Fostering Resilience in Experiential Learning Courses

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"The variety of changes we experience in our lives is increasing and the pace at which we experience them is quickening…We can master life transitions, but only if we take the time to learn the necessary skills and mindset" – Bruce Feiler (2020).

A growing cohort of young employees have never worked from an office. They graduated during the pandemic or landed jobs just as offices began to shut down. And many of them – especially Generation Z – imagine they may never work in an office, as remote work becomes the default for many businesses. (Janin, 2022)

A growing body of literature underscores the importance of developing personal resilience as a key element of personal and professional success. "Resilience, defined as the psychological capacity to adapt to stressful circumstances and to bounce back from adverse events, is a highly sought-after personality trait in the modern workplace" (Chamorro-Premuzic & Lusk, 2017). Resilience is a desired trait because it empowers individuals to adapt to change and rebound from adversity by drawing upon a variety of coping strategies and learned behaviors. Indeed, "more than five decades of research point to the fact that resilience is built by attitudes, behaviors, and social supports that can be adapted and cultivated by anyone" (Fernandez, 2016). Capstone internship seminars offer an ideal setting for faculty to help students identify and develop strategies to foster personal resilience. Seminar discussions can help students to reflect upon their experiences, develop practical skills to support their personal and professional growth, and clarify their personal values and priorities. In this context, emphasizing resilience in a classroom setting can provide students with valuable soft skills.

Equipping students with tools to manage their stress is particularly important in today's hybrid and remote work environment. Generation Z— composed of Americans born after 1996—is the first generation to begin their careers in such settings on a widespread basis. Indeed:

For today's college students, interviewing, onboarding, and their initial orientation to the workplace regularly occur outside of a physical office setting. In this context, "ensuring that Gen Z feels a sense of purpose and well-being is an urgent imperative" (Microsoft, 2021). Gen Z students experienced unprecedented disruptions during the COVID-19 pandemic, as lockdowns and a pivot to remote learning upended their academic and social lives. Accordingly, Gen Z students reported higher levels of anxiety, depression, and other mental health challenges than other generations before 2020; in the wake of the pandemic, students' self-reported mental health displayed significant declines (American Psychiatric Association, 2021). These alarming increases reinforce the need to address student mental health in school ahead of their entry into the workplace. By incorporating strategies to foster resilience, faculty can help students identify and develop crucial life skills that will support their personal and professional growth in a changing economy.

Resilience, however, is a contested concept (Luthar, S. et al., 2000). Since resilience is typically defined as the ability of individuals to overcome obstacles and setbacks, studies emphasize a form of "rugged individualism," as individuals who possess certain "protective factors" rise above adversity, while others cannot (Hutcheon & Lashewicz, 2014). In short, if resilience is a result of individual habits of mind, then by extension, a lack of resilience can be attributed

to individuals' shortcomings. Some scholars argue that the concept of resilience is "overly prescriptive. Existing definitions provide an understanding of how individuals ought to function – understandings that are founded in culturally sanctioned ways of functioning" (Hutcheon & Lashewicz, 2014, p. 1386). As a result, faculty who seek to embed resilience as a cornerstone of their courses must avoid celebrating 'resilient' students who rise above their challenges at the expense of others who continue to struggle with personal or professional obstacles. Instead, course assignments and readings can provide students with tools to use in their personal and professional lives, and class discussion can offer interns mutual support and a vital sounding board.

Experiential Learning in a Pandemic

The COVID-19 pandemic transformed my approach to teaching and mentoring interns. As a pre-professional program preparing students for careers in the health care industry, the Department of Health Sciences at Providence College requires students to complete a capstone internship experience during their senior year. All students participate in a weekly seminar that provides a setting to reflect upon their experiences at their placement site, network with practicing health care professionals, and polish their presentation of self through workshops and mock interviews. Each semester students intern at a wide range of health advocacy groups, health insurers, hospitals, law offices, physician practices, public health agencies, and state regulatory bodies. COVID-19 brought about fundamental changes in our department's approach to experiential learning. Most placement sites cancelled in-person internships outright in the Spring of 2020, while others pivoted to remote placements with variable hours. Stressed students felt the loss of mentoring and hands-on learning opportunities firsthand as they lost connections with co-workers, supervisors, and projects they had worked on just weeks before.

The need to help students process the jarring disruptions to their academic, social, and professional lives became clear during the spring and fall semesters of 2020. As Mendoza (2020) observed, "the COVID-19 pandemic has affected and will continue to affect the mental well-being of students, and it is critical that we begin to address magement system—underscored the toll that the stress and uncertainty of the pandemic exacted on their mental health. As one of my students wrote, "I often lay in bed at night and replay my day analyzing the events. My mind is full of worries, hopes, and a search of clarity. I find myself thinking about upcoming events whether it is a school assignment or a work project." Another student posted that, "Uncertainty has never been more prevalent in my life than it is now. Trying to create future plans while under social distancing orders due to COVID-19 has brought unwanted stress into my life," adding, "Not only am I questioning the changes occurring due to the pandemic, but I am also trying to manage classwork while at home." Reading my students' postings was a call to action, and I refocused my seminars to incorporate a new focus on student well-being.

Over the past three academic years, I reframed my field experience seminar to create a space for students to reflect upon their personal and professional challenges. In the Fall of 2020, my field experience seminar was selected as a pilot course for a newly created academic resilience program at Providence College (Center for Engaged Learning, 2020). This program was inspired by a similar initiative at Georgetown University that awarded small grants to faculty who revised their courses to incorporate materials and activities designed to promote student well-being (Engelhard Project for Connecting Life and Learning, 2022). The program's emphasis on promoting student flourishing dovetailed perfectly with my field experience seminar's emphasis on personal and professional development.

Required internship seminars offer students a chance to process the stresses and struggles they face, not just in their role as interns, but elsewhere in their lives. As Mendoza (2020) noted, "including a mental health statement directly in your syllabus can create a norm of openness between you and your students and can make them feel cared for in a meaningful way." My syllabus evolved to underscore the importance of supporting student mental health (see Appendix 2). In addition to adding a new section on mental health—and links to mental health resources on and off campus to my course syllabus—I also introduced new modules on building resilience, fostering personal reflection, and clarifying students'

values and priorities into my course (see Appendix 3). Since our department's field experience seminar is a required course for seniors, this new focus on resilience provides equal opportunities for *all* students to develop essential soft skills.

Rather than viewing resilience as simply an individual trait, I've embedded a developmental framework into my assignments, class discussions, and required readings that treats resilience as a core competency of my course. This way, students can build on these key concepts throughout the semester. As Konnikova (2016) observed, "the cognitive skills that underpin resilience … can be learned over time, creating resilience where there was none." Seminar assignments (e.g., discussion postings and journaling) emphasize self-reflection and developing concrete skills that can be applied in a variety of settings. In addition, faculty can also draw upon student postings to help students identify and address how to manage common problematic relationships (e.g., unresponsive supervisors, difficult colleagues, etc.) in seminar discussions. By doing so, faculty members can mentor students in how to engage in difficult conversations with colleagues, peers, and supervisors in the workplace.

Meeting the Mental Health Challenges of Today's College Students

Mental health is a long-standing chronic problem in the United States, not a short-term challenge resulting from the COVID-19 pandemic. For example, surveys conducted in 2019 revealed that more than half of workers under age 23 reported feeling anxious or nervous due to stress in the preceding month (Shellenbarger, 2019). The COVID-19 pandemic, however, presented unprecedented mental health challenges. Overall, more than 40% of college students reported symptoms of depression and nearly a third (30.5%) said that their mental health had impacted their academic work (Healthy Minds Network, 2020). Students were not alone in reporting higher levels of anxiety. A 2021 survey by the American Psychiatric Association found that more than 60% of individuals who worked remotely at least a few days per month felt "isolated or lonely as a result of working from home" (American Psychological Association, 2021). Furthermore, surveys by the Conference Board found that 46% of respondents felt that their "work-

life balance" had decreased (Pohle, 2021b). This is unlikely to change, even as COVID-19 enters a new endemic, rather than pandemic phase. "Many of us now work in constantly connected, always-on, highly demanding work cultures where stress and the risk of burnout are widespread" (Fernandez, 2016). According to the Centers for Disease Control and Prevention's Household Pulse Survey, the proportion of Americans who experienced symptoms of anxiety and depression increased from 11% in 2019 to 33% in 2022 (Alderman, 2022). Faculty teaching experiential learning courses need to address these issues head on to help students manage their transition to a changing workplace.

The need to focus on developing a healthy balance between courses, internship responsibilities, and personal lives was evident in my students' discussion postings. As one student in my Fall 2022 field experience seminar wrote, "I do not feel I have any work life balance right now as I am working 15 hours a week, attending my 5 courses and completing the many assignments I have for each class. After doing the readings I understand the importance of work life balance and what implementing that into my work week could look like." Students expressed anxiety about their responsibilities – and how to manage them. One senior noted that "students are constantly overworked and overtired. The number one reason it takes me a while to fall asleep most nights is because I am running through a mental checklist in my head about all of the assignments I have to do." Managing academics, internship responsibilities, and work is a daunting task for many students. As another senior shared:

> Currently, I work 30 hours a week, complete my internship for 6 hours a week and then on top of that take 6 classes. I find this extremely overwhelming, and after my workday ends at 5 p.m. I have to immediately start doing homework. The weekends never feel relaxing because I always have assignments due… I feel like I am so go go go all of the time, I never step back and think about what I want for myself and how I feel.

Another student echoed these concerns, writing that "on weekdays I have found myself becoming drained, waking up to go to my internship, attending class, doing homework, going to bed, and repeating it all the next day. By the time the

weekend comes, I am spent and want to spend all my time with my friends which causes me to fall behind in work that I will pick up on Monday." These responses underscore the need to equip students with practical time management and project management strategies to manage competing demands.

Building Resilience Through Self-Reflection

Encouraging students to acknowledge and reflect upon their mental health challenges—and their responses to them— can help develop important "soft skills" to help them cope with the stressors and disruptions they will encounter in their professional lives after graduation. "Since the pace and intensity of contemporary work culture are not likely to change, it's more important than ever to build resilience skills to effectively navigate your work life" (Fernandez, 2016). Faculty have an opportunity to help students accept and interpret failure as a vital element of their learning and professional growth. Students need to learn to "see failure for what it is – an inevitable and scary occurrence that you can bounce back from and learn from. How you overcome or rebound from adversity is what should define your career" (Baedke & Lamberton, 2019, p. 52). Students often internalize failure, viewing setbacks as evidence that their chosen career path or professional ambitions are unreachable. By embedding a discussion of resilience into internship courses, faculty can help students redefine failure as an opportunity for growth and learning.

My class discussions and student reflections on resilience emphasized the importance of learning from failure. In particular, I've incorporated tools available online from PositivePsychology.com as exercises in my seminar discussions. For example, I drew upon sample tools such as Lucinda Allen's "Doors Closed, Doors Open" activity to help students reflect upon how adversity can open up new opportunities. The exercise asks students to reflect upon a time when "you missed out on something important or when a big plan collapsed. These would be points in your life when a door closed. Now think about what happened after: what doors opened after? What would have never happened if the first door didn't close?" Students embraced the opportunity to reflect on their setbacks in a guided fashion. Completing worksheets that asked them to reflect on a series of questions about their own experiences made the concept of resilience concrete and set the stage for an engaging conversation. In a similar fashion, I employed another activity that required students to develop a "personal resilience plan" (PositivePsychology.com). In this task, students reflected upon a time when they faced a setback in their life. The exercise asked students to identify people who helped them navigate this challenge and to inventory the behaviors, resources, and strategies they used to deal with the issue. Finally, students applied these resources to develop a plan to deal with a current challenge.

Students were required to reflect on our assigned readings and videos throughout the course in weekly discussion postings. Prompts addressed a range of topics related to fostering resilience and reflecting upon personal priorities and values. For example, I asked students, "How will you define your own happiness? What will your success look like, both personally and professionally?" These questions lay a foundation for our discussion of how they envisioned a fulfilling career and life. In our discussion of resilience, students first had to grapple with questions such as, "How do you deal with uncertainty? What strategies help you?" In addition, I asked students to reflect upon, "How do you manage stress?'" and to "think about a time that you experienced a significant

loss - whether personal, academic, or professional. How did you cope? How do you bounce back from setbacks?" In my seminar discussions, I sought to develop what George Everly, Jr. (2011) describes as a "culture of resilience" by helping students to see that they are not alone in their struggles. Feedback from peers can help students visualize ways to approach similar situations in the future and think about how they could have managed the situation differently. A sense of shared experiences and teamwork—even though students interned at different placement sites—provides a sense of camaraderie and peer support to help students develop strategies to take charge of their own professional lives and learning.

Reading student responses to our discussion posts was a new and different experience for me. In contrast to my traditional assignments in the course, which asked students to reflect upon their organization's mission statement, or to provide a critical analysis of teamwork at their placement site, student responses were deeply personal. In short, by encouraging students to explore these topics, I gained a greater understanding of the challenges they faced, both personally and professionally, opening the door for meaningful conversations outside of class as well.

Journaling and Self-Reflection

One of the key issues in fostering resilience is to help students reframe the challenges they face. Journaling affords students an opportunity to reflect upon how they respond to the challenges, losses, and setbacks they face—whether academic, personal, or professional. By reflecting upon these experiences through journaling, faculty can help students identify "the learning opportunities lying within the adversity rather than despite the adversity" (Sluss & Powley 2020, emphasis in original). Setting aside class time for journaling allows students to practice the cognitive skills to support personal resilience on a regular basis. Students' reflective journals were both private and ungraded. Throughout the semester, I provided a variety of prompts to encourage students to explore different aspects of personal and professional resilience. For example, I asked students to reflect upon a variety of prompts, including:

- **What are your principal strengths?**

- **How did they help you in your placement?**

- **What are you proudest of?**

- **What are you grateful for?**

Providing time to reflect upon a common prompt offers students an opportunity to identify their current challenges and draw lessons from past experiences. Journaling also promotes work-life balance by encouraging students to identify their stressors through what Lupu and Luis-Castro (2021) describe as "emotional reflexivity – that is, the capacity to recognize how a situation is making you feel." The act of reflection, in turn, can help students identify their own priorities and choices. "For people to make real changes in their lives, they must continuously remember to pause, connect with their emotions, rethink their priorities, evaluate alternatives, and implement changes – throughout their personal and professional lives" (Lupu and Luis-Castro 2021). Journaling accomplished this in my seminars by allowing students to document and connect with the positive aspects of their day that make them feel more resiliant.

Finding Work/Life Balance

My seminar also introduced students to a wide variety of readings and short videos on work-life balance. The growing popularity of hybrid and remote work raises significant challenges for students entering the workforce. A 2021 survey using data from Glint and LinkedIn found that 87% of employees preferred to work remotely on either a full-time or part-time basis (Lewis 2021). However, "when work can fit into virtually *any* moment or *any* place, it's easy for it to creep into *every* moment and *every* place" (Lewis, 2021, italics in original). The inability to "let go" at the end of the workday and "leave work at work" was "among the top-10 stressful situations that people were least effective in handling" (Bright, 2017). To help students strategize ways to strike a healthier balance between work and life outside of school or their internship, our class discussions and readings also introduced practical project management and time management skills such as finishing small tasks at the end of the day, writing and updating to-do lists, and organizing their workspaces

to become more productive (Bright, 2017). Calendar apps, for example, can delineate time to focus on work tasks and projects and schedule time for exercise or other personal responsibilities (Pohle 2021b).

Readings and short videos also challenged students to consider how to balance the demands of full-time work in the "real world" with the things that bring them joy and contribute to their own personal flourishing and happiness. I asked students to reflect upon what they were grateful for in the face of uncertainty and change. Notably, "people who practice being grateful report significantly higher levels of happiness and psychological well-being than those who do not" (Bernstein 2020). Drawing upon academic studies of happiness by Arthur Brooks, Dominic Price, and Robert Waldinger, I seek to help students place their career goals into context.

Professional socialization

Since the beginning of the COVID-19 pandemic in 2020, my class readings, learning activities, and assignments also explored the nuances of changing workplace norms. Activities and assignments emphasized professionalism in online meetings and remote teamwork. In the new hybrid workplace, graduates need to navigate how to collaborate with co-workers both in-person and remotely. A September 2021 Gallup poll found that 45% of U.S. workers worked remotely either full-time or part-time and two-thirds of "white-collar" employees reported working from home (Saad & Wigert, 2021). Faculty must find ways to incorporate the challenges presented by these new work settings into their experiential learning courses. Embedding new skills into internship courses can benefit all students. The hybrid or remote workplace presents new challenges for interns seeking to gain tacit knowledge and networking opportunities. Seminar meetings can give students an opportunity to assess their own work styles and develop strategies for how to be productive in different work settings. Although my seminar meets in person, I incorporate activities that simulate the new hybrid workplace, where flex time, remote teams, working from home, and virtual presentations are redefining how—and where—we work. For example, on several occasions I required students to use *Microsoft Teams* to collaborate

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on tasks (e.g., peer reviews of resumes, cover letters, and *LinkedIn* pages) and lead online meetings. Embedding such skills into required courses ensures that all students will gain familiarity with essential tools used in today's workplace.

Internship seminars can also help students reflect upon how others will see them online as practicing professionals. While all college students use email, many don't interact with professors, colleagues, or prospective employers in a professional fashion. My course incorporates a mock email workshop where students draft two short emails to colleagues; each student shares their draft correspondence with classmates using *Microsoft Teams*. Drawing upon our readings and class discussions, peer editors provide students with feedback on their emails before they submit a revised version to me. Students also share draft resumes, cover letters, and *LinkedIn* profiles with classmates to obtain feedback on their professional presentation of self. After revising these vital professional documents, students are paired with program alumni and other practicing health care professionals in theirareas of interest for 20-30

minute mock interviews, followed by a 10 minute "debriefing."

Conclusion

Internships and early work experiences offer students a chance to manage their mental well-being, reframe their failures, and develop a growth mindset, all of which are key to becoming more resilient. This process has never been more important. A recent report by the Centers for Disease Control and Prevention found that "poor adolescent mental health was a growing concern before the pandemic… but it has since escalated into a crisis." The authors noted that "this analysis highlights the ongoing, urgent need to address adversity experienced before and during the pandemic to mitigate its impact on mental and behavioral health" (Kuehn 2022). The effects of the COVID-19 pandemic will be evident in our classrooms for the foreseeable future. In this context, incorporating strategies to build resilience can help students cope with the stresses and challenges of college life and build skills that will smooth their transition to the workplace. ∎

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Appendix 1:

Learning Goals and Course Objectives

Course Objectives

Field Experience is a personal and professional development seminar. As an intern, you will work with health care facilities, government public health and regulatory agencies, and non-profit organizations. Your internship is project-based – you will be responsible for managing a significant task at your placement site under the direction of a practicing professional.

Class meetings provide opportunities for reflection and critical analysis on your internship experiences and career goals. By the end of the semester, you'll:

- **Refine your job search skills – all students will compose a cover letter, revise their resume, and engage in mock interviews with a practicing health professional.**

- **Develop project management skills by completing a defined project for their placement site.**

- **Polish your professional communication skills by using email, Microsoft Teams to coordinate tasks with supervisors and colleagues.**

- **Identify strategies to foster personal and professional resiliency.**

- **Develop and refine an 'elevator speech' to describe your strengths to a prospective employer.**

- **Reflect upon what's most important for your personal fulfillment, happiness, and well-being.**

- **Network with practicing professionals through mentoring and mock interviews.**

- **Assess your professional/career goals by preparing a personalized 'strategic plan.'**

Appendix 2:

Syllabus Statement on Mental Health

As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may affect your ability to attend class, concentrate, complete work, take an exam, or participate in daily activities. If mental health and adjustment concerns are causing distress, please speak to me and/or reach out for personal support. Always remember that asking for help is a sign of strength and courage. Resilience – personal, professional, and organizational – is a defining theme of this course. Each week, we will set aside time during our seminar meetings to allow you to engage in journaling and self-reflection using a common prompt. Journaling/self-reflections provide a space to reflect on your challenges, past experiences, and stressors. You may choose to share your observations and reflections but are not expected to do so. Your weekly journals are ungraded – they provide a venue to explore life's challenges and the coping strategies we can bring to bear to address them. We'll draw upon a variety of readings on the topics of work/life balance, stress management, and resilience to provide a strong foundation for class discussions. These materials offer practical coping strategies, not just abstract theories.

Appendix 3:

Sample Syllabus Topics and Readings

Challenges and Opportunities in the New World of Work

This week, we'll examine practical problems such as how to navigate new workplace norms and how to put your best foot forward in online meetings. We'll also dig into the new hybrid workplace, where flex time, remote teams, working from home, and virtual presentations have redefined how – and where – we work. We'll also spend some time orienting you to Microsoft Teams. Everyone should download Teams to their laptop before class. We'll take turns hosting and sharing material using Teams during class.

Readings and Videos:

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Finding Your Work-Life Balance

After working hard for four years, students are often preoccupied about finding a job. This week, however, we want to focus on how to balance full-time work in the 'real world' with the things that bring you joy and contribute to your own personal flourishing, even in the face of challenges and setbacks. Our readings will focus on strategies to help you the competing demands on your time – and how to prioritize what brings you fulfillment.

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Lupu, I. & Ruiz-Castro, M. (2021, January 29). Work-Life Balance Is a Cycle, Not an Achievement. *Harvard Business Review*. Retrieved from https://hbr.org/2021/01/work-life-balance-is-a-cycle-not-an-achievement.

Developing Resilience

Working in the age of COVID-19 presents unique challenges, but a growing body of literature underscores the importance of developing your personal resilience as a key element of personal and professional success. This week, we'll explore ways to manage stress and overcome challenges we face at in both our personal and professional lives.

Readings:

Bernstein, E. (2020, May 4). A Surprising Way to Stay Resilient. *Wall Street Journal*. Retrieved from https://www.wsj.com/articles/a-surprising-way-to-stay-resilient-11588615212?st=1yez954v1bphci7&reflink=desktopwebshare_permalink.

Fernandez, R. (2016, June 27). 5 Ways to Boost Your Resilience at Work. *Harvard Business* Review. Retrieved from https://hbr.org/2016/06/627-building-resilience-ic-5-ways-to-build-your-personal-resilience-at-work.

Lowy, J. (2020, April 9). Overcoming Remote Work Challenges. *MIT Sloan Management Review*. Retrieved from https://sloanreview.mit.edu/article/overcoming-remote-work-challenges/.

Sheffi, Y. (2015, September 14). The Power of Resilience in a Time of Uncertainty. https://sloanreview.mit.edu/article/the-power-of-resil-

ience-in-a-time-of-uncertainty/.

Teamwork in a Hybrid World

What are the keys to developing a successful team, and being a productive member of a team? How well do teams work in remote settings? What could be done to improve their performance?

Harvard Business Review. (2018, July 22). How to Collaborate Effectively If Your Team Is Remote. https://hbr.org/video/5812716214001/the-explainer-how-to-collaborate-effectively-if-your-team-is-remote.

Kirkman, B., Stoverink, A., Mistry, S., & Rosen, B. (2019, July 19). The 4 Things Resilient Teams Do. Harvard Business Review. Retrieved from https://hbr.org/2019/07/the-4-things-resilient-teams-do.

The Pursuit of Happiness

All of your hard work over the past four years will be for naught if you don't find happiness. That's the goal we all seek – not just finding a good well-paying job after graduation, but finding meaning, purpose, and relationships that make us happy. This week, we'll dig into what we value and what academic studies of happiness can tell us about our goals...

Ellis, L. (2022, February 14). Harvard Wants MBAs to Learn How to Be Happy at Work. *Wall Street Journal*. Retrieved from https://www.wsj.com/articles/harvard-wants-m-b-a-s-to-learn-how-to-be-happy-at-work-11644836400?st=9mvvhk37x-6fn9er&reflink=desktopwebshare_permalink.

O'Neill, R. (2021, April 7). Q&A with Arthur Brooks: Happiness Should Not Be Social Science's Afterthought. Harvard Kennedy School. Retrieved from https://www.hks.harvard.edu/faculty-research/policy-topics/public-leadership-management/qa-arthur-brooks-happiness-should-not.

Price, D. What's Your Happiness Score? TEDxSydney. https://www.ted.com/talks/dominic_price_what_s_your_happiness_score

Waldinger, R. What Makes a Good Life? TEDxBeacon-Street.https://www.ted.com/talks/robert_walding-

er_what_makes_a_good_life_lessons_from_the_longest_study_on_happiness

Finding Your First Job

This week, we'll discuss strategies for finding a job that you'll love. We'll read several articles that examine how to prepare for your job search.

Readings and Videos:

Bhagat, A. What I Learned from 32 Grueling Interviews. TED@State Street London. https://www.ted.com/talks/ashwini_mrinal_bhagat_what_i_learned_from_32_grueling_interviews

Hartley, R. "Why the Best Hire Might Not Have the Perfect Resume. TED@UPS. https://www.ted.com/talks/regina_hartley_why_the_best_hire_might_not_have_the_perfect_resume

Liu, C. (2020 ,June 25). How to Answer the Question.'Tell Me About Yourself'. *Harvard Business Review.* https://hbr.org/video/6167220292001/how-to-answer-the-question-tell-me-about-yourself

Pohle, A. (2021, April 30). How to Prep for Your First Job Search – A Two Day Boot Camp. *Wall Street Journal.* Retrieved from https://www.wsj.com/articles/how-to-prep-for-your-first-job-search-a-two-day-boot-camp-11619798399?st=yret39t2ydbcoud&reflink=desktopwebshare_permalink.

Miettinen, R. (2000). The concept of experiential learning and John Dewey's theory of reflective thought and action. *International Journal of Lifelong Education,* 19(1), 54-72. https://doi.org/10.1080/026013700293458

Morris, T. H. (2019). Experiential learning: A systematic review and revision of Kolb's model. *Interactive Learning Environments,* 28(8), 1064-1077. https://doi.org/10.1080/10494820.2019.1570279

Perry, W. (1968). Patterns of development in thought and values of students in a liberal arts college: A validation of a scheme. Final report.Harvard University, Bureau of Study Counsel.

Russell-Bowie, D. (2013). Mission impossible or possible mission? Changing confidence and attitudes of primary preservice music education students using Kolb's experiential learning theory. *Australian Journal of Music Education,* 3, 46-63.

Sato, T., & Laughlin, D. D. (2018). Integrating Kolb's experiential learning theory into a sport psychology classroom using a golf-putting activity. *Journal of Sport Psychology in Action,* 9(1), 51-62. https://doi.org/10.1080/21520704.2017.1325807

Schenck, J., & Cruickshank, J. (2015). Evolving Kolb: Experiential Education in the Age of Neuroscience. *Journal of Experiential Education,* 38(1), 73–95. https://doi.org/10.1177/1053825914547153

Seaman, J., Brown, M., & Quay, J. (2017). The evolution of experiential learning theory: Tracing lines of research in the JEE. *Journal of Experiential Education,* 40(4), NP1-NP21. https://doi.org/10.1177/1053825916689268

Sternquist, B., Huddleston, P., & Fairhurst, A. (2018). Framing the undergraduate research experience: Discovery involvement in retailing undergraduate education. *Journal of Marketing Education,* 40(1), 76-84. https://doi.org/10.1177/0273475317753864

Witt, C. M., Sandoe, K., & Dunlap, J. C. (2018). 5S your life: Using an experiential approach to teaching lean philosophy. *Decision Sciences Journal of Innovative Education,* 16(4), 264-280. https://doi.org/10.1111/dsji.12167

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