



MARKETING YOUR INTERNATIONAL EXPERIENCE

A self-directed workbook for students preparing for the job interview process



Dear Study Abroad Alumni:

Congratulations. You have set yourself apart from other U.S. undergraduates by having studied abroad; under 5% do so according to the most recent Institute of International Education's Open Doors Survey (2014). Now you need to put that experience to work; it doesn't suffice to simply say you were abroad – you need to be able to show that you have realized some benefits.

By having this workbook before you, you have just taken a key step in your career exploration and job-seeking process that very few students take the time to do. From working with students for many years, we know that after studying abroad, you report that it was a significant learning experience – about the world, about a specific culture, about yourself. So now is the time to examine just what you acquired, blend it with examples from your other life experiences, learn how to explain it to potential employers, and show how it demonstrates your skills and knowledge.

An international experience is often ripe with good examples of learning to appreciate difference, showing you are open to new situations and deepening your cultural sensitivity. If examples don't come to mind right away, it's normal to need some time to think about it. But better to take several days to reflect on your experience than to be caught without anything to say in the actual interview.

This workbook is only one of the steps in the job search process, but an essential one: it will provide you with the 'content' for your interviews.

With wishes for much success –

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WHY SPEND TIME ON THIS WORKBOOK?

It doesn't matter to employers that you studied abroad unless you can say something meaningful about it. Thus, this set of short exercises aims to help you do precisely that. Its objectives are to help you:

- Reflect on your experience to identify skills and qualities developed in studying abroad.
- Identify situations experienced abroad to support your claims of skills/qualities.
- Develop short 'stories' to demonstrate your skills in interviews.
- Understand the importance of preparing for job interviews.
- Create an elevator pitch with focus on international experience to use when networking, at a job fair or during an interview.

In working with students, they often do not understand the importance of preparing – in advance and thoroughly – for the interviewing process. If you take the time to follow the steps in this workbook and have a 'bank' of examples ready for your interviews, you will way ahead of most people, and should make a strong impression to potential employers.

Sometimes students question if by having these examples ready, they may seem TOO prepared. We don't think that's likely (as long as you are not telling your stories like a robot!) To the employer, to see someone who has given so much thought and preparation to the process is likely to be quite impressive.

This workbook is only a slice of being well-prepared for your interview. You should also read about all aspects of the search process, etiquette and manners, appropriate dress and follow-up, etc. But to take time to build the 'content' to tell about yourself is the very heart of this process.

BEFORE WE BEGIN...

By having studied abroad, you have set yourself apart as a U.S. undergraduate, but you must also be able to say something substantive about your experience to potential employers. Global Career consultant Martin Tillman says "It is no longer enough to simply say that you studied abroad; you must be able to show that you developed skills."

Remember that learning can happen outside the classroom. Most students claim that the most learning abroad took place outside of the classroom.

Consider your audience. Undoubtedly you have many stories from your time abroad. Remember that the stories you share in an interview setting need to be workplace appropriate.

Capitalize on the fact that your time abroad was a rather recent life experience. If you studied abroad as an undergraduate and you are now a recent graduate or slightly beyond, it is important that you capitalize on the fact that this experience wasn't too long ago, and bring its relevance to light. (Twenty years from now, your study abroad experience probably won't have as much relevance in a job interview!)

The study abroad experience should allow you to focus on intercultural skills and sensitivity – a highly transferable skill set that is applicable across all work sectors and positions.

Know how to prepare for your interview. It is always imperative to prepare for interviews, both in terms of knowing about the employer and position but also in terms of preparing examples and stories you can tell to 'substantiate your claims'.

It is nearly impossible to be over-prepared! Some students think that they might seem too prepared if they have a set of examples in mind as they enter the interview.

WARM-UP REFLECTION QUESTIONS

Taking some time to think about your responses to these questions will help to set your mind in the right direction. These questions are somewhat 'big picture', and the exercises following will help you hone in and identify even more specific skills and qualities.

From My International Experience...

I can identify a change in myself – my values, outlook, attitude and/or abilities:

I experienced new cultures. One strategy that was really helpful in learning how to interact with people from another culture was:

I have clarified what is important to me – who I am, who I want to be, and what I want to accomplish. For instance...

I had to learn how to adapt. One change that was really hard for me to adapt to in my host culture was:

I gained a greater perspective on global issues. One social issue (local or global) that I learned more about is...

WHAT HAVE YOU GAINED FROM YOUR EXPERIENCE?

Typically students return from abroad with the sense that they have had a truly transformational experience, yet it's very hard to put into words. In order to help you begin the process of articulating the knowledge and skills that you gained, go through this list first and check everything that you believe applies. Then go back and review, and select what you think the top three traits are so that you have some to focus on in the remaining exercises.

Cultural Understanding and World View:

As a result of my international experience(s), I have developed:

- A greater knowledge about another culture
- Awareness of political, economic or social events around the world
- My interest in global or transnational issues
- My involvement with a global issue
- My involvement with a civic cause
- A definition of my political views
- My ability to speak a foreign language

Personal Growth and Values

My international experience(s) have helped me to grow and develop:

- My desire for more diverse friendships and social networks
- My desire to further my education (e.g., postgraduate degree)
- A better understanding of myself and my values
- My sense of confidence in new situations or when meeting new people
- My ability to accept differences in other people
- My ability to empathize with people, especially those who are different from me
- My ability to be more flexible and open-minded
- My tolerance of ambiguity in a variety of situations
- An understanding of my own strengths and weaknesses
- My ability to be independent
- My ability to take initiative

And, I have:

- Become more aware of the way I use and structure time
- An increased capacity to profit from my mistakes
- Strengthened relationships with my family members
- Strengthened relationships with my friends
- A clearer notion of what I will do with my life

Additionally:

- I am more capable of solving life's day-to-day problems
- I think more critically: I am more discriminating and skeptical
- I have improved observation skills
- I can appreciate time to be alone, disconnected from social media, etc.
- I am more confident about the decisions I make
- I recognize the importance I put on developing my skills and talents
- I have an increased willingness to work hard and sacrifice in order to do well in school or in my job

Professional & Career Development

Studying Abroad contributed to:

- My ability to formulate my career goals and clarify my professional aspirations
- Greater awareness of the opportunities in life that are open to me.
- Developing skills and intercultural competencies which will aid in obtaining my first job after graduation
- My increased willingness to take on roles and tasks to which I am unaccustomed
- The importance I place on working in a field that I find interesting
- The importance I place on having personal fulfillment in my work
- My ability to speak a foreign language in the workplace
- Developing my ability to understand an organization's culture
- My ability to adapt in diverse workplace environments
- Other things you want to list:

POSSIBLE OUTCOMES OF AN INTERNATIONAL EXPERIENCE

Accompanying the phrases on the previous page, below is a list of concise skills and qualities to help you continue to build your ability to articulate the benefits of studying abroad. The first two sections are general lists. See the short prefaces in the remaining sections to further understand how this categorization can help you depending on your audience.

SKILLS

- Establish rapport quickly
- Function with a high level of ambiguity
- Achieve goals despite obstacles
- Take initiative and risks
- Manage time and multiple tasks
- Identify and solve problems
- Accept responsibility
- Communicate despite language & cultural barriers
- Ability to compromise
- Learn quickly
- Handle stress/difficult situations
- Manage/Organize
- Lead formal and/or informal groups
- Cope with rejection, criticism, constructive feedback
- Capacity to ask for & receive help
- Adapt to new environments
- Understand an organization's culture
- Learn through listening and observing
- Gain foreign language skills

QUALITIES

- Self-reliance
- High energy/enthusiasm
- Appreciation of diversity
- Perseverance
- Tolerance/open-minded
- Assertiveness
- Self-confidence
- Self-knowledge/Self-awareness
- Independence
- Inquisitiveness
- Flexibility

SKILLS DESIRED FOR ENTRY-LEVEL JOBS

Here is a list that employers seeking to hire recent graduates recently offered to campus career professionals. This list is important if you are graduating with your Bachelors and setting off into the working world. Focus on this list to come up with examples of how you have demonstrated these skills. Employers expect new college graduates to have the ability to:

- Work in a team structure
 - Make decisions and solve problems
 - Plan, organize and prioritize work
 - Obtain and process information
 - Analyze quantitative data
 - Create and/or edit written reports
 - Sell to influence others
 - Verbally communicate with persons inside and outside the organization
- And possess:
- Technical knowledge related to the job
 - Proficiency with computer software program

CROSS-CULTURAL SKILLS

This list shows a skill set that includes some very likely to be developed from an international experience. Students can determine what overlaps with their own skills and what employers are looking for, etc. *From Survival Kit for Overseas Living, L. Robert Kohls, 2001.*

- Tolerance for Ambiguity
- Sense of Humor
- Warmth in Human Relationships
- Motivation
- Self-Reliance
- Low goal/Task orientation
- Strong Self-Awareness
- Tolerance of Differences
- Open-Mindedness
- Perceptiveness
- Non-judgmentalness
- Empathy
- Communicativeness
- Ability to Fail
- Flexibility/Adaptability
- Curiosity

SKILLS DESIRED BY INTERNATIONAL EMPLOYERS

Employers around the world were surveyed about the traits they seek most in employees. This list may not have direct relevance to your first job, but at some point in your career, these may be important if not essential:

Highest ranked skills: Demonstrates respect for others • Builds trust • Works effectively in diverse teams • Open to new ideas/way of thinking • Qualifications related to job • Expertise related to field • Collaborative • Seeks opportunities for continuous learning • Self-motivated • Time management

Lowest ranked skills (from 'bottom-up'): IT Skills • Tolerates ambiguity • Awareness of own cultural influence • Communicates in other languages • Entrepreneurship • Understands the marketplace • Understands different cultural contexts and viewpoints • Creativity (See Resource List on last page for link to complete survey results, published by The British Council).

JOB PROFILE - SAMPLE

Below is a sample summary worksheet for an entry-level position in a study abroad office. Most job ads list a set of qualifications which include a combination of experience, skills and knowledge. The purpose of this is to help identify what the needed qualifications are for the target position. In an interview, you will likely get asked about the required skills. You will want to highlight your matching skills and perhaps add some of your own strengths that you think are helpful. You can look up positions in a wide variety of job sectors on a website such as this one: <http://www.onetonline.org/find/career> where you will find the requirements – including experience and skills – typical of each position.

Position Title: Program Coordinator

Type of organization: Study Abroad Office on a U.S. college campus

Knowledge & Skills required of successful people in this position:

- Knowledge of study abroad programming, policies, procedures, and recruitment
- Social media & marketing skills
- Knowledge of budgets
- Experience with campus student data system
- Ability to coordinate group travel
- Microsoft Office Suite

Helpful: a study abroad experience; foreign language proficiency

Qualities possessed by successful people in this position:

- Interpersonal/human relations skills
- Strong verbal and written communication skills
- Planning, organizational, and presentation skills
- Ability to demonstrate self-direction, motivation, and work in a team setting
- Ability to interact effectively with a diverse client group
- Highly organized
- Creative thinker/problem solver

A typical day/week in this position:

| <u>Activity</u> | <u>% time spent</u> |
|--|---------------------|
| Managing study abroad enrollments | 25% |
| Communicating with registrar, financial aid, business office | 10% |
| Liaising with travel organizations & agents regarding group travel | 15% |
| Coordinating social media & promoting study abroad on campus | 30% |
| Staff meetings, meeting with faculty | 20% |

JOB PROFILE WORKSHEET

Complete this summary worksheet for a position or job function you would (realistically) like to have within the next five years. The purpose of this is to understand that job postings list the required experience, knowledge, skills and credentials. You must address these specifically in your resume and cover letter, especially given that many/most applications are scanned by automated readers, programmed to look for certain key words. And if you are granted an interview, you will want to have real-life examples ready to show that you have indeed demonstrated these skills.

Name of targeted position/job function _____

Type of organization(s): _____

Skills necessary by successful people in targeted position:

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Qualities possessed by successful people in targeted position:

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

A typical day/week in the life of a person in a targeted position:

| Activity | % time spent |
|-----------------|---------------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

FOCUSED INTERVIEWING (...ALSO KNOWN AS BEHAVIORAL INTERVIEWING)

When answering interview questions, recruiters are looking for concise, but descriptive responses. Focused interviewing techniques are often used by interviewers to draw out information from the candidate. It is unlikely that they will ask you hypothetical questions; rather, they will ask you questions that begin with something like "Tell me about a time when." Examples would be "Tell me about a time when you had to problem-solve." "Tell me about a time that you were part of a team and talk about the role you played and what you contributed to the group." This method of response with the acronym STAR will demonstrate how to set up your response. If you are able to respond with a STAR, your responses will be concise, descriptive and relevant -- and the interview session will proceed more effectively.

What is a STAR?

S – Describe the specific setting or **situation** for which the experience took place.

Example: *While studying abroad in Germany, I found that my coursework was extremely different from what I was accustomed to in the U.S. I was used to having assignments due throughout the semester, but for my German courses the entire grade was based on the final with no accountability beforehand.*

T – Describe the specific **task** or project related to the skill sought.

Example: *During that semester, I was taking a full load of coursework for my major, and I was really motivated to do well during my semester abroad. I had to figure out a way to stay on top of it all because it would be impossible to do well at the end of the semester if I left studying all to the end.*

A – Describe the specific steps or **actions** you took to complete the task or project.

Example: *I had to act as a self-starter, and I set out a structured study plan for myself for the entire semester. I formed small study groups with a few classmates for each of my classes, and we'd meet once a week.*

R – Describe the **results** or outcomes resulting from the actions taken.

Example: *I developed strong time management skills because of the new type of academic setting I experienced in Germany. Because I kept up with my study plan throughout the semester, I ended up earning A's and B's in my classes, and I was able to keep my stress level down before final exams.*

This is a typical STAR answer. It could be the answer to, "Give me an example of an accomplishment you are proud of." If someone asked, "What's your greatest skill?" you might answer, "I believe I can set goals and meet them," and then give a story like the one above. Or, if the interviewer says, "Why should we hire you?" you can respond, "I am a good problem solver, for instance..." and give an example like the one above.

Can you see how having an example like this gives you more credibility than if you merely state "I can set goals and meet them," or "I am a problem solver?"

The interview is your chance to speak to your qualities and qualifications; knowing what you want to say before you even enter the interviewer's office can be a helpful tool in assuring that you'll be able to do that. Having some STAR stories prepared in advance can help you be sure you don't believe until the employer knows all you want him or her to about who you are and what you have to offer his or her organization

The STAR technique is widely cited by career specialists; its origin appears to be unknown. An online search will result in many additional resources about this interview technique.

STAR STRATEGIES

- **Have 10-12 stories ready when you go into any job interview.**

Use real-life experience stories from which you:

- learned or accomplished something with relevance to your personal growth, etc.; or
 - acquired a new or reinforced an existing skill or positive quality
 - It is important to focus on the behaviors you displayed (for example, conflict, problem-solving, creativity, communication, teamwork, etc) and to develop stories around these.
- **Keep your answers succinct.** Response time to an interview question is from 30 seconds to 2 minutes maximum (if you exceed that, you may start losing your audience)
 - **A common interview technique is Behavior-Based Interviewing.** The interviewer will ask you “Tell me about a time when [you were part of a work team]” or “Tell us about your experience in [problem-solving].”
 - **Include at least a few stories from your semester or travels abroad.**
 - Profound learning from challenging situations and the unique experiences make great examples
 - **Your time abroad has a certain ‘shelf life’ for greatest relevance, and you should use it to your advantage.** Stories are highly relevant upon your return and for at least awhile after graduating.
 - **Don’t have all of your stories be from your time abroad!** You don’t want the interviewer to think that you can speak only about your study abroad experience; you should develop examples from other life experiences (summer jobs, student clubs, volunteering, athletics, etc). Diversify your examples, stories and experiences. Again, interviewers are less concerned of which experience and more interested in the actual behavior, skill or competency

TELLING YOUR STORY

The following examples utilize the STAR format. Note that the recommended response time to an interview question is from 30 seconds to 2 minutes maximum (if you exceed that, you may start losing your audience). Craft your story carefully so that it highlights what is clearly relevant and doesn’t include the unnecessary (for example, in telling about how a flight delay required you to do some problem-solving, you would not want to include a detail such as the flight number).

SAMPLE STORY #1

I learned how to take initiative and problem-solve in in a class I took abroad in England. The format was very different from what I was used to in the States. There was no syllabus and we received a very long reading list instead. There were mostly lectures given and not much discussion or interaction.

At first I was really worried because it’s not how I was used to learning. But instead of panicking, I tried to examine the differences from a more ‘outside’ perspective. I realized that if the British students managed in this system, I likely could as well.

I figured out that by asking my classmates a few questions about what was expected of us, by identifying and focusing on several of the key texts the instructor referenced and by committing to study time each week even though I wasn’t required to submit any work, I could keep up and succeed in the course. The final exam was a bit daunting, but I ended up doing quite well in the course. I realize now that I not only learned a lot about the subject area, but about my own learning styles and my ability to take initiative and succeed when challenged as well.

Note: Showing cultural respect is important. Note how this story doesn’t log any complaints about the system abroad. It speaks respectfully, in descriptive terms about the differences.

SAMPLE STORY #2

I lived in a homestay during my semester in Spain. From this situation, I learned how to consider and respect different viewpoints and that it is possible to become very close to people with very different opinions than my own – and all of this was accomplished despite the fact that my Spanish was not quite yet fluent.

My host father wanted to engage me in discussions on world politics, especially about U.S. foreign policy. He wasn't happy about the U.S. influence in the world and asked me questions that honestly, I wasn't prepared to answer. I felt so ignorant with my limited language skill and by not knowing the specifics about the foreign policies of my own country. I faced this challenge head-on: I made a point to read the Spanish newspaper each day so that I could acquire both the knowledge and the vocabulary. Over time, I got pretty good at being able to engage in discussion with him. We had quite different viewpoints on a number of things, but his approach was not to insult but to challenge me respectfully.

I respect him for this, and I am grateful for the opportunity to see political discourse as an exercise in learning and not demeaning anyone. I am very close with everyone in my homestay and am still in touch with them.

Note: Carefully consider whether you think it's a good idea to reveal your political party preferences in a job interview. This story does not 'call' either point of view by a name. While perhaps the listener could speculate on the political orientation of the storyteller, it still leaves room for ambiguity.

SAMPLE STORY #3

I learned the importance of planning while studying in London. I was in a short-term program that was only a few weeks long, so it meant I had class assignments due every day. This made it difficult to find time to visit all the sights I wanted to see. In order to accomplish both my coursework goals and my sightseeing goals, I needed to set objectives, prioritize activities, and set an action plan that allowed me to achieve my personal desires while performing at my best in my coursework. This was made more challenging because I had to do this in a strange city with a transportation system that I had never experienced before and was far different from what I was accustomed to at home (my car).

I believe this will serve me well in my professional career. I will set both professional and personal goals and then create a plan that allows me to successfully accomplish both. My study abroad experience taught me the importance of self-discipline and diligence regarding my responsibilities.

Note: Learning to be proactive is important. Note how this story doesn't log any complaints about having to limit personal desires. It speaks of the challenges, but focuses on being successful in personal obligations.

SAMPLE STORY #4

As part of my study abroad program, we visited a number of businesses to meet with their managers and tour their production facilities. We discussed the similarities and differences in business practices there versus the US. In order to maximize my learning from these visits, I learned to research the different companies so that I could ask questions that would give me insights into the company and the managers we met with.

As a consequence of these visits, I have a great appreciation for the challenges of managing a business in a global industry. Our goals may be the same, but cultural differences result in very different ways of achieving those goals. It is critical that I both understand those differences and respect them. For example, some cultures are more direct in their communication when they see a problem developing, while others are very indirect. In those cultures, it would be seen as extremely rude for me to bluntly state what I see as a problem we need to fix.

Note: Showing cultural respect is important. Note how this story doesn't log any complaints about the system abroad. It speaks respectfully, in descriptive terms about the differences.

LEARNING MOMENTS ABROAD

Studying abroad offers a multitude of places where you may have acquired knowledge, gained skills or learned a new way to manage even routine parts of your daily life. Makes some notes here about challenges or issues that you faced, adjustments that were needed, and new things learned. These will provide you with the examples you need for your own STAR's.

Preparing to go abroad (visa applications, account arrangements, etc):

Academics, in/out of classroom:

Traveling, Exploring, Site visits:

Engaging in local culture - Housing, Daily Life:

On my own, learning about myself, my own culture:

Meeting new people (of host culture, other cultures, my own culture):

Internship, volunteering, other:

Adapted from Babson College materials, Northeast Returnee Conference 2015

PREPARING “STARS” FOR YOUR INTERVIEW

You need to have a collection of ‘STAR’s’ ready for your interviews – we recommend having 10-12. Use this worksheet to map out the skills and qualities that you wish to demonstrate and build your STAR for each one with a solid example from your experiences. These notes will help you craft the example using complete sentences when you talk it through in your interview. While you should include some examples from studying abroad, you will not want all of them to be from that time. Be sure to include examples from your involvement in campus activities & clubs, athletics, part-time work and internships or volunteering as well.

Skills/Traits

EXAMPLE:

Problem-solving, initiative, adaptability

STAR (Situation, Task, Action, Result)

S: Academic system abroad was different, challenging

T: I needed to have a plan to succeed

A: Set up weekly study groups, set schedule for myself

R: Did well on final exam, earned A’s and B’s for semester

Skills/Traits:

S: _____

T: _____

A: _____

R: _____

Skills/Traits:

S: _____

T: _____

A: _____

R: _____

Skills/Traits:

S: _____

T: _____

A: _____

R: _____

PREPARING YOUR ONE-LINE RESPONSE TO “TELL ME ABOUT YOUR TIME IN...”

When you find yourself an interview, networking or talking to grandma – it is typical for people to ask ‘small questions’ such as...“Oh, I see you spent a semester studying in Spain, how was that?” When they do...are you ready?

You need to be prepared to respond with a concise and meaningful response that is appropriate to your ‘audience’ – and in interviews that means more than just “it was awesome.” Instead, try responding with a short but focused statement – at least to start -- such as:

“I realized that studying abroad not only meant learning a lot about another culture but learning a lot about myself”

- OR -

“I am so happy that I chose to study abroad since I not only met wonderful people and saw wonderful places, but being put outside my comfort zone meant that I developed a lot of skills too.”

THE “ELEVATOR PITCH”

You never get a second chance to make a good first impression. That’s why you need to be able to introduce yourself and answer the question “tell me about yourself” clearly and concisely. You may use your elevator pitch when you are networking prior to your actual job search; or to answer “tell me about yourself” during the job interview.

KEY COMPONENTS

- Introduction
- Education; professional development
- Work experience; key accomplishments
- Transferable skills, if necessary
- Current status; what you have to offer
- Employment opportunities you are seeking
- *Length – 30 seconds to max of 2 minutes*

USES FOR YOUR PITCH

- Response to “tell me about yourself” during job interview
- In any situation when you are making “networking” connections
- Portions can be used on your resume and cover letter
- Increase confidence as you introduce yourself
- Script when making “cold” telephone calls
- When requesting informational interviews or advice

NETWORKING EXAMPLE: (use only as a guide – create your own, specific to your situation)

Thanks so much for being willing to speak with me. My name is Jane Jobseeker, and Nan Networker gave me your name as someone who might have information for me about the field of journalism, in which I am very interested.

In May I will be graduating from the University of Great State with a major in Broadcast Journalism and a minor in Creative Writing. While in school, I spent a semester in London and I am especially proud of the fact that I was chosen to narrate a short feature clip that appeared on the BBC as part of a course project.

I am exploring different opportunities that combine putting my skills and education to work in a newscast setting. I have a few questions about your position and this agency and wonder if you could tell me a little about what you do and what it is like to work here.

INTERVIEWING EXAMPLE: (use only as a guide – create your own, specific to your situation)

First, thank you for this opportunity to interview with you today. As you know from my resume and cover letter, my undergraduate degree is in Biology, and I graduated with honors from the University of Wisconsin at Madison. I became interested in public health while I was volunteering at a community clinic, and realized how prevalent the issue of health disparities is.

I enrolled in the University of Minnesota’s School of Public Health, and in May, I will be graduating with an MPH in Community Health Promotion. While in school and through my community service activities, I developed skills and strengths both in research and public speaking – especially presenting educational sessions on a variety of health issues to diverse populations. I am especially proud of the fact that one of the sessions I designed and created was so popular, I have been asked to present it to several more groups. One of the reasons I am excited about interviewing for your agency is that it has such a great reputation, and the position sounds both challenging and like a perfect fit for my skills.

SELECTED RESOURCES

In addition to utilizing the resources of the Career Services Office on your campus, you may want to access these online resources to learn more about the importance of preparing examples that demonstrate your skills, and specifically those related to intercultural settings.

The **AIFS Guide to Study Abroad and Career Development** will help you put the steps in this workbook into the broader job search process as a study abroad alumnus. It is free and available on the AIFS website:

http://www.aifsabroad.com/advisors/pdf/Tillman_AIFS_Student_Guide_Career.pdf

British Council (2013). Culture at Work: The value of intercultural skills in the workplace. Booz, Allen, Hamilton.

<http://www.britishcouncil.org/sites/default/files/documents/culture-at-work-research.pdf>.

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Kaltved, D. Career Services Blog: Emotional Intelligence and Soft Skills: What Employers are Seeking <http://sph.umn.edu/28323/>.

Kaltved, D. Career Services Blog: Beyond Amazing and Awesome: Crafting Your Passport of Skills <http://sph.umn.edu/beyond-amazing-and-awesome-crafting-your-passport-of-skills/>.

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Tillman, M. Global Career Compass blog <http://globalcareercompass.wordpress.com/about>

Tillman, M. (2005). "The Right Tool for the Job." NAFSA: Association of International Educators. International Educator 14.4

www.nafsa.org/File/InternationalEducator/FrontLinesJulAug05.pdf

University of Minnesota Learning Abroad Center:

"Resume Tips for Your International Experience."

www.umabroad.umn.edu/assets/files/PDFs/students/returnedStudents/resumeTips.pdf

Career Integration Resources

<http://www.umabroad.umn.edu/professionals/career-int/resources>

LinkedIn Resources for Students:

<https://www.linkedin.com/studentjobs>

See YouTube videos for students by LinkedIn:

<https://www.youtube.com/watch?v=B8WZxYFaSml>

General Interview Tips in an Infographic

<http://theundercoverrecruiter.com/infographic-how-interviewers-know-when-hire-you-90-seconds/>

Search positions for job descriptions, required skills, etc:

<http://www.onetonline.org/find/career>