Connecting Curricular and Co-Curricular Goals with Social Responsibility and the Skills Employers Value

Amy Jessen-Marshall
Vice President for Integrative Liberal Learning and Global Engagement, AAC&U
Paloma Rodriguez
Associate Director, Undergraduate Academic Programs, University of Florida
What do employers value?
And is it the same we value?
### Ethical Judgement & Decision Making

#### Learning Outcomes

<table>
<thead>
<tr>
<th>Employers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ability to effectively communicate orally</td>
<td>85</td>
</tr>
<tr>
<td>The ability to work effectively with others in teams</td>
<td>83</td>
</tr>
<tr>
<td>The ability to effectively communicate in writing</td>
<td>82</td>
</tr>
<tr>
<td><strong>Ethical judgment and decision-making</strong></td>
<td><strong>81</strong></td>
</tr>
<tr>
<td>Critical thinking and analytical reasoning skills</td>
<td>81</td>
</tr>
<tr>
<td>The ability to apply knowledge and skills to real-world settings</td>
<td>80</td>
</tr>
</tbody>
</table>

What percentage of employers value these skills as **highly important** in a job candidate?

- Oral Communication: 85%
- Written Communication: 82%
- Internship: 60%
- Current on Global Trends: 25%
- Foreign Language: 23%
- Study Abroad: 13%

What experiences can influence a hiring decision?

**FIGURE 39 INFLUENCE OF ATTRIBUTES**

<table>
<thead>
<tr>
<th>ATTRIBUTE</th>
<th>2017 AVERAGE INFLUENCE RATING*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major</td>
<td>4.0</td>
</tr>
<tr>
<td>Has held leadership position</td>
<td>3.9</td>
</tr>
<tr>
<td>Has been involved in extracurricular activities</td>
<td>3.6</td>
</tr>
<tr>
<td>(clubs, sports, student government, etc.)</td>
<td></td>
</tr>
<tr>
<td>High GPA (3.0 or above)</td>
<td>3.6</td>
</tr>
<tr>
<td>School attended</td>
<td>2.9</td>
</tr>
<tr>
<td>Has done volunteer work</td>
<td>2.6</td>
</tr>
<tr>
<td>Is fluent in a foreign language</td>
<td>2.1</td>
</tr>
<tr>
<td>Has studied abroad</td>
<td>2.0</td>
</tr>
</tbody>
</table>

*5-point scale, where 1=No influence at all, 2=Not much influence, 3=Somewhat of an influence, 4=Very much influence, and 5=Extreme influence.

Are foreign language fluency and study abroad deal breakers?

Foreign Languages & Study Abroad

Job Outlook 2017,
National Association of Colleges and Employers
Mapping

Job Outlook 2017,
National Association of Colleges and Employers

<table>
<thead>
<tr>
<th>Attributes Employers Seek on a Candidate’s Resume</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to work in a team</td>
</tr>
<tr>
<td>Problem-solving skills</td>
</tr>
<tr>
<td>Communication skills (written)</td>
</tr>
<tr>
<td>Strong work ethic</td>
</tr>
<tr>
<td>Communication skills (verbal)</td>
</tr>
<tr>
<td>Leadership</td>
</tr>
<tr>
<td>Initiative</td>
</tr>
<tr>
<td>Analytical/quantitative skills</td>
</tr>
<tr>
<td>Flexibility/adaptability</td>
</tr>
<tr>
<td>Detail-oriented</td>
</tr>
<tr>
<td>Interpersonal skills (relates well to others)</td>
</tr>
</tbody>
</table>
Transferable Skills

Figure 39: Attributes employers seek on a candidate’s resume

- **77.8%**
  - Student Organizations
  - Leadership

- **77.8%**
  - Student Organizations
  - Study Abroad
  - Ability to work in a team

- **73.4%**
  - ePortfolios
  - Communication skills (written)

- **70.9%**
  - Study Abroad
  - Problem-solving skills

- **66.5%**
  - Study Abroad
  - Initiative

- **62.6%**
  - ePortfolios
  - Computer skills

- **62.1%**
  - Study Abroad
  - Intercultural Experiences
  - Flexibility/adaptability

- **60.6%**
  - Study Abroad
  - Intercultural Experiences
  - Interpersonal skills (relates well to others)

NACE Job Outlook 2015
Articulating Skills
“In short, studying abroad is not, in and of itself, a way to get a job.”

**Recommendations**

1. Develop study abroad programs that build **desired skills** (i.e. team work)

2. Give students **training** in how to present what they have learned ... **in ways that employers will appreciate**.

“These findings suggest that study abroad programs with clearly articulated career-related goals can help students identify the transferable skills they expect to learn prior to study abroad, which can help them articulate how they learned those skills to employers later on.”

• Coach students on how to **effectively communicate** the skills learned through study abroad to employers

• Integrate clear **employment-related learning outcomes** into the design of study abroad programs

• Leverage the strength of short-term study abroad programs in developing **teamwork skills**

Six Big College Experiences

<table>
<thead>
<tr>
<th>Big Six College Experiences</th>
<th>Odds of being engaged at work</th>
</tr>
</thead>
<tbody>
<tr>
<td>I had a mentor who encouraged me to pursue my goals and dreams</td>
<td>2.2x higher</td>
</tr>
<tr>
<td>I had at least one professor at [College] who made me excited about learning</td>
<td>2.0x higher</td>
</tr>
<tr>
<td>I had a professor who cared about me as a person</td>
<td>1.9x higher</td>
</tr>
<tr>
<td>I had an internship or job that allowed me to apply what I was learning</td>
<td>2.0x higher</td>
</tr>
<tr>
<td>I took a project that took a semester or more to complete</td>
<td>1.8x higher</td>
</tr>
<tr>
<td>I was extremely active in extracurricular activities and organizations while attending [College]</td>
<td>1.8x higher</td>
</tr>
</tbody>
</table>

Fulfillment and success in college and at work
How do you help students learn how to articulate their experience to employers?

- Workshops
- Partnerships with Career Resource Center
- Courses
- Projects
- Are you being intentional?
- Career related outcomes in international programs
Marketing your International Experience to Employers

Caroline Rogers
Microbiology and Cell Science, S.S. International Scholar

GLOBAL SKILLS
Employers are looking for

LEADERSHIP
77%

TEAM WORK
77%

INTERPERSONAL SKILLS
61%

INITIATIVE
55%

ADAPTABILITY
62%

COMMUNICATION SKILLS
66%

COMPUTER SKILLS
62%

Employers would prefer to see...
9%
Just a transcript
80%
Transcript and ePortfolio
Molly Mae Bailey

COMMUNICATION - Yo Hablo Español.

In any situation, establishing connection and understanding is vital in order to succeed. Throughout multiple situations, I have experienced working in a group that had opposite ideas regarding our common goal. Although the amount of problems faced was minimal, it was an opportunity for me to learn and grow from the circumstances. I have developed a broader understanding of how to interact with all kinds of people, especially through clear communication. With the Hispanic culture being a passion of mine, speaking the language of Spanish is a part of my everyday life. Of course I understand that speaking Spanish with non-natives—a habit I am not often exposed to—requires me to adapt my pronunciation while speaking. I have also learned to adapt my communication style by adjusting my pace and sentence structure to ensure understanding among all cultures, and my

Skills

LEADERSHIP
PUBLIC SPEAKING
COMMUNICATION
ORGANIZATION
FLEXIBILITY
SOCIAL MEDIA
MULTI-TASKING
The responsibilities of my position taught me how to become more organized and dependable. I began to grasp the importance of managing time wisely and avoiding procrastination.

I became more aware of maintaining a professional image.

I learned to speak with clarity to avoid miscommunication. I became much more comfortable with public speaking…

One of the biggest challenges for me was learning to work with people whose personalities and leadership styles differed from my own.

I learned to be more patient and open to understanding other points of view.
The ‘How To’ of Helping Students Incorporate Their International Experience Into the Job Search and Interview Process” Ann Hubbard, M.A., Vice President – AIFS, Director, University Relations for Customized Programs and Academic Assessment and Darren Kaltved. M.Ed. Assistant Director – Career Services, School of Public Health, University of Minnesota.

The “Situation”

While being a Santa Fe student, I served as treasurer in the Hispanic organization, H.O.L.A. I was in charge of the finance of the club, and thanks to my dedication and leadership skills, I was unanimously elected president of the club after three semesters being in that position.

During my first days as president, I found out that the organization was having problems in getting the “Five Star” status, the most prestigious award among collegiate organizations. My first step as president was to identify the club’s weaknesses, which were lack of leadership and poor strategic planning.

Before the semester started, we came up with possible solutions to achieve all our objectives. First of all, I decided that all the officers needed to know well their roles within the organization and the event activity, so that delegating tasks would be easier and more effective throughout the semester. Then, I made a business calendar with all the events during the semester. Having a detailed agenda for all the upcoming activities including fundraisers and volunteer activities was essential to meet our goals. Additionally, the treasurer and I prepared the annual budget to cover all the organization’s expenses. We also planned alternative ways to raise money. For instance, we reinvented how to raise money on campus. We allowed the student body to prepare their food orders instead of using the club’s funds to buy the ingredients. With this system we were able to have funds prior to our events, maximize investments, and increase efficiency.

Once we set all our goals and established our financial needs, I assigned specific events for each of the officers. This way I managed to keep them more involved in our activities. Getting members of the club to work together to accomplish tasks was a major challenge for me. However, I developed constructive and cooperative working relations to increase their overall performance. After identifying the best students to complete each particular task, I was able to delegate responsibilities during the events.

After two semesters as president, the club met all the objectives set at the beginning. Under my leadership, the organization received the “Five Star” status for its outstanding management including volunteer activities and service on and off campus. Only 4 out of 50 student organizations received this recognition. It is my hope that my administration left a responsible and effective legacy for future members.
ePortfolio Showcase

University of Florida International Center,
ePortfolio Showcase, April 2017
3.

Resources
• Culture at Work: The value of intercultural skills in the workplace, British Council, 2013

**Tillman, Martin-**
• Campus Best Practices Supporting Education Abroad & Student Career Development, AIFS, 2014
• AIFS Student Guide to Study Abroad and Career Development, 2013 [Rev.]
• (co-author) Internships, Service Learning, and Volunteering Abroad: Successful Models and Best Practices, NAFSA: Association of International Educators, 2013
• Impact of Education Abroad on Career Development, Volumes I/II, American Institute for Foreign Study (AIFS), Stamford, CT, 2005