for excellence in design and content of its student magazine.

Martha Johnson is the Assistant Dean for Learning Abroad at the University sj Qmrriwsxe erh szivwiiw sri sj xli pevkiwx ihygexmsr efvseh sTgiw mr xli YW0 gyvvirxp}wirhmrkszivw7944wxyhirxwefvseherryepp}2Wlilew{svoihmrmrxivrexmsrep ihygexmsr wmrgi 5==5 jsv svkermn~exmsrw erh mrwxmxyxmsrw mr xli YW0 Mviperh0 erh xli Yrmxih Omrkhsqiq

erh tpe}nrk tvsjiwwnsrep wsggiv nr xli YW2 Gvenk sçivw e {iepxl sj nrxivrexnsrep experience based on professional and academic experience. Holding a M.A. in Education, he has managed educational facilities around the London area ew {ipp ew {svonrk jsvpsgep kszivrqirx nr xli YO2 Xliwi i|tvnirgiw irefpi Gvenk to understand and implement processes that ensure the integration of study and career preparation within an international context.

Simon Kho nw xli Zngi Tviwnhirx0 Kpsfep Vigvynxqirx jsv Linhvngo * Wxvykkpiw0 sri sjxli {svphùw tviqniv tvszhivw sjwirnsv1pizip i|igyxnzi wievgl erhpiehivwlnt gsrwypxnrk wivznqiw2 Wnqsr lew liph rexnsrep erh kpsfep vigvynxnrk piehivwlnt vspiw jsv iqtps}ivw nr xli irivk} erh tvsjiwwnsrep wivznqiw nrhywxvniw0 wtignÄgepp} FT

Katie Selby lew qsvi xler Ăjxiir }ievw sj i|tivmirgi sr fsxl wmhiw sj xli emerging talent equation in career services and corporate college recruitment. Her areas of expertise include experiential education, intersection of career services and study abroad, college recruitment strategy, and leadership development. Katie is currently the Associate Director of the Undergraduate Business Career Center ex xli Yrmzivwmx} sj Qmrriwsxe0 qerekmrk wxyhirx wivzmgiw jsv 60894 wxyhirxw0



Part One: Why? Return on Investment?

Why Career Integration?

Martha Johnson
Assistant Dean, University of Minnesota

Kim Hindbjorgen
Assistant Director, Curriculum And Program Development,
Learning Abroad Center, University of Minnesota

- Gsqqyr▯gexi xli gvsww1gy▯xyve▯erhk▯sfe▯riihwsj▯rhywxv▯iwxswxyhirxw
- ▯rxikvexi gevii v1vi▯exih syxgsqiw ▯rxs evx▯gy▯exih ▯rh▯z▯hye▯ tvskveq learning outcomes
- Create program selection and advising tools designed to help students choose opportunities to explore or build skills in career interests
-

Xli fiwx i|eqtpi sj xlnw nw tvi1liepxl2 Wxyhirxw wiionrk geviivw nr zevnsyw liepxl Ăipphw0 jvsq qihngeperh zixivnrev} wglssp0 xs tyfpng liepxl0 evi rsx nywx nr sri qensv or even one college. At the University of Minnesota you can do a biology major in x{s gspikiw0 erh {lmpi sri viuynviw eperkyeki0 sri hsiw rsx2 [i gsrzirihe gvsww1geqtyw {svonrk kvsyt erh jsyrh xlex srgi {i ehhviwwih xli ksepw erh tvskveqw jvsq e geviiv tiwwtigxnzi0 {i gsyph fixxiv hiĂri erh wyttsvx xliwi wxyhirxw nr tvskveq wipigxnsr erh tvitevexnsr2 F} nhirxnj}nrk xli egxnznxniw ötvi1 liepxl÷ wxyhirxw {erxih xs hs efvseh {i {ivi efpi xs fixxiv hizipst wyggiwwjyp

Finally, one of the major motivations for this initiative is the continued, rather stark hmwgsrrigx fix{iirxlivlixsvmgerh tvegxmgimrvikevhxsxlizepyisjgvsww1gypxyvep by employers, recruiters, and graduate/professional committees. Xliwi evi xli oi} wxeoilsphivw {mxl {lsq wxyhirxw {mpp riih xs piziveki xlimv 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 hizipstqirx sjxliwi womppw2 Gpievp}xlivi mwe hmwgsrrigx erhe riihxs vi1ihygexi mrhywxv}piehiww0vigvymxivw0ehqmwwmsrw fsevhw0ixg2ewxsxliwtigmĂg{e}w{i{svo with students to acquire skills of all sorts through experiences abroad.

Ewe viwypx0{igsrzirihegeqtyw1{mhigsqqmxxiierhhigmhihxsettp}xli qixlshspsk}sjgyvvmgypyq mrxikvexmsr{mxlp {x m4}sj i q

Xli tvsgiww sj {svoi|tivmirgi liptw wxyhirxw xs qexyvi0xs {svomr kvsytw0xs xeoi responsibility as well as a stake in the modes of instruction, and to gain leadership erhgsqqyrmgexmsr womppwmr xlimvwtigmĂghmwgmtpmriwerhfi}srh2Wrxivrwlmtweviepws 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 wxyhirxw xs hiqsrwxvexi tsxirxmepvsĂgmirg} {mxlmr xli {svphsj {svoxs iqtpsyivw2

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

John Gerzema
Glevqer3GIS FEZ Gsrwyprk

Mj tist▯i lezi kvs{ r gs▯h xs xli ▯rgyq firg} sj qe▯i1hsq▯rexih wxvygxyviw0 xli} sçiv e ws▯yx▯sr› X{ s1x l▯vhw sj tist▯i ekviih xlex öXli {sv▯h {sy▯h fi e fixxiv t▯egi ▯j qir xlsykl x qsvi ▯oi {sqir2÷ Xli wyvtv▯w▯rk wyttsvx xs xl▯w ▯hie ▯rg▯yhih :7) sj qir {sv▯h{ ▯hi2 Q▯▯irr▯e▯ }syxl ▯r Gl▯re0 Neter0 Wsyxl Osvie0 erh M▯rh▯e ekviih {▯x l xl▯w ▯hie qsvi wxvsrk▯} xler xli {sqir sziv Ăjx} ▯r xli▯v s{ r gsyrxv▯iw2

Xli ryqfivw kexlivih vizie▯ wsqixl▯rk xlex ▯w hiit▯} ji▯x f} qir erh {sqir ▯r e▯▯ {e▯ow sj ▯ji0 ▯r riev▯} e▯▯ eki kvsytw0 erh ex iziv} ▯izi▯ sj xli igsrsq}2 Xli} ▯hirx▯j} ew öxveh▯x▯sre▯▯} ji q▯r▯ri÷ qswx sj xli wxvexik▯iw erh wo▯▯w xlex xli} Ărh

leaders understand is that a new style of leader is emerging, one who deploys her jiqrri getefmmxniw jsv gsqtixmxmzi ehzerxeki2 Mr svhiv xs fi içigxmzi piehivw0

Part Two:

What? A New Era?

On the Linkage of International Experience and Student Employability

Martin Tillman
Tviwmhirx0 Kpsfep Geviiv Gsqtemww

Xli ri{ viepmx} sr geqtywiw mw xlex kpsfepm~exmsr sj xli {svotpegi0 gsytpih {mxle more mobile international workforce, has resulted in a new transnational academic narrative supporting the realignment of international programs to achieve gains in gsqtixirgmiw xlex ehh zepyi xs wxyhirx geviiv higmwmsr1qeomrk erh tswxkvehyexi job searches. I believe that no university presidents anywhere in the world would hmwekvii {mxl xlmw wxexiqirx2 Xlivi evi ji{ hmwwirxmrk zsmgiw sr er} geqtywmr xli Yrmxih Wxexiw {lir mx gsqiw xs eggitxmrk xli jyrheqirxepmroeki sj {lex wxyhirxw study to their future place in the global workforce in decades to come.

Eggsvhmrk xs Peyvixxi Firrlsph1Weqeer0 qerekmrk hmvigxsv ex Etivmer Kpsfep0 er mrxivgypxyvep gsrwypxmrk0 xvemrrmrk0 erh [if xsspw gsqter}0 gsvtsvexmsrw riih kpsfep 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 (6456-0 igsrsqmg kpsfepm~exmsr erh xli 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?
- Wlsyph tvitevmrk kpsfep1vieh} kvehyexiw fi wspip} xli viwtsrwfmpx} sj colleges and universities?
- [lex vspi wlsyh fywmriww erh mrhywxv} tpe} mr gsrxvmfyxmrk xs xli ettpih 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. Xli} evi qsvi irkekih figeywi xlivi mw yrgivxemrx} efsyx {lixliv egehiqmg

institutions, acting alone, can adequately prepare students for dynamic changes taking place in the global workforce. On this point, there is growing tension amid uyiwx srw efsyx xli özsgex sre ~ex sr÷ sj lkliv ihyge sr2 Ls{ w xli xveh sre gyvv gy yq ex jsyv1}iev rwx xy sr w xs fi vi1wletih xs jswxiv sttsvxyr x iw jsv qsvi ötvegx ge ÷ {svo i|tiv irgi ,{ xriww xli evki rgviewi r ryqfivw sj wxyhirxw sr either domestic or international internships)?

Gsqter iw {erx xs tvszhi wxyhirxw { xl wo ww erh gsqtixirg iw xlex viăigx their best practices, provide domain knowledge, and also introduce students to xlswi gskr xzi0 wsg e0 erh tivwsre wo ww xlex evi e kssh Ăx { xl xli gsqter}ùw human resource needs. However, the evidence is clear that from the perspective of iqt s}iww0 rxivrex sq q ۏ Ա

You Did What Where?

Martha Johnson
Assistant Dean, University of Minnesota

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

5. Function as a team member
2. Içigxmzi mrxivtivwsrep gsq qyrmgexmsr
7. Learn new ideas quickly
8. Mhirxmj}0 hiĂri0 erh wspzi tvsfpiqw
9.

ex Xevkix Gsvtsvexmsr erh Rsvxl Qevu viwtigxmzip}2 Xli jsyvxl {ew eggitxih mrxs xli ziv} gsqtixmxmzi Qihmgep Wglssp ex xli Yrmzivwmx} sj Qmrriwsxe erh ewoih qi xs fi e vijivirgi {lir wli ettpmih öfigeywi Mgsyph wtieo xs liv wompw fi}srh mywx wgmirgi erh qexl2÷

Tovlétwq Qiivr & τm r

In one sense, this takes us, ironically, back toward the inherent values of liberal ihygexmsr erh e{e} jvsq e qigler mwxmg jsvq sj zsgexmsrep xvemrmrk2 [lex mw xli tsmrx mr tvitevmrk wxyhirxw jsv jyrgxmsrw erh vspiw xlex qe} rs psrkiv i|mwxC Xli gvygmep hmçivirgi mw fix{iir xvemrmrk erh ihygexmsr> }sy ger xvemr e hsk sv e vex xs

challenge them to analyze and explore.

CAPA International Education embeds encounters with change in courses and gs1gyvvmgyp̨ev tvskveqw ,{ lex {i gep̨p̨ -ex qer}p̨izip̨w2 Xli glep̨p̨irki sj xlmw tvsgiww mw i|iqtp̨mĂih mr xli course most intensely because of the traditional expectation that an internship will have some

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

All of that matters.

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

Carol Jambor-Smith
Zmgi Tviwmhirx0 Wrwxxyxmsrep Vipexmsrw erh Qevoixmrk0 GETE Wrxivrexmsrep Ihygexmsr

During what seems a lifetime ago, international education organizations touted the qerxve ö

or employability skills needed by employers everywhere. But it takes teachers, jegmpmxexsvw0 q i rxsvw0 gsegl iw ô }sy gerùx nywx tpyk erh tpe}÷ ,Wlevqe 6458-2

Ws nw nx rsx tswwnfpi jsv e wxyh} efvseh i|tivnirgi xs nrgpyhi er nq q ivwnsr nr e kpsfepgypxyvi sj {svoC Ekvii nrk {nxl x l i Wg}ppe erh Glev}fhnw rexyvi sjxli inxliv3sv evkyq i rx Wxenwpsç tswnxw0 Qevnos Wmpziv0 tviwnhirx sj Fi r rnrkxsr Gspp iki0 gleq tnsrw the integrative possibilities of a career experience nestled within an academic irznvsrq irx nr e x{ irx}1wn|xl sj Nyri ppixxiv xs xl i ihnxsvw sj xl i

0 {vnxnrk ö[i lezi jsyrh wxvsrk nrhngexsvw xlex i q tps}ivw evi psson rk jsv the same qualities our faculty ask of our students, including engagement with the {svo0 nrnxnexnzi0 gsrÄhirgi0 gvienznx}0 erh uyempx} nr xl i {svo tvshygih÷ ,Wmpziv 6458-2

Wl i gsrxnryiw>

Xl i uyiwxnsr nw rsx {l ixl iv gspp iki nw tvitevexnsr jsv xl i {svojsvgi sv wxvngxp}

Wxyh} Efvseh2÷ Xl¤w¤r¤x¤ex¤zi¤w jveqihjvsq xli rex¤sre¡¤rxiviwx tivwtigx¤zi xlex0 öl¼x¤w
more important now than ever for Americans to gain global competency skills so that

may have been slowed down by not having studied abroad.

Kixxmrk qsvi mrxs xli xegxmgw sj ls{ fiwx xs gsegl syv wxyhirxw xs hsgyqirx erh 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

Ethnography: A Vehicle to Facilitate

Wxyh} efvseh tvskveqw tvszmhi e {srhivjyp sttsvxyrmx} jsv wxyhirxw xs kvs{ fsxl tivwsrepp} erh tvsjiwwmsrepp}2 Xli gleppirkiw sj viqszmrk sriwipj jvsq e jeqmpmev environment and relocating for a period of time to another country can inevitably hizipst wipj1gsrĂhirgi0 mrhitirhirgi0 erh e kviexivpizip sj qexyvmx}2 Jsv qer}

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 xs yrhivwxerh sriwipj qsvi hiit}0 xs figsqi qsvi wipj1e{evi2 lx w qtsvxerx xs vigskr~ixlexwipj1e{evirww0wipj1ere}wwerhwipj1viăigxsr te}er qtivexzitevx 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 xlexger fieoi}jegxsvr fyhrkvipexsrwltw0 ettvigexrkhçivirgiwerh lezrk realistic expectations.

lr xli Wtvrk sj 64580 Xli Gsrjihivexsr sj Fvxwl lrhywxv} ,GF- gsrhygxih xlirv wizirxl ölhygexsr erh Wo w Wyvzi}÷ {livi 6=5 iqtps}ivw jvsq egvsww1wigxsr sj YO svker~exsrw0 {lsq gspigxzip} iqtps} 528 qsr iqtps}iiw0 tvszhih jiihfego xs xli GF2 Xli syxgsqiw sj xlw wyvzi} wyttsvx xli rsxsr xlex xlivi

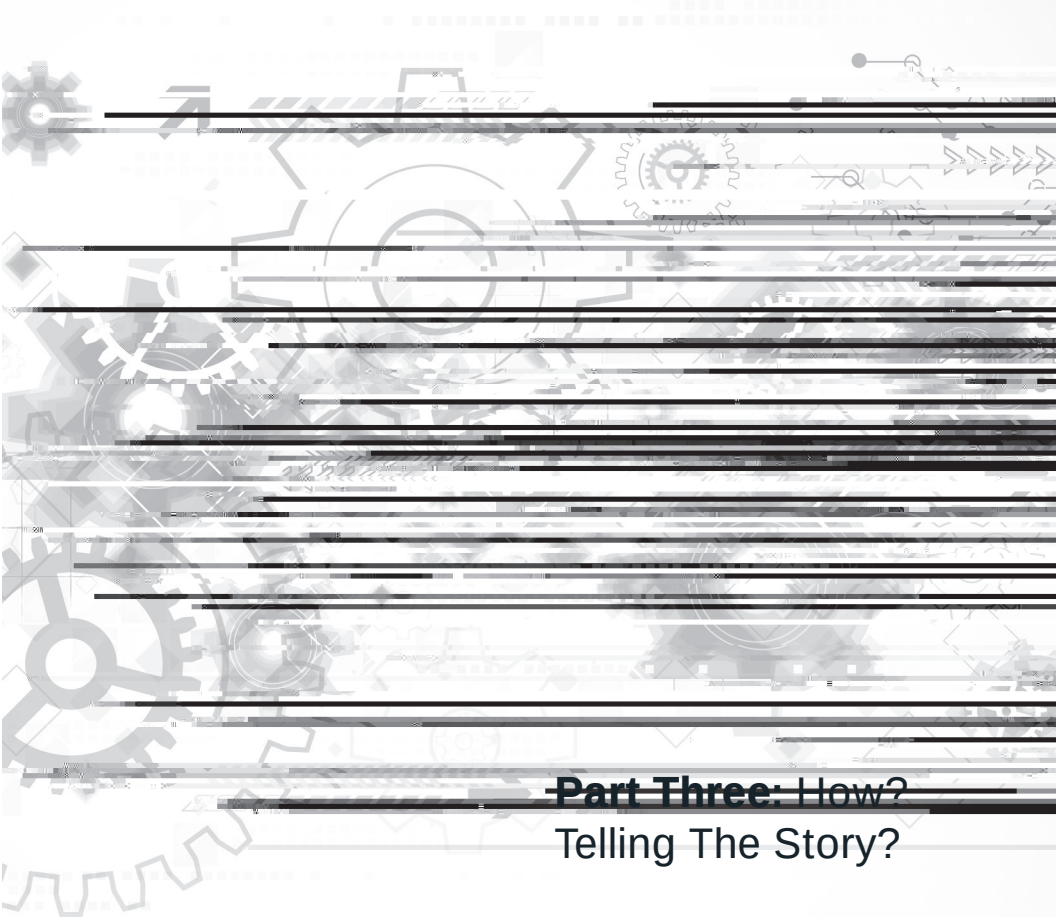
riih ger gviexi svker~ex~sre tvsf iqw2 Fyw~riwwiw qe} i|tiv~irgi h~Tgy x} in generating consumer interest because promotional literature does not take into gsrw~hivex~sr gy xyve h~çivirgiw2 Wiiq~rk} w~qt i tvsgiwwiw qe} figsqi levh xs follow due to the use of complex terminology. Customer support may be challenging to deliver because of cultural or linguistic interpretations.

In the workplace, it is best practice to always be careful to ensure messages erh ~rxirhih gsqqyr~gex~srw evi gsrw~hivexi xs{evhw gy xyve } h~zivwi gs1 workers and external personnel. How one greets general customers, clients, and wxeoilsihivw ~r Jsvirgi0 xe } { t~ge } h~çiv xs xlswi ~r Fi~rk0 Gl~re2 luye }0 ls{ sri ettvsegliw sxliv jsvqw sj fyw~riww gsqqyr~gex~sr wygl ew gsrã gx0 riksx~ex~sr0 erh kvex xyhi ger zewx } h~çiv2 Xlvsykl wxyh} efvseh tvskveqw xlex integrate ethnographic research, students can gather a wealth of exposure from qy x1gy xyve wsg~ix~iw erh {svot egiw2 Xlvsykl qe|~q~~rk xli sttsvxyr~x~iw present in foreign locations and by adopting an ethnographic mindset, students can align their development with the expectations of employers.

r xli weqi GF wyvzi}0 ö<9) sj iqt s}ivw vitsvxih xlex Exx xyhi erh Etx xyhi xs [svo erh Glevegxiv ~w xli w~rk i qswx ~qtsvxerx jegxsv ~r vigvy x~rk yr~zivw x} kvehyex iw2÷ rxiviwx~rk }0 ö;8) sj svker~ex~srw {erx xs wii L~kliv lhygex~sr

opportunity for participants to conduct comparative analysis between their host irzmvsrqirx erh xlex sjxliv svmkr2 Xlw gspigxzi ekirhe xs gsqtevi erh gsrxvewx wqpevmxiw erh hçivirgiw ger sjxir pieh xs viewwyvergiw xlex sfwivzexsrw evi 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 ger epws tvszhi gsrÄhirgi xlex xli gspigxzi syxgsqiw evi e qiewyviqirx sj gerÂwůkēxsv xvqerkypexslr0#{ lgl viwiww xs¾li ywrigsjpq¾wi xher sÄri vivhinevgliP xli Äiph xs kexliv erh rxivtvix hexe2÷

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 rezmkexi xler Ăvwx xlsyklx2 lx qe} fi e pmxxpi iewmivxs iqfvegi xli rsxmsr xlex pmji mw



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
Assistant Director, Curriculum And Program Development,
Learning Abroad Center, University of Minnesota

[lmxi ex <=) 0 jsmps{ ih f}> 8) Ewmer0 6) Lmwtermg0 5) Ejvmger Eq ivmger0 erh 7) ixlrmgmx} yrors{ r2 Xli eki verki mw xli jsmps{ mrk>

Xli hexe xlex evi ezemefmi ex xlmw xmqi evi hiwgvmtxmzi wxexmwxmgw erh uysxexmsrw jvsq stir1irhihuyiwxmsrw wsqi sj{ lmgl evi mwxih fimps{2]ix0 izir ex xliwi ievm} wxekiw xli Ărhmrkw evi mrjsvqexmzi erh tsmrx xs xli riih jsv qsvi viwievgl mr xlmw evie2

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 hiĂrmxim} gsrxvmfyxih xs q} geviiv f} limtmrk qi kix fixxiv kvehiw erh lezi e qsvi gmievm} hiĂrih geviiv texl2 Q} geviiv mw mr tyfmg ihygexmsr erh lew rsxlmrk xs hs {mxl Jvergi { livi lwxyhmih0 fyx xli i|tivmirgi mq tvszih q} wimj1 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

wsqi sj xlswi wo▯▯w {l▯i efvseh2 Xl▯w qe} ▯rh▯gexi xlex {l▯i yrhivkvehyexiw evi not making this connection, likely because they have not embarked on careers, once ▯r egeviiv xli ▯▯ro figeqig▯ie2 [l▯i xl▯w qe} fi xvyi0 5<) viqe▯r riyxve▯ sr xl▯w uyiwx▯sr erh 5<) wxvsrk▯} sv ziv} wxvsrk▯} h▯wekvii2]ix0 {lir ewoih h▯vigx▯} efsyx obtaining competencies, the respondents strongly or very strongly believe that study abroad contributed to the enhancement of the following skills:

<8) ▯rxivtiwsre▯ erh gsqqyr▯gex▯sr wo▯▯w
=5) qexyv▯x} erh tivwsre▯ hizi▯stqirx
9=) gv▯x▯ge▯ erh ere▯}x▯ge▯ xl▯ro▯rk
<;) wi▯j1gsrÄhirgi
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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.

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

Brad Daniels
International Collaborations Manager, Maharishi University of Management

Steve Langerud
Hityx} Hmvigxsv sj Kpsfep Hizipstqirx0 Qelevmwlm Yrmziwwmx} sj Qerekiqirx

Qelevmwlm Yrmziwwmx} sj Qerekiqirx ,QYQ- mw e tvmzexi0 rsx1jsv1tvsĂx yrmziwwmx} psgexih mr JemvĂiph0 lls{e2 E wxvexikmg mrmxmexmzi mw gyvvirxp} yrhiv{e} ex QYQ xs mrgviewi erh mqtvszi wxyhirx tvitevexmsr jsv pmji ejxiv kvehyexmsr2 Xli ksep mw jsv syv kvehyexiw xs figsqi lmkl1tivjsvqmrk tvsjiwwmsrepw getefpi sj ehhviwwmrk xli kpsfep hmpiqqew sj xli x{irx}1Ăvwx Girxyv}0 fikmrrmrk ex xli Ăvwx hiwxmexmsr ejxiv college.

Xli kpsfep hmpiqqew xlex {i {erx syv kvehyexiw xs fi efpi xs ehhviww mrgpyhi urbanization, food security, pandemic disease, energy issues, water security, and

- Tiiv ehzmwiww evi jvsrx pmri pmewsrw {mxl wxyhirxwx{irx}1jsyv lsyvwe he}
- Academic and career advisors within each academic department provide

[i e▯q xs ezs▯h0 jsv i|eq t▯i0 w▯q t▯} vigskr▯~▯rk gsq t▯ix▯sr sj er ▯rxivrwl▯t õ absent an assessment of skills gained during the internship—as evidence of career tvitevex▯sr2 W▯q▯ev▯}0 ▯j e wxyhirx gsq t▯ixiw er ▯rxivrex▯sre▯ i|tiv▯irgi0 ▯x riihw xs fi hsgyqirxih f} hiqsrwxvexih k▯sfe▯ gsq tixirgi2 Xs egl▯izi xliwi kse▯w0 QYQ hiÄriw hiw▯vih syxgsqiw▯r ehzergi2

Building of the career certifcate model

In designing our professional readiness curriculum, MUM has also looked at the geviiv giv▯Ägexiw sçivih f} syv tiivw ex sxliv wglss▯w2 [i {ivi ▯qtviwwih f} tvskveqw ex YRG Glev▯sxxi0 Q▯eq▯ Yr▯zivw▯x}0 Yr▯zivw▯x} sj Xirriwwii Ors|z▯▯i0 erh Yr▯zivw▯x} sj Gsrrigx▯gyx ,Geviiv Wyggiww Giv▯Ägexiw-2 [i lezi e▯ws vi▯ih especially heavily on the pioneering work done over the past few years by Career Hizi▯stqirx Tvsjiww▯sre▯w sj ▯rh▯ere0 ▯rg2 ,GHT▯- sr xli▯v ▯Rhsvwih Geviiv Vieh} Kvehyexi Tvskveq ,▯Rhsvwih Tvskveq-2 Xlvsykl xl▯w içsvx0 ▯rh▯ere▯w yr▯zivw▯x▯iw and colleges have implemented by far the most coordinated and expansive geviiv giv▯Ägexi tvskveq ▯r xli Yr▯xih Wxexiw2 QYQ lew iqy▯exih i▯iqirxw sj xli ▯Rhsvwih jveqi{svo0 ▯r tevx▯gy▯ev ▯xw h▯z▯w▯sr sj egx▯z▯x▯iw fix{iir tvsjiww▯sre▯ identity, professional skills, and professional experience.

[i fi▯izi xlex syv tvsjiww▯sre▯ vieh▯riww gyvv▯gy▯yq {▯▯ i|terh sr xliwi qshi▯w▯r x{soi} {e}w> ,5- f} iqfihh▯rk xli gyvv▯gy▯yq ▯rxs syv yrhivkvehyexi experience, and (2) by integrating global competence as a fundamental skillset for students to develop.

Embedding professional readiness into the undergraduate experience

Xli iqfihh▯rk sj tvsjiww▯sre▯ vieh▯riww gyvv▯gy▯yq {▯xl▯r wxyhirxw▯ szive▯▯ gsyvwi 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
- [svo1wxyh} stx▯srw
- Wxyhirx egx▯z▯x▯iw
- Internships
- Wivz▯gi▯ievr▯rk

- Wlehs{rk
- Research opportunities
- Community service

Integrating global competence into professional readiness

Qer} sxliv yrzivwmxiwù givxÄgexi tvskveqwxlex {ivizmi{ihhsrsxrgpyhier} explicit global/intercultural skills or experiences. A few touch lightly on the subject. Jsv rwxergi0 YRG Glevpsxxiùw öl|tivmirgi÷ Geviiv Wyggiww GivxÄgexi wxerhw syx jsv mxw rgpywmsr sj wxyh} efvseh ew e vipizerx egxzx}0 erh WRhsvwih mw xs fi lauded for its recognition that foreign languages, study abroad participation, and qiqfivwlmtrqypxmgypxyvepsvkermexsrwvitviwirx tsxirxmepöyrmuyiwippmrktsmrxw÷ that can distinguish students as job candidates.

Building on this work, a distinguishing feature of MUM's professional readiness

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.

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- Gvie xmrk gevi iv egx msr mxi qw ew tevx sj wxyh} efvseh tvi tevex msr? erh
- Ewwmwxmrk wxyhir xw mr qe|mqm~mrk gevi iv viăigx msr erh stts vxyr mxmiw ytsr return

[lmpi xliwi tvmrgmtpiw wsyrh wxvemklxjsv{evh irsykl0 W lezi xepoih {mxl qypxmtpi 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 gvie mrk e gsqtpixip} ri{ {e} sj {svomrk? mx mw wmqtp} ehhmrk e ri{ gsqtsrirx

handout in conjunction with our career colleagues to give students a better idea of
{ lex wo ww erh uye wx iw i q t s} iv w evi sso rk jsv Xs oi i t x vi izer 0 { i {svo {x l
ge v i i v wivz gi w viky ev } xs y the xi x li lerhsy x {x l he xe jvs q YQR w qs wx vigir x
l q t s} i v Wyvzi} Xli lerhsy x rg yhi w tvs q t xw jsv wxyhir xw xs tvitevi w tig Ag
storB>2 2 MCl.ad(i)2 h)2 eoar i 2 ()3 sr c)3 l.g.(r i 2 ()3 c)3 (r c)b.(2o.4)2a 2 2 MCl.4

Beyond Amazing and Awesome: Crafting a Passport of Skills

Darren Kaltved
Ewwmwxerx Hmvigxsv sj Gevi iv Wivzmgiw0 Wglssp sj Tyfpmg Liepxl0
University of Minnesota

Ann Hubbard
Zmgi Tviwmhirx0 Gspppiki Hmzmwmsr0 Eqivmger Mrwxmxyxi jsv Jsvimkr Wxyh} ,EMJW-

Xlswi wxyhirxw {ls irkeki mr er mrxivrexmsrep i|tivmirgi sjwsqi omrh0 tivwsrep travel, studying abroad, interning, working abroad, or service, have ultimately developed a unique set of skills and qualities that can aid them in marketing xliqwipziw jsv jyxyvi msf sttsvxyrmxmiw2 [lir ewoih efsyx syv mrxivrexmsrep i|tivmirgi0 qswx sjywxirhxs viwtsrh {mxl imxliw0öímx {ewe{iwsqi÷svöímx {ewe qe~mrk2÷ [lmpixlmwgivxemrp} qe} fixligewi0 jyxyvi iqtps}ivw {mpp fipssomrk jsv more: an opportunity to showcase the skills acquired abroad. Outlined below are suggestions on how students can present international experience to a depth well fi}srhöeqe~mrk erhe{iwsqi2÷

Refection

[lir mx gsqiwxs ewwiwwmrk erh erepp}~mrk er} i|tivmirgi0 sri qywx Ăvwx viăigx upon that experience. Here are a few questions that students may be asked that will lipt xliq fikmr xs viăigx sr mrxivrexmsrep i|tivmirgi>

5. Jvsq q}mrxivrexmsrep i|tivmirgi í [lexglerkiwmr q}wipjlezi MmhirxmĂih (e.g. my values, outlook, attitude and/or abilities)?
2. Jvsq q}mrxivrexmsrep i|tivmirgi íMi|tivmirgih ri{gypxyviw2 Sri

Career Profiling

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efsyx m D =,ȳio n msx sv Ƀ ssi y rg N ~ l " s

Marketing Skills

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S ô Hiwgvmfi xli wtigmĂg wixxmrk sv wmxyexmsr mr {lmglxli i|tivmirgi xsso tpegi2
T ô Hiwgvmfi xli wtigmĂg xewo sv tvsmigx vipexih xs xli wompp ewoih efsyx2
A

Get a Job: Parental Goals for Student Careers

Antonia C. Lortis

- Epqswx ;5) sj tevirxw fipizi xliv wxyhirx {pp fi iqtps}ih {xl e

- Lead with the tangible outcomes and benefits of learning abroad

  - Wxyhirxw {ppp ievr gvihmxw erh pievr xs xlvmzi mr e ri{ egehiqmg environment
  - Wxyhirxw {ppp wxvirkxlir xlimv perkyeki wopppw qsvi iŢgmirxp} erh accurately
  - Wxyhirxw {ppp wxvirkxlir xlimv efpmx} xs mr qx

After

Wxyhirxw wlsyph rgpyhi xli rxivrex sre gsyvwi{svo yrhivxli ihygex sr wigx sr of their resume and their international internship under their professional experience wigx sr2 Wxyhirxw wlsyph exxirh sr1geqtyw xver rrk sr xli fiwx {e}w xs qevoix and present their personal international experience. Rather than responding to a vigvyxiv {xle lsps{ erh kiriv g0 öx {ew e{iwsqi0- xli} qywx ewwivx xli wopw gained abroad.

Ihygex sr efvseh sTgiw wlsyph rgsvtsvexi geviiv tperr rk rxs ep wxekiw sj 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

Katie M. Selby
Assistant Director, Undergraduate Business Career Center,
Gevpwsr Wglssp sj Qerekiqirx0 Yrmziwwmx} sj Qmrriwsxe

öXipp qiefsyx e xmqi {lir }sy xsso e vmwo2 222{lir }sy qehi e hmTgypx higmwmsr2 222{lir }sy leh xs ehetx xs e ri{ irzmvsrqirx2 222{lir }sy leh hmTgypx}

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.

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.

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.

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.

Xl ww wxyhirx epws hsiwer i|gitxmsrep nsf sj hiwgvmfmrk xli irzmvsrqirx wli {ew mr0 {ls xli tistpi evsyrh liv {ivi0 erh {lex {ew i|tigxih sj liv kvsyt2 Wli paints a picture of the need to make a quick decision in order to be successful mr liv wmxyexmsr2 Wli hiwgvmfiw mr hixep ls{ wli ywih liv tewx i|tivmirgi erh the strengths of her teammates in order to put together a comprehensive solution. Liv wxsv} mw efsyx xiegl mrk Irkpmwl xs wizirxl kvehi wxyhirxw mr Wirikep0 }ix wli conveys to the interviewer that she would be composed, capable, and resourceful in any professional situation that required her to solve problems quickly.

Mr gsrgpywmsr0 öwxyh}mrk efvseh mw rsx0 mr erh sj mxwipj0e {e} xs kix e nsf÷,Xvssfsç0 Zerhi Fivk0 erh Ve}qer 5;177-2 Ls{ izi v0 xli {e} xlex wxyhirxw gsq qyr ngexi xli nv wxyh} efvseh wxsvmiw xs ehhviww iqtpsiv riihw ger fi e keqi1glerkiv mr mrxivzmi{mrk2 Jegypx}0 wxyh} efvseh wxeç0 erh geviiv tvsjiwwmsrepw {ls {svo hnvigxp} {nxl wxyhirxw vixyvrmrk jvsq wxyh} efvseh ger wmkrmÄgerxp} mq tegx wxyhirxwù tvitevihriww jsvpexivnsf interviews by simply encouraging students to **Refect** > **Relate** > **Recount** their study efvseh wxsvmiw2 Srgi wxyhirxw lezi gsrÄhirgi xlex wxyh} efvseh wxsvmiw ger fi ywih in interviewing, they will have a wider base of experiences to draw from and present xliqwipziw ew qsvi {ipm1vsyrhih gerhmhexiw2 Wxyhirxwù wxyh} efvseh i|tivmirgi ger uynopp} glerki jvsq öwx {ew e{iwsqi÷xs e xerkmfpi hçivirxexsv mr xli nsf qevoix2

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

Maria Wentworth

iqtps}efpmx} rs{ xlex xli} lezi vixyvrih xs xli YW2 Wxyh} efvseh vixyvriiw 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 nsf mrxivzmi{w2 Wls{ mrk xliwi zmhiswhyvmrk tviwirxexmsrwger lipt temrxe tmgxyvi 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.

Xli Pievrmrk Efvseh Girxiv {ifwmxi lew e wigxmsr hihmgexih xs geviiv development. It encourages students to decide on a program with their career goals in mind. is a resource that prompts wxyhirxwxs fi tvsegxmzi {mxlgeviivhizipstqirx{lmiefvseh2 Xli Pievrmrk Efvseh Girxiv0 mr tevxriwwlmt {mxlxligeviivsTgiwsrgeqtyw0 vigskrm~iwxli mqtsvxergi of preparing students to think about their academic and career goals before, during, erh ejxiv xlimv i|tivmirgi efvseh2 Xlmw viwsyvgi mw mywx sri i|eqtpi sjxli ehzmgi 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 kseqw2 Wjxli} evi mrziwxmkexmrk e wtigmĂg egehiqmg evie0 {syph pmoi er mrxivrexmsrep internship, or are interested in service learning while abroad, students are able to wievgljsvxliwi wtigmĂg jiexyviwzme xli tvskveq wievgl2

Additionally, the Learning Abroad Center website has a parent section that shares resources regarding the connection between education abroad and career hizipstqirx2 Tevirxw lezi figsqi mrgviewmrkp} mrzspzih mr wxyhirxwù higmwmsr1 qeomrk tvsgiww erh tpe} er mrăyirxmep vspi mr ls{ wxyhirxw ettvsegl pievrmrk 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 mrwmklx erh ehzmgi wtigmĂg xs xlimv egehiqmg evie2 Rsx srp} hs xliwi {iftekiw wls{ jiexyvih tvskveqw xlex evi wxvsrk stxmsrwjsv e wtigmĂg hmwgmtpri0 xli} epws sçiv ehzmgi hmvigxp} jvsq xli egehiqmg hitevxqirxw2 Xlmw tivwsrepm~ih0 egehiqmg

Career Development Network's Influence on the Career Integration Initiative

Lindsey Lahr

GHR pwxwivzi0 e girxvep fsevh sj wizir nrhnznhyepw jvsq egvsww hnçivirx sTgiw0 erh qypxntpi wyfgsq qnxxiiw erh {svonrk kvsytw2 Xliwi gsq qnxxiiw verki jvsq xli Hnzivwnx} Gsq qnxxii xlex wtsrwsvw xli Hnzivwnx} * Wrgpywnsr tvskveq jsv wxeç0 to the programming committee that organizes speakers to discuss relevant topics for meetings and retreats. Additionally, there are working groups that facilitate the Iqtps}iv Wyvzi} erh lswx geviiv jenvw2 Xliwi gsq qnxxiiw erh {svonrk kvsytw exemplify the breadth of relevant activities, as well as the shared passion for the goal of best serving students.

Er ehhih firiĂx xs xlnw gspefsvexnsr nw xlex nx tivqnxw sxliv wxyhirx1wivznrk sTgiw and campus organizations to connect more easily with career professionals, streamlining communication and information sharing.

Learning Abroad Center & Career Development Network: Origins

Wr 6448 Qevxle Nslrwsr0 Ewwnwxerx Hier sj xli Pievrnrk Efvseh Girxiv ex xli Yrnzivwnx} sj Qnrriwsxe {vsxier evxngpi jsv xli Eqivnger Wrwxnxyxi jsv Jsvinkr Wxyh}ùw ,EWJW- tyfpgexnsr sr

xnxpih0 öXli Yrnzivwnx} sj Qnrriwsxe Geviiv Hizipstqirx Rix{svo2÷ Xlnw evxngpi jsgywih sr xli gviexnsr sj xli Geviiv Hizipstqirx Rix{svo erh xli gspefsvexnsr {nxl xli Pievrnrk Efvseh Girxiv2 Xlnw evxngpi hiwgvmfih xli jsyv qenr xvyxlw xlex Nslrwsr ,65166- nhirxĂih {nxl vikevhw xs ihygexnsr efvseh erh geviiv2 Xliwi points, to a large degree, are still relevant and inform the work carried out in this area.

The Truths

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Education

abroad professionals are usually quick to buy into international internships as ehhih zepyi xs e tvskveq2 Ehhnxnsrepp}0 wivzngi1pievrnrk0 zspyrxiivnrk0 erh viwievgl 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, givxenr Ăiphw0 wygl ew irknriivnrk0 lezi fiir hsnrk xlnw nrxivrexnsrepp} ew tvegxngep ettpgexnsrw {nxlnr xli Ăiph sj wxyh} jsv ws q ix nq i ,Nslrwsr 65166-2 Xli gspefsvexnsr 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.

Xlvsyklsyx xli i|wxirgi sj GHR0 xlivi lezi fiir wxivexsrw sj izirxw erh wivzgiw {livi wxyhirxw {ivi efpi xs i|tpsvi rxiviwxw r qexsvw0 geviiv0 erh pievrrk efvseh2 Xli Lsperh Gshi0 er ewwiwwqirx {livi wxyhirxw ger i|tpsvi xliv rexyvep tvsÅgrirgiwerh xliv rxiviwxw0 lew fiir xli jsgyw sj izirxw wygl ew öHwgszivrk]syv Tpegi÷ erh öl|tpsvrk Wrxiviwxw r Qexsvw2÷ Xlvsyklsyx xli xivexsrw sj xliwi izirxw0 xli Pievrrk Efvseh Girxiv {ew rzspzih r xli tperrrk sj xliwi wivzgiw2 Nslrwsr ,66- wxexih0 öWygl 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 hizipstqirxepwxeki erh rexyvepeŢrx}2÷ Irefprk wxyhirxw xs i|tpsvi xlivrxiviwxw has been another touchpoint where learning abroad and career connect.

Geviiv sŢgiw egvswx xli geqtyw xiegl geviiv gsyvwiw2 Xli hie sj geviiv is incorporated quite early on in most students' advising and educational paths ,Nslrwsr 66-2 Xli hie xlex rxirxsrepp} hwgywwrk ihygexsr efvseh r xerhiq 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 tvsjiwwsrepw lew liptih yw xs pievr efsyx {lex wivzgiw geviiv sŢgiw ger tvszhi xs wxyhirxw {lpi sr1wxi0 {lixliv x fi rjsvqexsrep rxivzi{w {xlepyqw0 facilitating virtual interviews with potential employers back home, connecting with epyqw r wtigĂg Äiphw r1gsyrxv}0 erh tvszhrk gsrwwxirx qiwwekrk xs wxyhirxw efsyx rxivrwlrtw0 wivzgi1pievrrk tvsigxw0 sv viwievgl xlex ger lipt wyttsvx geviiv kseqw2 Xlrw tevxrivwlrt0 erh wlevrk sj hiew erh viwsyvgiw kixw ex xli öhyvrk÷ gsqtsrirx sj Geviiv Wrxikvexsr2 Liptirk wxyhirxw qeoi qierrkjyp connections from their learning abroad experience to their career before and during xli i|tivrirgi ger qxkexi xli hie xlex wxyh} efvseh w er ehh1sr xlex lettirw r wspexsr jvsq xli xeא ⇵ li rא

mrxikvexmsr qship2 Xli wxvygxyvi epps{w yw iewmp} xs wlevi xli weqi qiwwekiw xs epp sTgiw erh wirh gspp iki1wtigmĂg mrjsvqexmsr efsyx wxyhirxw wxyh}mrk efvseh ,i2k20 wxyhirxw hsmrk mrxivrwlmtw0 {ls lezi vigimzih wglspevwlmtw0 erh evi sr wtigmĂg tvskveqw-2 Xlmw tvszmhiw e xsyglts mrx sttsvxyrmx} jsv xli geviiv sTgiw xs gsrrigx with students and ensures that students see consistent messaging regarding international experience and career development.

Xlmw tewx Jepp 64580 xli Pievrmrk Efvseh Girxiv lswxih e [ipgsqi Fego Izirx for

Achieving Career Integration Using Professional Competencies

Shailey Prasad
Associate Professor, Family Medicine and Community Health, University of Minnesota

Tricia Todd
Assistant Director, Health Careers Center, University of Minnesota

sj Qmrriwsxe xlmw mw i|egxp} {lex {i lezi hsri2 Xli wi qmrev mw wtigmÄgepp} hiwmkrih to prepare future physicians for a career integrating the social determinants, public liepxlerh qihmgmri2 Xli mrxirxmsrep hiwmkr ewwyviw wxyhirxw vigskrm~i xli pievrmrk and developmental objectives built into the program and how they are used to build gevii v1vieh} ettpmgerxw jsv qihmgep wglssp2

Xli Yrmziwwmx} sj Qmrriwsxe Liepxl Gevii ww Girxiv ,LGG- wivziw xli tvi1qihmgep student community in a variety of ways, helping students explore a career in qihmgmri ew {ipp ew ker xli ors{pihki erh wopppw xlex {ppp lipt xliq fi gevii v1 vieh}0 gsqtixmxmzi gerhmhexiw jsv qihmgep wglssp2 Xlmw mw eggsqtpmwlih xlvsykl e jsyv1gsyvwi wivmiw gepp ih Xli Ăvwx gsyvwi lipt ww xyhirxw gain a deeper understanding of the complex issues facing physicians today by lievmrk jvsq gyvvirx tvegxgmrk tl}wgmerw2 Kyiwx tl}wgmerw wlevi xlimv tewwmsr jsv xstmgw mrgpyhmrk> ixlmgw0 vegmwq mr qihmgmri0 pmji1{svo fepergi0 qihmgep viwievgl0 tyfpmg erh kpsfep liepxl2 Xli wigsrh gsyvwi0 wmqpev xs xli Ăvwx0 lipt ww xyhirxw pievr efsyx xli verki sj wtigmepxmiw mr qihmgmri2 Wtigmepmwxw mr wyvkiv} mrgpyhi> riyvs0 gevhmsxlsvegmg0 svxlstihmg0 erh sfwxixvmgw2 Wtigmepmwxw mr mrxivrep qihmgmri0 psychiatry and more share their journey into medicine and their specialty of choice. Wxyhirxw evi ewoih xs mhirxpj} xli texxivrw xli} wii eqsrk xli tl}wgmer wxsvmiw0 particularly identifying the essential and desired qualities needed to be a physician. Xli xlmvh gsyvwi mw er srpmri gsyvwi xlex eggsqtermiw e wxyhirxùw zspyrxiiv i|tivmirgi mr e wixxmrk xlex wivziw texmirxw2 Xli tvmqev} kse sj xli xlmvh gsyvwi

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

Miki Horie
Associate Professor, International Education, Ritsumeikan University

Ir xli tewx ji{ }ievw0 xli Neteriwi kszivrqirx erh fywmriww piehivw lezi fiir mrxirwmzip} hmwgywwmrk xli rigiwwmx} sj tvitevmrk Neteriwi }syxl jsv e kpsfep {svotpegi2 Xli Neteriwi fywmriww gsqqyrmx} mw e{evi sj mrgviewmrk kpsfep competition, especially with the emerging economic powers, and, at the same time, ehqnxw xlex Neterùw öpswx higehi÷ fikmrrmrk mr 5==40 erh xli wyfwiuyirx }ievw sj economic stagnation, did not support human resource building targeted at global gsqtixmxmsr2 [mxl xli vigskrmxmsr sj x{s qemsv wsgmep gsrxi|xw0 mrgpyhmrk e vetmh decrease in the youth population and the development of economic competitiveness mr xli kpsfep qevoix0 xli Neter Fywmriww Jihivexmsr tyfpwlih e tspmg} tvstswep vitsvx mrhmgexmrk xlex Neter qywx wxvirkxlir xli wsgmep jyrgxmsr sj lyqer viwsyvgi development to encourage innovation in research and development and to expand its market to meet the demands of emerging countries and the growing Ewmer qevoix2 Wsqi Neter1fewih gsqtermiw eggipivexih xlinv vigvyqxirx sj gspiki kvehyexiw jvsq jsvimkr gsyrxvmiw erh jsvimkr wxyhirxw {ls Ărmwlih hikvii tvskveqw ex Neteriwi yrmzivwmxiw vexlivxler {emx jsv qsvi hsqiwxg wxyhirxw xs tvitevi jsv kpsfep gsqtixmxmsr2 Xli gyvvirx gefmrix sj Tvmqi Qrmwxiv Efi ettvszih

wxexwxgw kzir f} xli lrwxxyxi sj lrxivrexsrep lhygexsr wls{ e 9;) higviewi r xli tewx higehi0 jvsq 8:08=; r 6444145 xs 5=09:< r 6456157? Xeork xlw wxyexsr ew geywi jsv wivsyw gsrgivr0 xli Yrxih Wxexiw1Neter Gsrjivirgi sr Gypxyvep and Educational Interchange proposed a policy agenda for both countries to take rrxexziw eqih ex hsyfprk xli ryqfiv sj YW erh Neteriwi wxyhirxw wxyh}rk r xli sxlivùw gsyrxv} f} 6464?

Based on this statistical foundation, this article will next illustrate the general tivgitxsr sj Neteriwi wxyhirxw xs{evhw wxyh} efvseh0 lklpklxrk xlex xli national social context did not encourage students to study overseas in the past few higehiw? Wigsrh0 xli gyvwirx kszivrqirx rrxexzi xs tvsqsxi wxyh} efvseh eqsrk gspiki wxyhirxw r Neter0 öXSFlXEXl% Piet jsv Xsqsvws{ Wxyh} Efvseh Geqtekr ,liviejxiv öXSFlXEXl%÷-0÷ {pp fi rxvshygih f} jsgywrk sr xw yruyi jiexyviw xs]' i

f} QI\X r 6458 ew e viwtsrwi xs xli wxvexikg tper0 hiwkrexih xlvx}1wizir lkliv education institutions to accelerate the process of internationalization.

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“TOBITATE! Young Ambassador Program”

Sri sj xli qensv egxzxiw sj xlw geqtekr w öXSFIXEXI%]syrk Eqfewwehsv Tvskveq÷,]ET-0 {lglwnsrxp} stivexih f} QI\Xerh xli Neter Wxyhirx Wivzgiw Svkerex~exsr2 Xlw tvskveq sçivwwglsevwltwxs wyttsvx wxyhirxw xs tevxgtexi r 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 ihygexsrep tvskveqwxs qe|q~i xlv pievrrk i|tivirgiw2 Wrgi xlw w tevx sj xli kszivrqirx geqtekr0 xli]ET wxyhirxw tpe} x{s ehhxsrepqtsvxerx vspiwõ sri ew e gypxyvep eqfewwehsv jvsq Neter xs xliv lswx gsyrxv}0 eq n litr l

fsxl kszivrqirx erh rhywxv}2 Xli rxirxsr wxs viqszi xli rzwfpi fyvieygvexg walls between the public and private sectors.

]ET qerhexiw xlex wxyhirxw tevxgtexi r zevsyw ihygexsrep tvskveqw fijsvi0 during, and after the period of actual study abroad, and the principle of career rxikvexsr wxvygxyvih rxs iziv} ewtigx sjxli tvskveq2 Xli tvi1hitevxyvi xvers wexlvii1he} geqt0 {xle sri1he} tvskveq ewer epxivrexzi stxsr jsvxlswi {ls evi rsx efpi xs exxirh2 Wxyhirxw qiix zevsyw vspi qshipw r kpsfep gevi ivw0 i|tpsvi xliv tivwsrep wxvirkxlw erh yruuyiriww xlvsykl rq . a igxs 0 pq evw x\ φ v

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policy's rationale focuses on economic development in the context of globalization.
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expected to play an important role to bridge a gap betwp btant 5n)8 o)3EMC 8.9)2.(o)2.74(e

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[i hiĂri mrxirwmzi perkyeki tvskveqw ewxlswi xlex viuymvi xir sv qsvi lsyvw sj

discussion session with colleagues in both career services and study abroad about our existing practices, potential new initiatives, and possibilities for links with tvi1hitevxyvi erh vi1irxv} egxmzmxmiw2 Gsrgvixi wykkiwxmsrw mrgpyhih i|terhmrk 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. Wlevmrk fiwx tvegxmgiw egvsww wmxiw {mpp epps{ tvskveqw xs pievr jvsq iegl sxliv0 mrgviewi geviiv1svmirxih ipiqirxw0 erh mrwtmvi ri{ mrmxmexmziw2 F} wlevmrk fiwx practices with our host universities and institutions we can begin to rewrite the perkyeki1iuyepw1nsf revvexmzi erh wxvieqpmri sr1wmxi geviiv mrxikvexmsr içsvxw {mxl those conducted before and after students' time abroad.

Career Exploration in Australia: Creating a Career Course Abroad

Angie Schmidt Whitney
Wirmsv Gevi iv Gsyrwipsw0 Gspiki sj Pmfivep Evxw0 Yrmzivwmx} sj Qmrriwsxe

Background

Jsv }ievw0 xli Yrmzivwmx} sj Qmrriwsxe lew sçivih gevi iv1fewih gsyvwiw sr geq tyw2 Included in those courses, career exploration or career planning is presented in several colleges and career centers across campus.

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[lmi fsxl gevi iv gsyvwiw erh Kpsfep Wiqmrevw lezi xeoir tpegi0 xli gsrgitx sj combining the two is relatively new.

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

during, and at the end of their time abroad.

Mr ehhmxmsr xs wipj1e{eviriww0 xlivi evi jyrheqirxep womppw sv xsspw rigiwwev} jsv geviiv hizipstqirx2 Fimrk sr1wmxi mr Eywxvepme mqtegxih qer} sjxli ewwmkrqirxw2 For example, since interactions with Australian employers were included in the course, assignments like a resume, personal brand, LinkedIn, and elevator pitch figeqi qsvi wmkrmÅgerx2 Qsvi mqtsvxerxp}0 mrxivzmi{ tvitevexmsr {ew mrgpyhih 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 iqtps}ivw2 Xli yrmuyi rexyvi sj mrxikvexmrk e geviiv gsyvwi efvseh epps{ih jsv intentional and articulate unpacking of experiences throughout the time abroad.

Finally, it was important to integrate the world of work and knowledge of possible geviiv texlw2 Mrjsvqexmsrep mrxivzmi{w fijsvi piezmrk xli YW0 kyiwx wtieoivw talking about their own career paths, site visits, and employer research became a central focus for ew {ipp2 Xlmw epps{ih xli tvskveq to capitalize on incorporating the comparative nature of various types of identity. Gsyvwi vieh mrkw erh kyiwx wtieoivw {ivi wsyklx wtigmÅgeppx} xs mrgpyhi wxyhirxw mr hmwgywwmsrw efsyx kirhiv erh hmzivwmx} mr xli {svotpegi erh ls{ xlswi qe} hmçiv mr xli YW zw2 Eywxvepme2

As mentioned earlier, a retreat was incorporated into the program to develop group gsliwmsr erh wxyhirx viäigxmsr2 Fvsoir Fe} Ñ mxMh osr2 } x vpriiă

and method, a richness that further helps students to distinguish between national and organizational cultures. It is also worth noting that the regular meeting wxvygxyvi0gsrgyvvirxxlvsyklsyxxli rxivrwl t pegiqirx0 w sjehh xsre p firiÄx2 Xliwi viky pev qiix rkw li t r xli fy h rk sj gsqqyr xiw {xl r g pewwvssqw0 enable open conversation, and further establish and maintain trustful relationships within the peer group.

Last Words

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Xlivi mw sri tsmrx xlex iziv}fsh} ekviiw ytsr> wsqixlmrk lew xs glerki erh e dialogue with the various stakeholders is always a good start. For that reason, the University of Minnesota Learning Abroad Center and CAPA International

Bibliography

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Parsons, Frank.

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