

2018

**AIEA Annual Conference**

*The Internationalization  
Imperative in Turbulent Times*



# **Preparing students for the diverse workplace**

Darla Deardorff, Duke University

Elaine Meyer-Lee, Agnes Scott College

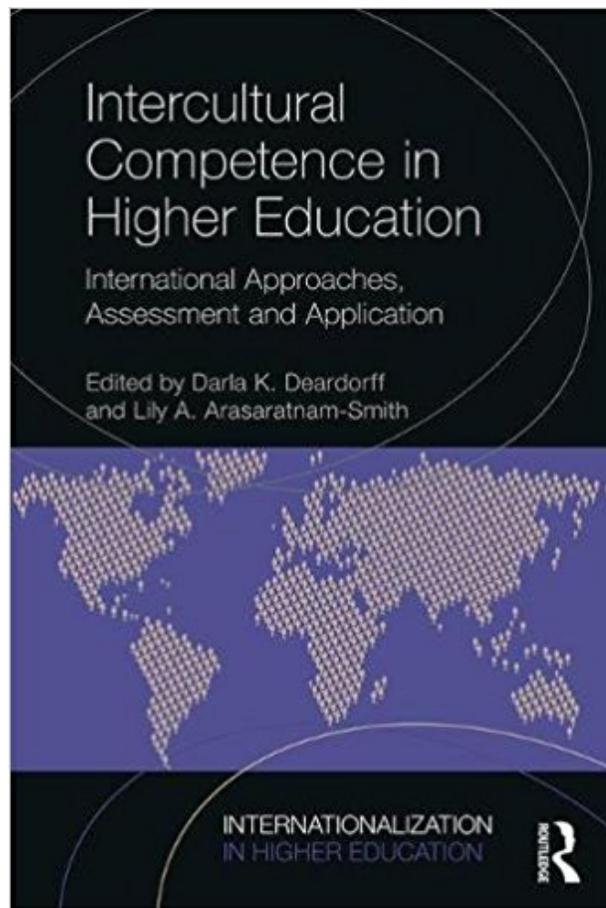
Nannette Ripmeester, Expertise in Labour Mobility

# Overview Presentation

- Context – Preparing students for the global job market
- Case Study on intercultural employability skills
- Game on! Log-in to app to experience how you can train intercultural skills in your (international) student cohort
- Discussion
- Wrap-up

# Pair and Share

- What knowledge and skills do today's students need for the diverse workplace?
- What are some ways of preparing students?



# Emerging Themes from HEIs

- Intentional focus on intercultural competence- all levels, multiple disciplines, all students
- Examples: Global Public Health at Weill Cornell Medicine-Qatar, Global Citizenship Program at Stellenbosch, Social Sciences at Jacobs University, Mathematics at VCU

# Emerging Themes from HEIs

- Intentional focus on intercultural competence- all levels, multiple disciplines, all students
- Clearly defined definitions, goals and aligned outcomes
- Addressed in curriculum and co-curriculum
- Experiential learning as key
- More focus on formative assessment more than pre/post or summative
- Active reflection on lessons learned and ways to improve

# Lessons Learned from Case Studies

- Go beyond surface knowledge
- Design learning experiences that move students beyond comfort zones
- Utilize a more holistic approach
- University leadership support is essential
- Develop an inclusive university environment
- Main purpose of intercultural courses= critical thinking and reflective skills development
- Include intercultural conflict resolution skills

# More Lessons Learned from Case Studies

- Scaffold assignments and experiences (based on theories)
- Be aware of the hidden curriculum
- Contextualize intercultural skills and knowledge with professional and societal needs
- Recognize that a one-size-fits all doesn't work
- Assessment should include peer assessment and involve media (video/audio recordings, gamification)
- Complement self-report data with direct evidence = mixed methods assessment approach
- Remember that intercultural competence development is a lifelong process

# Agnes Scott College Case Study

Small and unusually diverse women's liberal arts college

Founded 1889 in Metropolitan Atlanta

200 million+ endowment



## **MISSION:**

*Educating women to think deeply, live honorably, and engage the intellectual and social challenges of their time*

# **SUMMIT** *Leading Everywhere*

Driving enrollment growth by providing a **distinctive** and **market-relevant** 21<sup>st</sup> century liberal arts education

Preparing *every student* to be an effective leader in a global society



Elaine Meyer-Lee  
Associate Vice President  
for Global Learning and  
Leadership Development



# EVERY student

- Completes a core curriculum and co-curriculum focused on **global learning** and **leadership development**, including a **faculty-led global immersion experience** in their first year spring course
- Builds a four-part personal **Board of Advisors**, including career coaching and alumnae mentoring, and
- Creates a **Digital Portfolio** to document her learning journey inside & outside the classroom

# Global Learning



- Knowledge and cultural competency
- Ability to recognize and navigate structures, patterns & challenges that span the globe and shape human lives
- Key concepts:
  - Globalization, colonialism, imperialism, and the formation of complex cultural identities
  - Contact, Power, and Systems that cross or transcend national borders
- Global includes Us

# ASC: Global Learning Across the Liberal Arts

Foreign Language Courses

GL Specialization: Additional coursework, Global experience (Internships, Study Abroad), Team Global Challenge

Global 101 (1 cr);  
Global 102 (4 cr.)

*Disciplinary Global Electives: One on relationships among dominant and marginalized cultures, subcultures or groups*

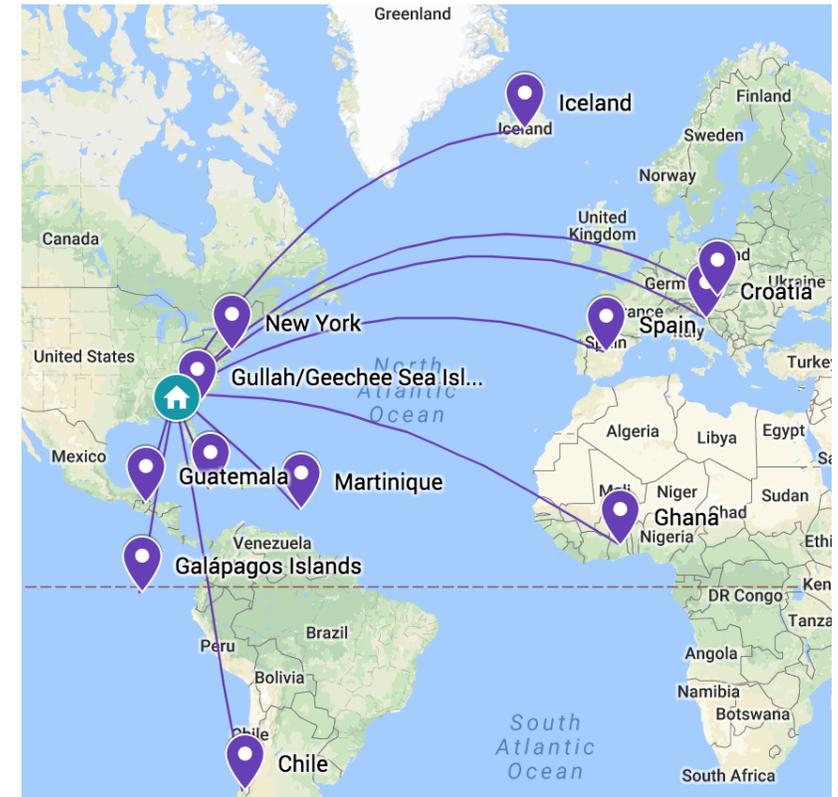
Year 1

Years 2-4

# ASC: Global 102 Journeys

## 4-credit interdisciplinary course:

- 12 - 14 different sections/themes/destinations
- All sections travel the same week in March
- Faculty from across Liberal Arts disciplines
- One-third of course content is shared across all sections on common topics:
  - Identity/Self/Other
  - Globalization
  - Imperialism/Colonialism/Diaspora
  - Why Travel?
- Reflection before, during, and post-travel
- Community engagement





**Journeys Toronto:  
*Digital Story-  
Telling with  
Japanese-  
Canadian Seniors***



Journeys Jamaica:  
*Conducting Fieldwork for a new Heritage Tour*

# Initial Results



Short-term faculty-led programs can be a rich learning experience

- Assessment evaluates sections and courses, tracks students across 4 years
- Significant increases in students' **“ability to take into account and critically engage with complex, multicultural perspectives”** and **“level of respect and acceptance of cultural perspectives different than their own”**.
- Increased retention (to 87%, a college record)
- Anecdotal evidence that students are more deliberate about choice of major/minor
- Too early to measure effect on employability

# Digital Portfolio



A self-curated **Digital Space** in which every student **integrates, reflects** on, and **showcases** her SUMMIT learning journey.

The Portfolio is presented as part of a required capstone course & serves as an ongoing digital vita for students, employers & graduate schools

## Mapping Assignment

MAY 18, 2016 / ADMIN / 0 COMMENTS



On our third day in the city, we visited the World Trade Center Memorial. I was overwhelmed by the magnificent beauty of the site as well as the tremendous sorrow surrounding it. I was transfixed by the waterfall that represented a metaphor for the falling towers and the fallen victims. As I was taking a step back and taking in the entire scene, I saw cops standing in a circle talking. Seeing them at this place reminded me of all the help that officers gave when the planes hit the twin towers. They were there on the street helping. I also thought about the present day. I thought about what has been happening concerning police brutality and the like. The police have been getting a lot of heat, and, in some ways, it is very much deserved. However, I think we should all take a step back and stop generalizing like the way we have. I'm not saying that the families affected don't deserve to speak out or take action because they certainly should. On the other hand, I don't think that policemen as a whole should be ostracized. It is still policemen who we rely on for the most part when we need safety, justice for our loved ones, etc. Two years ago my cousin was murdered, and it was the police who tracked down the man and arrested him. In this past month, it was the criminal justice system that found him guilty and sentenced him 15-20 years in prison. So, while I think that it is important to bring to light the injustices done by policemen, it is equally important to remember the good they have done and still do. There are the bad ones, yes, but that's true for everything in the world. You will always find bad seeds in any profession. Policemen are not all bad. Just like not all black people are "gangstas" with nefarious plans. Not all Muslims are terrorists. Not all whites are racist. Not all Christians are homophobic. The list could go on and on forever. People need to realize that assigning a role or stereotype to an entire group only separates people. Stereotyping has never proven beneficial for anyone. It is what keeps the world in the mess that it is. When we stop "othering" groups of people, human beings, as a whole, as a collective, can change things so atrocious that we keep seeing in America and around the world can be changed or ended.

## Reflection 7: Theory vs. Reality

APRIL 17, 2016 / ADMIN / 0 COMMENTS



Many people have seen the pop culture film *The Devil Wears Prada*. I have seen the movie and many other similar movies that are set in New York City, and they have all inspired many visions of the city. I've always pictured this beautiful magnificent place. I pictured women like Anne Hathaway about to walk around every corner, looking like a million bucks. I pictured towering buildings, gorgeous streets, and rich people moving at the speed of light. I've also read dozens of books where the plot is set in New York. The books inspired images of people hanging out in coffee shops, listening to Jeff Buckley, and awesome clubs pulsing music that reaches the surrounding blocks. I wasn't naive to believe that I wouldn't see the bad parts of Manhattan (the primary location of our trip). I actually expected the bad things. I thought it would be similar to how it is in Atlanta. I new there would be the grimy places, but I expected them to be separated from the "good looking" parts of the city. I actually was sort of looking forward to seeing the monstrous rats I've heard so much about (I saw none). It is interesting to think about the way we can project our own images on a place.



The city was definitely not what my pop culture filled mind thought it would be. It was dirty. Everywhere. Even Times Square. Times Square is where the musical scene or the romantic kiss takes place in the movies. It's beautiful with bright, shining lights. It's suppose to be magical. In actuality, it is just a really bright place that is very very dirty. There are tons of vendors on the street and other people using different gimmicks to make some quick cash, with trash littered around them. Also, New York is always portrayed as this place where all cultures come together. It's the "melting pot" of America. However, what I found when I would enter neighborhoods that really represented the influx of where immigrants settled was the disheartening reality of gentrification. Places were immigrants and blacks made a home for themselves decades ago are becoming non-existent. I walked into Little Italy and out of it in less than 20 minutes. New York is known to be the home of so many different nationalities, ethnicities, and races, but yet the city is driving minorities out so they can put up more stores and billboards.

When I realized that my dream of going to New York was coming true, I prepared for my eyes to be opened to truths that I hadn't known to acknowledge. Before the trip, the global class helped me understand that I really needed to be flexible and open-minded, tools that proved useful as soon as I landed. I know from the discussions that the class had that the New York I thought I knew and the real New York would be entirely different things. I'm actually glad that my previous notions of New York have been destroyed. If you sit in contentment with false notions then changes can never be made. Now that I have been made aware of the conditions in New York, if I get the chance, I can actively participate in trying to change these things to make the city a better place for everyone.

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- 80% of employers say that, when evaluating a job candidate, it would be very or fairly helpful for them to have access to an electronic portfolio.
  - 82% are looking for evidence of teamwork in diverse groups
  - 78% for evidence of intercultural empathy and competencies
- (see handout infographic)

Hart Research Associates. 2015. Falling Short? College Learning and Career Success. Washington, DC: Association of American Colleges and Universities

# **SUM 400: Portfolio Capstone**

- 2-credit course
- Required for graduation
- Students enroll during senior year
- Hybrid of online and in-person

# Required Portfolio Material

- General Education Learning Outcomes
  - Identify, explain, and analyze global themes, processes and systems
  - Demonstrate knowledge and skills essential for global engagement
  - Critically examine the relationship between dominant and marginalized cultures, subcultures or group
  - Communicate effectively through writing and speaking, especially across cultural or linguistic differences
- Major Learning Outcomes
- Skills or Strengths
  - Those from global experiences relevant to targeted career objective

# Board of Advisors



**Peer Advising**  
Trained upper-class student



**SUMMIT Advisor**  
Professional academic advisor



**Major Advisor**  
Faculty member

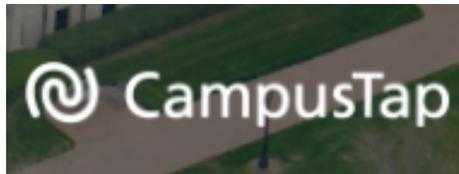


**Career Mentoring**  
Career Coach & Alumna Mentoring

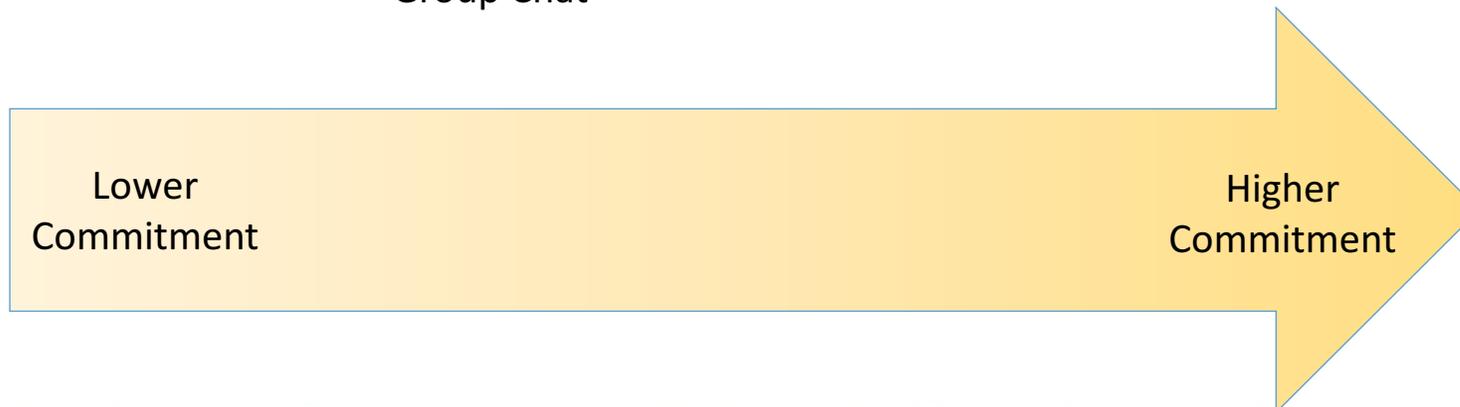
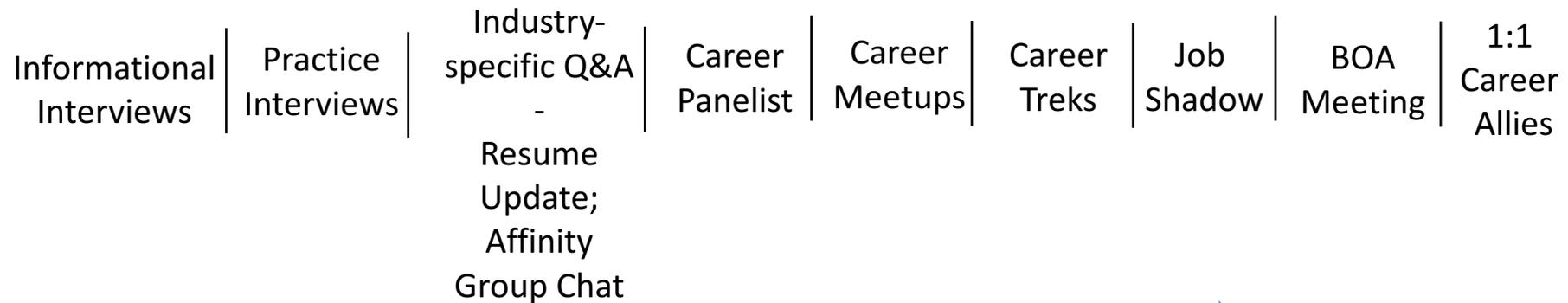


# SUMMIT Career Connect

- **300+ alumnae** who have said YES
- **Group Events** – panels, webinars, etc.
- **CampusTap** – electronic *individual* access
- **1:1 Career Ally Experience** –  
matched *individual* access



# Designed for Flexibility



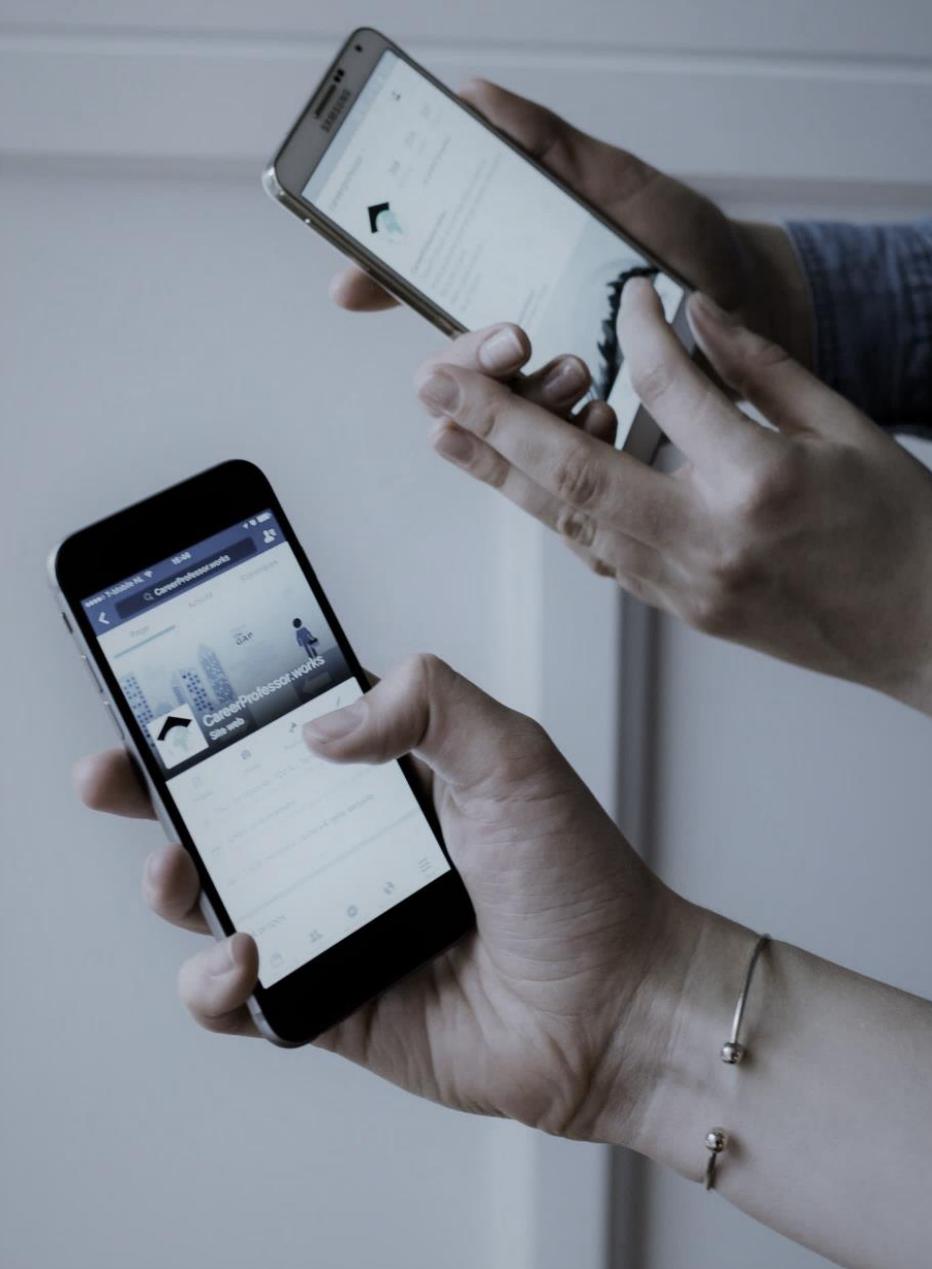
# Student Preparation

*Required to complete 2 workshops prior to access ...*

- **Networking 101**
  - Basics of creating conversations; professional interactions; informational interviewing; networking online
- **Professional Communication**
  - How-to workshop on professional communication via phone, email, and text
- **Submit Approved Resume**
  - We provide examples for how one might describe each Global journey on a resume (see handout)

# ASC: Lessons Learned & Takeaways

- Define key terms (e.g. *Global*) and outcomes at the outset
- Implementation strategies matter
  - Keep goals in mind
  - Employ iterative thinking & adaptive systems: look, analyze, change, repeat
  - Pace is key
  - Keep student experience central and involve all students
  - Foster key partnership between administrators and faculty
- NAFSA's guide to successful short-term study abroad



# GAME ON!

Training intercultural employability skills through  
**GAMIFICATION**

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**Nannette Ripmeester**

Director Expertise in Labour Mobility  
Founder CareerProfessor.works





## Nannette Ripmeester

Director Expertise in Labour Mobility  
Founder CareerProfessor.works  
Director Europe i-graduate



### Global Mobility solutions for:

- Corporate bodies
- HigherEd
- Individuals
- Governments

**i-graduate:**  
European office  
Global benchmark survey,  
2.7 M students

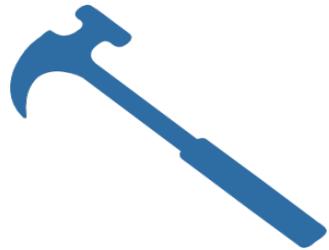


**CareerProfessor.works:**  
Bridging the gap between  
education & the labour market

# Employability - what is it?

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A set of skills & qualities the employer is looking for in a potential employee



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## **HARD SKILLS**

- industry specific
- trained by experts

## **SOFT SKILLS**

- universal
- acquired by experience

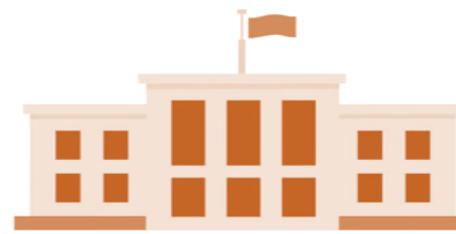
# Employability matters

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Career prospects have reached **TOP 3** reasons for choosing a University abroad



**Broadening my  
experience**  
**95%**



**Improving my career  
prospects**  
**95%**



**Improving my  
language skills**  
**93%**

Source: StudentPulse, 2014, i-graduate

# The international mind-set

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Employers are looking for people with international & intercultural orientation, tolerance & empathy towards others as well as having a sound dose of emotional stability.

*Expertise in Labour Mobility, 2015  
Jos Beelen & Nannette Ripmeester*



# New generation – New needs

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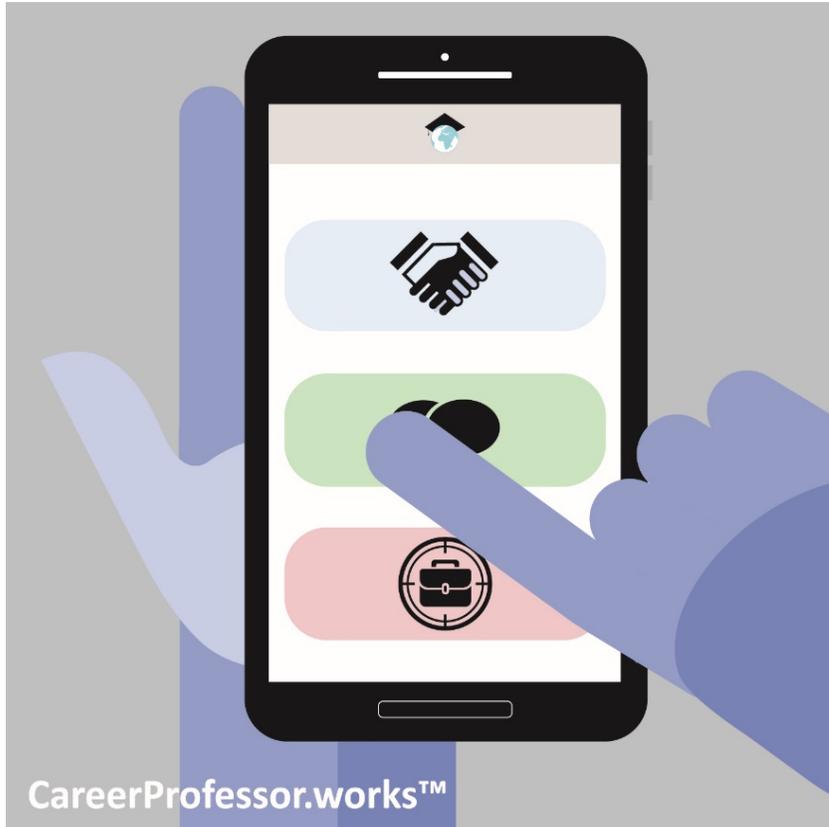


## Technology is a game changer in HigherEd

- Bigger numbers & greater need for info:
  - online **applications**, more access to = more need for **information**.
- Constantly **on their phones**:
  - *“38% of college students can’t go 10 min without some sort of technology.”*
- Graduates applying to **jobs online**:
  - to positions that don’t exist yet, for companies not yet trading, with products that are not invented yet, to collaborate with people they may never meet in person.

# A Digital Intercultural Training Tool

An app with cultural scenarios



- 🎓 A scalable solution.
- 🎓 Easy 24/7 access at students' own convenience.
- 🎓 Fun and engaging: **gamification of information**
- 🎓 Questions to train students in areas such as:
  1. Job hunting
  2. Doing Business
  3. Social Interaction

# Gamification of intercultural information:

## Student ENGAGEMENT

First getting the attention of students as it is a fun activity and then holding it as they are motivated to reach learning goals.

## Problem SOLVING

Gamification elements allow students to increase their mental flexibility and develop problem solving abilities.

## Knowledge ABSORPTION

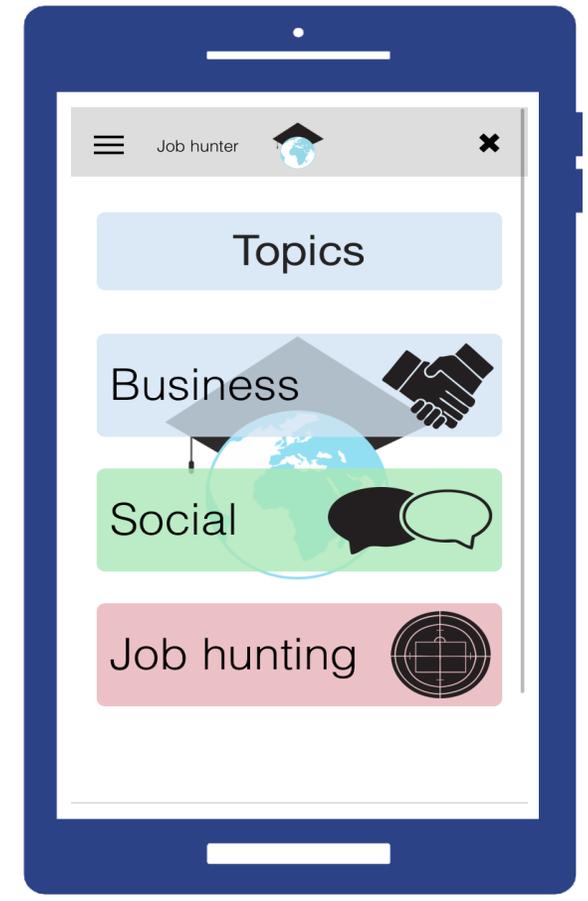
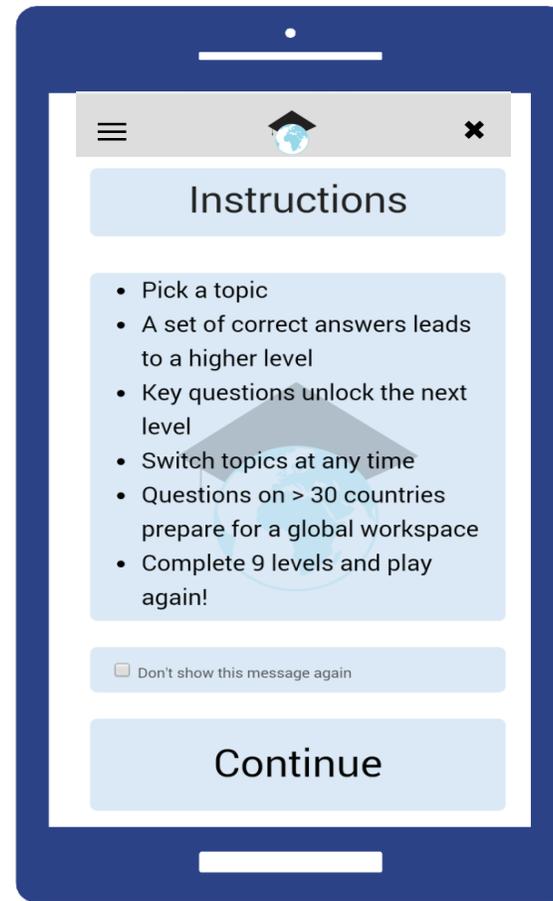
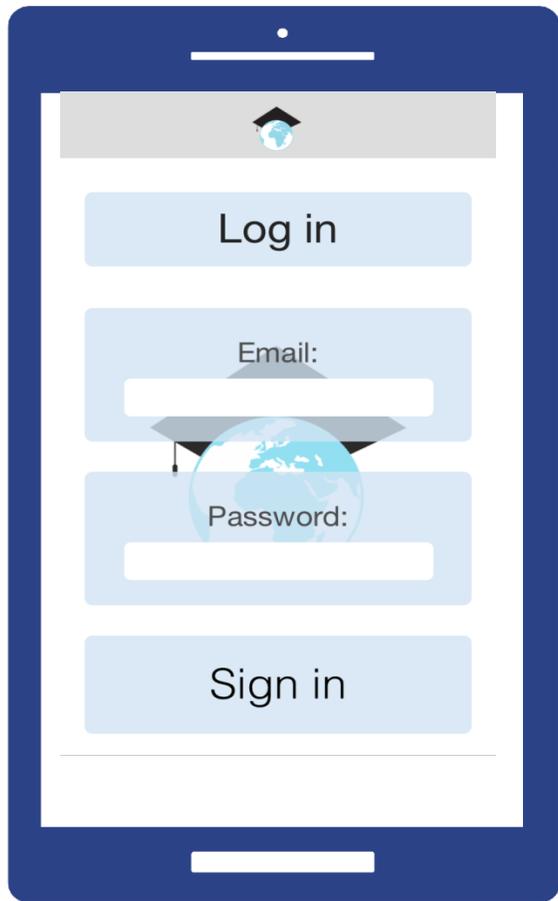
The elements of repetition and positive reinforcement contributes in the absorption and retention of cultural information.

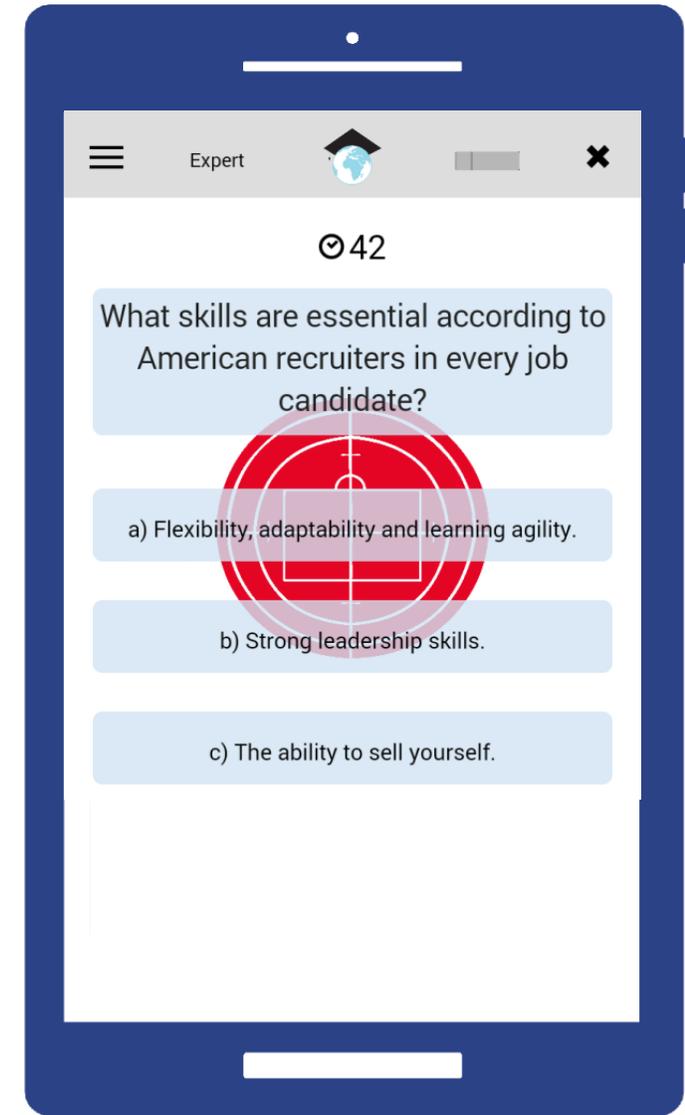
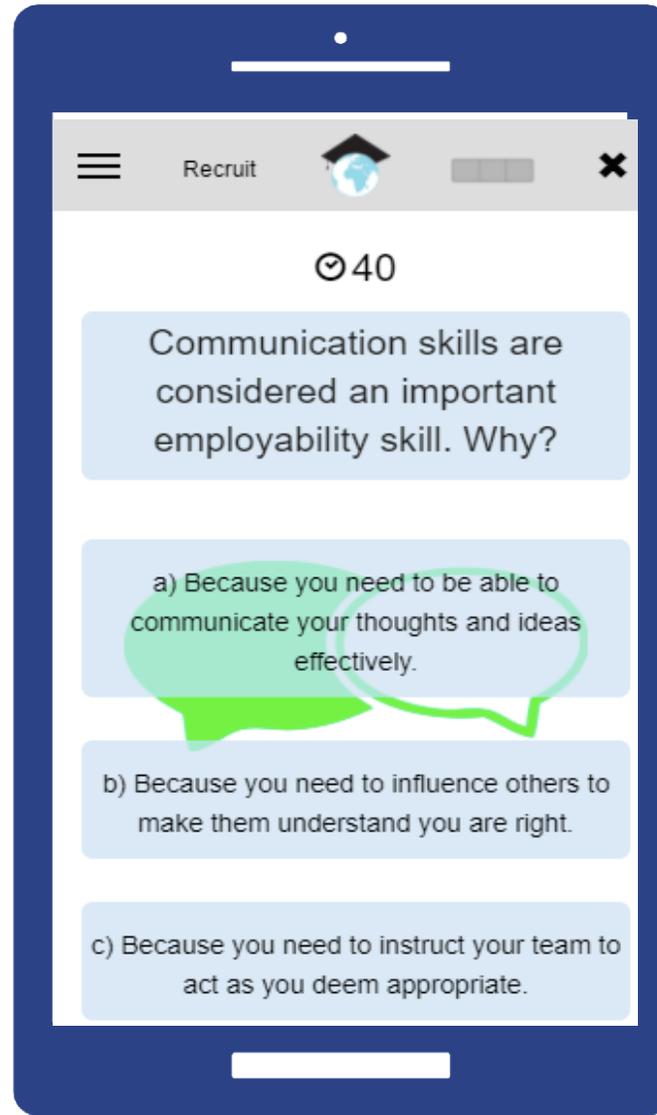
Information + fun = learning

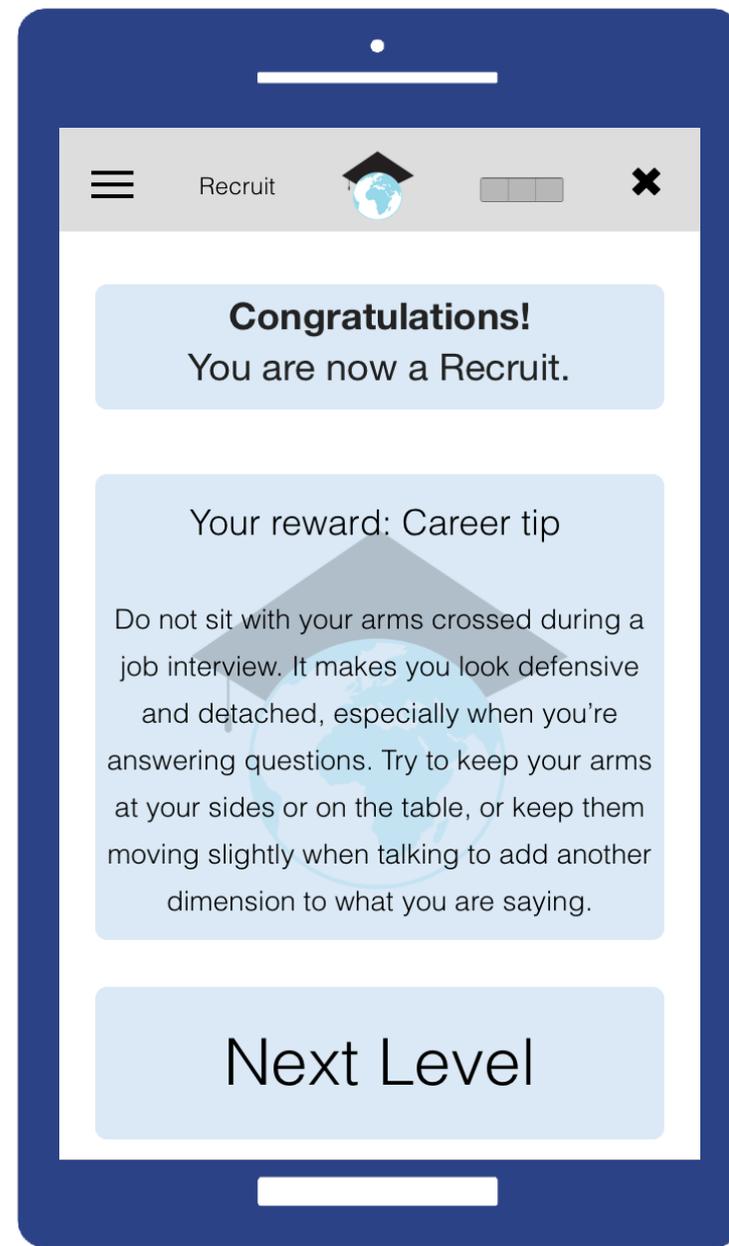
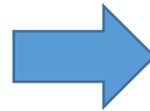
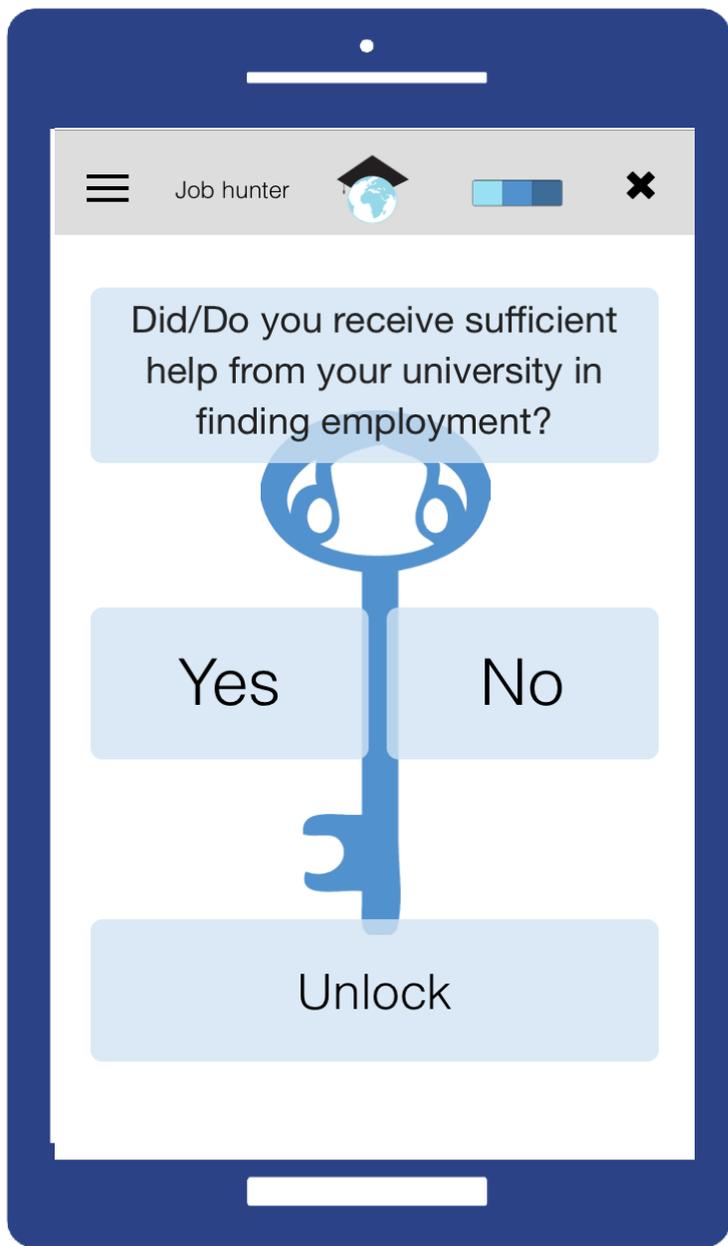


## GAMIFICATION

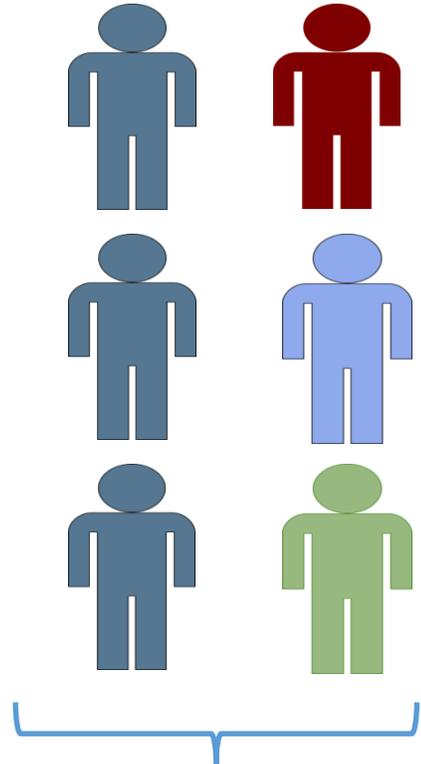
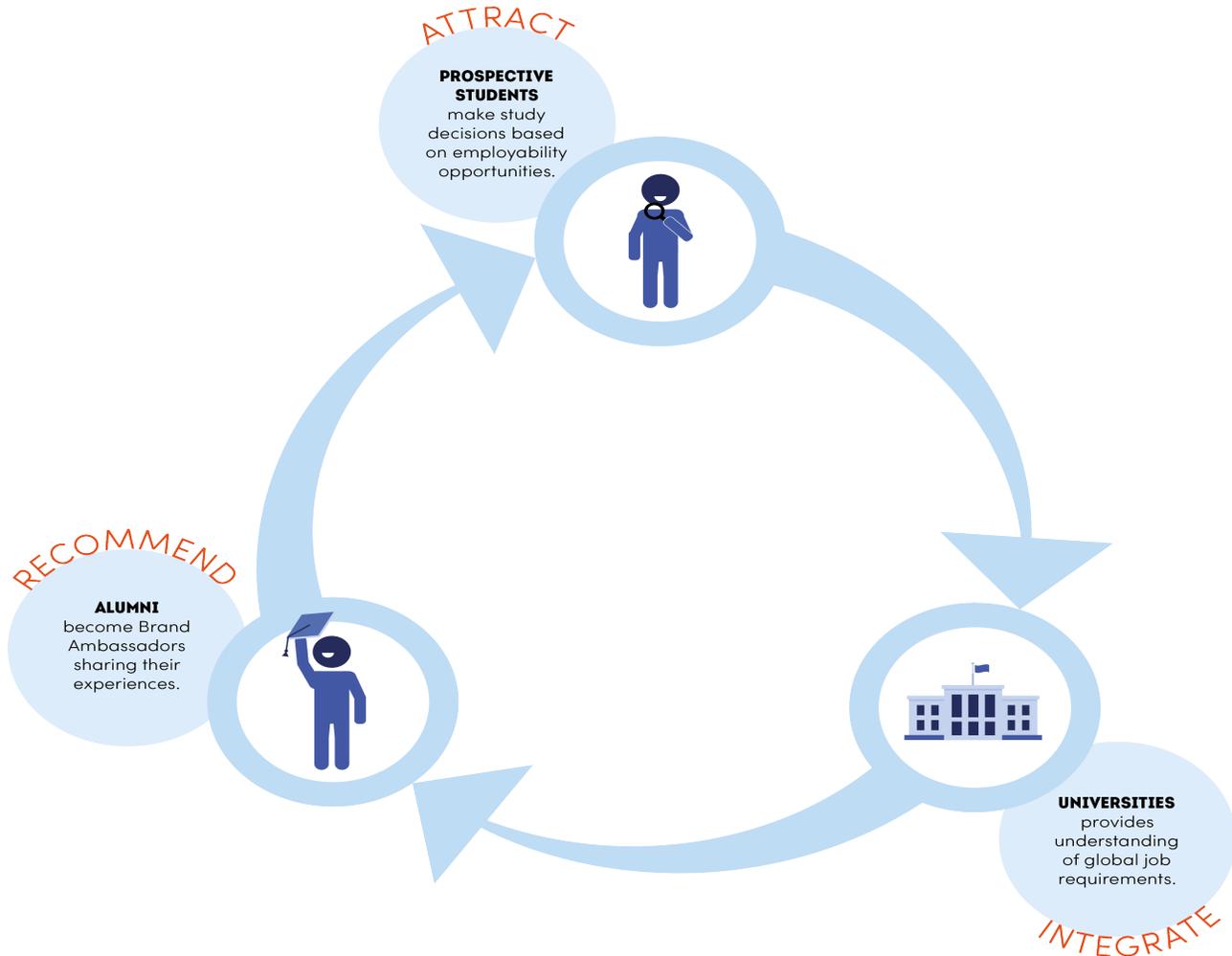
Gamification refers to the use of **game elements in non-game contexts.**







# Employability = key driver for student satisfaction



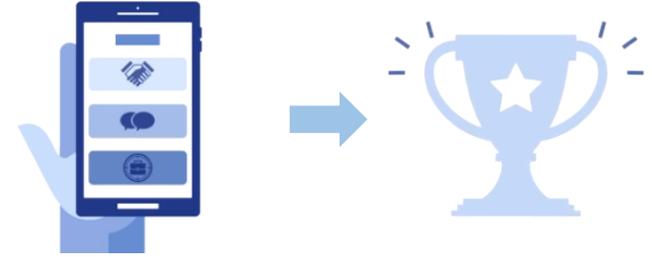
Domestic AND International students

# And the **GAME IS ON!**

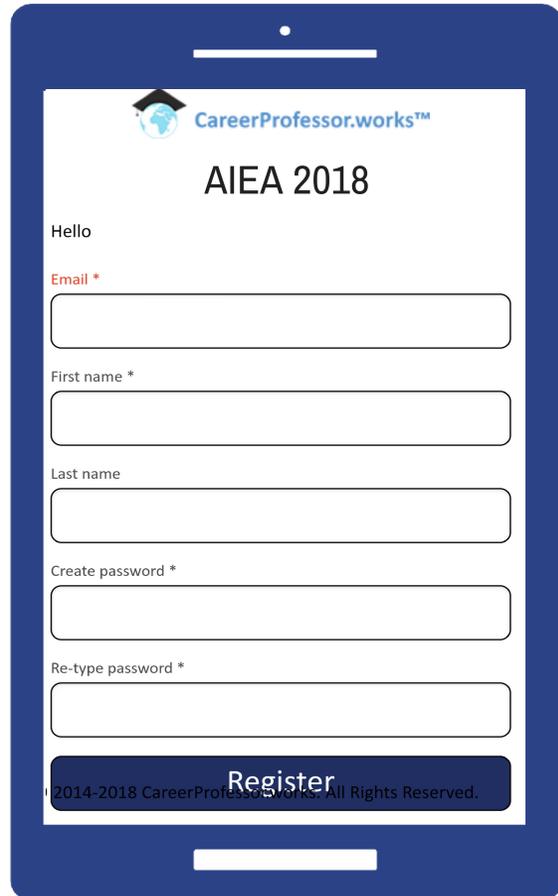
**1** Enter the link below :

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**Workshop link here**

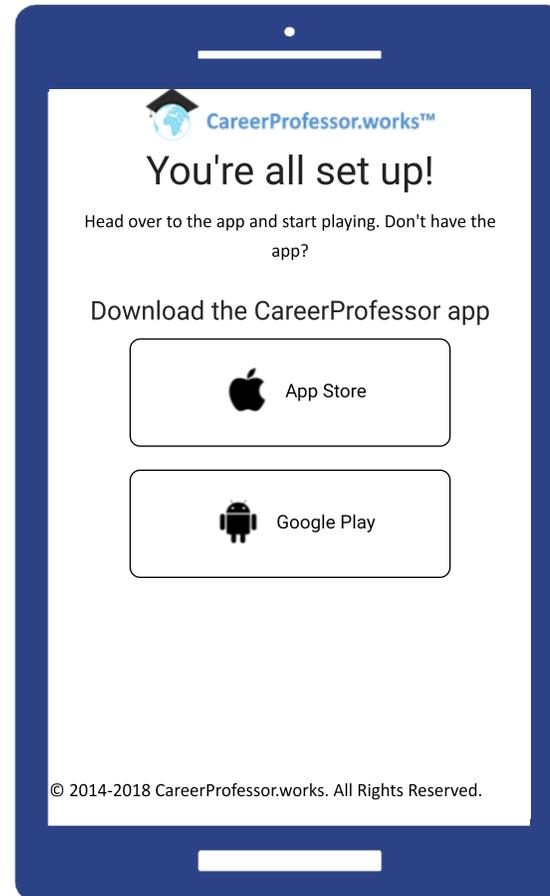


## 2. Register with your e-mail, name and password

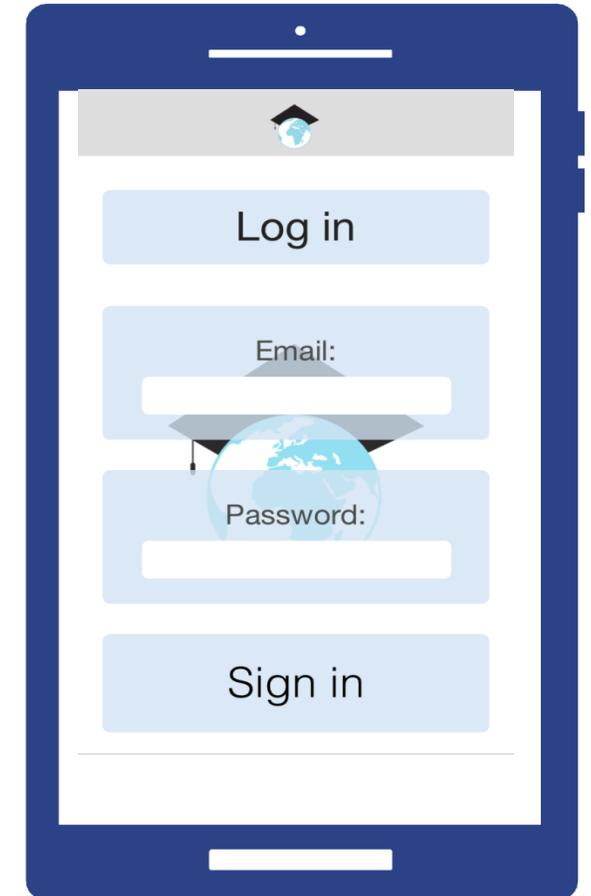


The registration form is displayed on a tablet. At the top, it features the CareerProfessor works™ logo and the text 'AIEA 2018'. Below this, there is a 'Hello' greeting. The form includes several input fields: 'Email \*', 'First name \*', 'Last name', 'Create password \*', and 'Re-type password \*'. A dark blue 'Register' button is positioned at the bottom of the form. A copyright notice '© 2014-2018 CareerProfessor works. All Rights Reserved.' is visible at the very bottom of the screen.

## 3. Download and open the CareerProfessor app



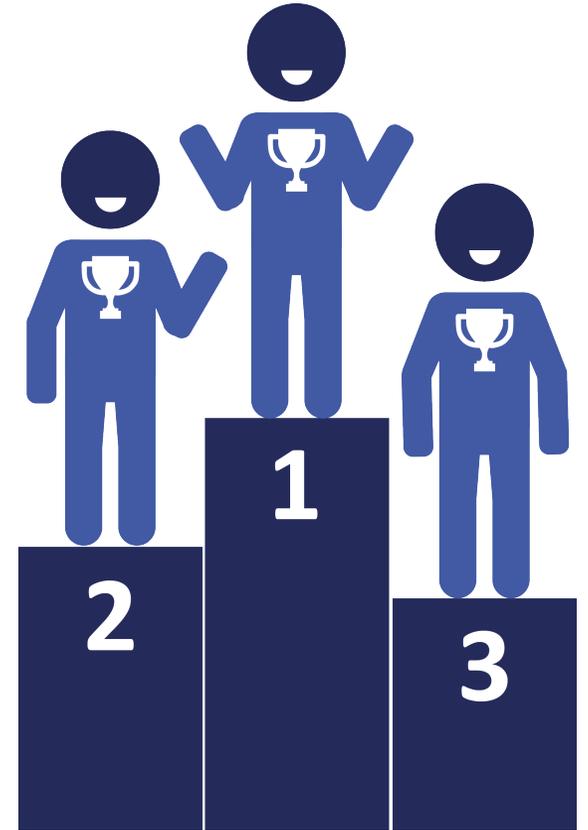
The app setup screen is shown on a tablet. It features the CareerProfessor works™ logo and the heading 'You're all set up!'. The text 'Head over to the app and start playing. Don't have the app?' is displayed. Below this, there is a section titled 'Download the CareerProfessor app' with two buttons: 'App Store' (with the Apple logo) and 'Google Play' (with the Android logo). A copyright notice '© 2014-2018 CareerProfessor works. All Rights Reserved.' is located at the bottom of the screen.



The login screen is displayed on a tablet. It features the CareerProfessor works™ logo at the top. Below the logo, there is a 'Log in' button. Underneath, there are two input fields: 'Email:' and 'Password:'. A 'Sign in' button is located at the bottom of the screen. A watermark of a graduation cap and a globe is overlaid on the screen.

# 4. Keep an eye on the leader board!

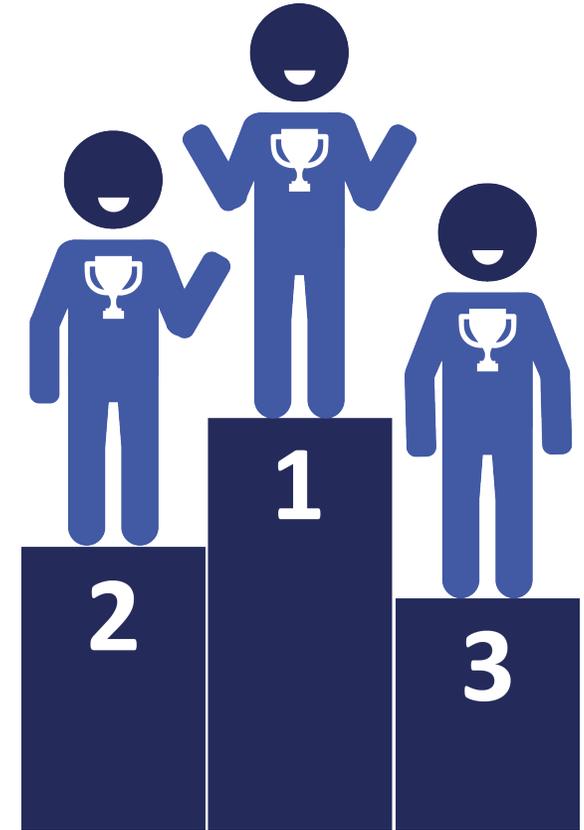
Leader Board link here



Thank you for playing!

# Plan B!

When the Wi-Fi is not working ...  
we need an old-fashioned show off hands ...





## Question 1

When negotiating in South Africa, interrupting your counterpart is:

**A.**

Part of the discussion and shows strength of will.

**B.**



Considered rude and should be avoided.

**C.**

Encouraged, and is admired.

CareerProfessor.works™



## Question 2

How well received is negative feedback in Portuguese business?

**A.**

Very well, as it gives a chance to improve in the future.

**B.**

Somewhat uneasy, but secretly appreciated.

**C.** ✓

Not well at all and should be avoided.

CareerProfessor.works™



## Question 3

What is preferred in an on-line application in the *US*?

**A.**

You send both your resume and application letter as attachment.

**B.** ✓

You send your resume as attachment and your application letter in the body of the email.

**C.**

You send both your resume and application letter in the body of the email.

CareerProfessor.works™



## Question 4



The communication style of *New Zealanders* is:

A.

Informal and  
elaborated.

B.

Formal and  
elaborated.

C. ✓

Informal and  
concise.

CareerProfessor.works™



## Question 5



When out with your Irish colleagues, it is in good taste to:

**A.** ✓

Buy your round of drinks in the pub.

**B.**

Leave 50% tip in the restaurant.

**C.**

Bring your own drinks to a cinema.

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## Question 6

**Strong relationships are important when doing in business in *Japan*.**

**A.** ✓

True.

**B.**

False.

**C.**

It is important,  
but not crucial;  
business still  
comes first.

CareerProfessor.works™



## Question 7



The most asked job interview question around the globe is?

**A.**

Describe why you are the best candidate for this job.

**B.** ✓

Where do you see yourself in 5 years' time.

**C.**

If we have to choose between you and another candidate why should we choose you.

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## Question 8



**What is a Turkish delight?**

**A.** ✓

A traditional sugary sweet.

**B.**

A code word for a successful business deal.

**C.**

A trip along the Turkish coastline.

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## Question 9

How do you greet somebody from Singapore?

**A.** ✓

It depends on their ethnicity and age.

**B.**

It depends on their religion.

**C.**

It depends on which part of Singapore they come from.

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# Discussion

- What insights did you gain?
- How are you preparing students for the global workplace?
- What ideas do you have that you'd like to implement?