Preparing students for the diverse workplace

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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
Driving enrollment growth by providing a distinctive and market-relevant 21st century liberal arts education

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

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

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

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

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
I'd like to thank Agnes Scott for the opportunity to see ways of life so different yet so similar to my own.

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.
When I realized that my dream of going to New York was coming true I prepared for my eyes to be opened.

Before the trip, the global class helped me understand that I really needed to be flexible and open-minded, tools that proved useful ...

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.
- 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)

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+ alumnæ who have said YES**

• **Group Events** – panels, webinars, etc.

• **CampusTap** – electronic *individual* access

• **1:1 Career Ally Experience** – matched *individual* access
Designed for Flexibility

Informational Interviews | Practice Interviews | Industry-specific Q&A - Resume Update; Affinity Group Chat | Career Panelist | Career Meetups | Career Treks | Job Shadow | BOA Meeting | 1:1 Career Allies
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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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

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Employability - what is it?

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

HARD SKILLS
• industry specific
• trained by experts

SOFT SKILLS
• universal
• acquired by experience

= JOB

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Employability matters

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

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The international mind-set

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
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*
37 Which time of the year should you avoid when traveling to China for a business trip?

a) January – February, because of the Chinese new year.
b) March – April, because of the Chinese new year.
c) August – September, because of the Chinese new year.

40 Communication skills are considered an important employability skill. Why?

a) Because you need to be able to communicate your thoughts and ideas effectively.
b) Because you need to influence others to make them understand you are right.
c) Because you need to instruct your team to act as you deem appropriate.

42 What skills are essential according to American recruiters in every job candidate?

a) Flexibility, adaptability and learning agility.
b) Strong leadership skills.
c) The ability to sell yourself.
Did/Do you receive sufficient help from your university in finding employment?

Yes  No

Unlock

Congratulations!
You are now a Recruit.

Your reward: Career tip
Do not sit with your arms crossed during a job interview. It makes you look defensive and detached, especially when you’re answering questions. Try to keep your arms at your sides or on the table, or keep them moving slightly when talking to add another dimension to what you are saying.

Next Level
Employability = key driver for student satisfaction

- **ATTRACT**: Prospective students make study decisions based on employability opportunities.
- **RECOMMEND**: Alumni become brand ambassadors sharing their experiences.
- **INTEGRATE**: Universities provide understanding of global job requirements.

Domestic AND International students

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And the **GAME IS ON!**

1. Enter the link below:

   Workshop link here
2. Register with your e-mail, name and password

3. Download and open the CareerProfessor app

AIEA 2018

You're all set up!

Head over to the app and start playing. Don't have the app?

Download the CareerProfessor app

Log in

Email:

Password:

Sign in
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 ...
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.
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.

Question 2
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.
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.
Question 6

Strong relationships are important when doing business in Japan.

A. True.
B. False.
C. It is important, but not crucial; business still comes first.
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 chose between you and another candidate why should we chose you.

Question 7
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.

Question 8
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.
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?