CONNECTING THE DOTS

Enhancing Students’ International Internship Experience & Employability

Dr. Philip Gardner, Michigan State University
Richard Russo, University of California, Berkeley
Shawna Hurley, Institute of International Education
## Trends in International Internships

<table>
<thead>
<tr>
<th>For-Credit Internships or Work</th>
<th>2010/11</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students</td>
<td>17,536**</td>
<td>20,676</td>
</tr>
<tr>
<td><strong>18% increase</strong></td>
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<table>
<thead>
<tr>
<th>Non-Credit Internships or Work</th>
<th>2010/11</th>
<th>2011/12</th>
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</thead>
<tbody>
<tr>
<td>Total Students</td>
<td>8,700</td>
<td>11,862</td>
</tr>
<tr>
<td><strong>36% increase</strong></td>
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</tbody>
</table>

**Total differs from the figure reported in Open Doors 2012, which was subsequently updated.**
SESSION OBJECTIVES

- Explore how students can maximize their internship for professional marketability
  - Employer perspectives on international internships and how students can use these experiences to best market themselves.
  - Supporting students on campuses
  - Best practices, challenges and successes on your campuses and with your programs
EMPLOYER PERSPECTIVES & A MEANINGFUL EXPERIENCE

Phil Gardner
Executive Director, Career Services Network at MSU & Director, Collegiate Employment Research Institute
PILLARS

Pillars of Education – Integrated Work Learning Experiences

- Academic Rigor: experience has depth and solid outcomes
- Financial Investment: students paid & institution vested in program
- Strategic Alignment: “everyone rowing the same boat” – not just a gimmick
- Relevant: appropriate level of work
- Accountability: account for activity, responsibility & results
- Professional Development: continuous process of learning
- Advance Purpose: advance toward student’s purpose not just a job
- Credentials: indication of performance
What College Experiences Count?

Internships

- Leadership in a professional organization
- Faculty supervised applied res. project in comm.
- International Internship
- Scholarly research with faculty
- Leadership in a non-professional organization
- Supervised civic engagement
- Study Abroad
EMPLOYERS EXPECTATIONS

- **Length**
  - Learn something practical
  - Learn to function across cultural/functional boundaries – non-academic boundaries

- **Relevant**
  - It’s the simple things
  - Not the job you are applying for but the direction you want to move towards

- **Integration**
  - Across all experiences – does not stand alone

- **Evaluation of Performance**
  - Not just in the workplace

- **Global Dimension**
LEVERAGING THE EXPERIENCE: STUDENT

- Unpack the experience
- Repack into “whole clothe”
- Pull out the stories that relate to pertinent skills, competencies, attitudes, behaviors, values that are important to the employer or graduate school
- Craft your story
- Be confident in telling your story
  - How did it change as:
    - Person
    - Learner
    - Professional
    - Citizen
INTERNATIONAL INTERNSHIPS:
GILMAN SCHOLARS
PERSPECTIVES

Shawna Hurley
Operations Manager, Gilman International Scholarship
Institute of International Education
PREPARATION FOR INTERNATIONAL INTERNSHIP

• How did you identify and arrange?

• Who was most helpful in assisting setting up internship

• What did you do before leaving home to prepare?
LESSONS AND SKILLS LEARNED

• Lessons learned
• Networking
• Adding new skills to resume/CV
• Skills discussed in job interview
How did you utilize your connections and skills learned abroad as you seek/sought employment?

- Networked and made connections that I have utilized to find a job: 10
- Put information regarding my internship on my resume and referenced skills in interviews: 38
- Found a mentor: 10
- Gained employment with the organization where I interned: 2
- Other (Still in school): 1
What professional skills do you feel you gained during your experience? What gained skills have you added to your resume/CV?

- Ability to adapt to new environments and handle difficult situations
  - Skills gained: 41
  - Skills added to resume/CV: 26

- Cross cultural communication skills
  - Skills gained: 40
  - Skills added to resume/CV: 31

- Approach issues with open-mindedness and cultural sensitivity
  - Skills gained: 39
  - Skills added to resume/CV: 23

- Work as part of a team with members with different perspectives
  - Skills gained: 38
  - Skills added to resume/CV: 26

- Ability to be self-reliant and function independently
  - Skills gained: 33
  - Skills added to resume/CV: 25

- Ability to take initiative
  - Skills gained: 33
  - Skills added to resume/CV: 22

- Knowledge of your chosen career field
  - Skills gained: 32
  - Skills added to resume/CV: 19

- Ability to function with a high level of ambiguity
  - Skills gained: 31
  - Skills added to resume/CV: 15

- Clearer career objectives
  - Skills gained: 28
  - Skills added to resume/CV: 8

- Foreign language skills
  - Skills gained: 27
  - Skills added to resume/CV: 17

- Time management Skills
  - Skills gained: 27
  - Skills added to resume/CV: 17

- Other (career specific skills)
  - Skills gained: 2
  - Skills added to resume/CV: 2

- I have not added my international internship to my resume/CV
  - Skills gained: 4
  - Skills added to resume/CV: 4
SUPPORTING STUDENTS ON CAMPUS

Richard Russo
Dean, Berkeley Summer Sessions
University of California, Berkeley
Supporting Students on Campus
UC Berkeley

Support On Three Sides
- Serves to facilitate an intercultural and interdisciplinary learning experience

4-credit Online Course
ISF 187
Provides academic support for the internship

Host Institution
 Provides cross-cultural engagement

3rd-party Provider
 Provides individualized placement and support
SUPPORTING STUDENTS ON CAMPUS
UC BERKELEY

- **ISF 187 Experiential Learning: Organizational Context, Self-Reflection, and Professional Development**
  - Provides intellectual experience
  - Facilitates deeper evaluation of organizations
  - Encourages development of critical skillsets
  - Facilitates partnership with UCDC
- **Partnership with the Career Center (New)**
  - Students who find their own internships, need credit
  - Self-service model
  - Ensures quality, validity at low cost
SUPPORTING STUDENTS ON CAMPUS
UC BERKELEY

- Next evolution of ISF 187

Interdisciplinary

Intercultural

Customizable

Better support students interning outside traditional business models

Assist students in translating experience for potential employers
Moving forward, key emergent questions and challenges?

- Managing student expectations for types of placements
- Translating experience to educational goals on return and subsequent job search (re-entry concerns)
- Offering research-based internship models
- Demand for specific internship placements
- Institutional capacity for growth
- Counting internship experiences towards major requirements
- Expanding partnerships with campus career centers
- Formalizing longer-term opportunities
- Assessment and outcomes at both the internship and programmatic levels—what should students be able to know/understand/do based on this experiential learning opportunity?
QUESTIONS?
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