Shaping Expectations: Best Practices for Advising in International Internships
Presenters

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Who’s in the audience?

- Work for a university or company?
- Faculty or staff?
- Work in a study abroad office?
- Offer domestic or international internships?
- Have launched a program or looking to launch a program?
- Does your institution have an experiential education requirement?
- Have taught in a program abroad?
- Have advised students on international internships?
- Have lived, studied, or worked abroad?
Exchange business cards with each other & leave one for us on your table!
Why this Session Matters & What to Expect

Why?

- On the rise: Experiential education / internships abroad
- Programs are growing, adapting, and expanding
- Cultural, personal, and professional development for students
- Growing demand from employers for applied learning experience

What to Expect?

- Case studies & challenges from three perspectives
- Ideas on how to launch and/or develop global internship programs
- Best practices for advising students to assure global internship programs and students will thrive
IIE Open Doors

* Non-credit

Experiential Education on the rise

- Experiential Learning meets curriculum

- **EX: UNC Chapel Hill**: General Education Curriculum. One course or credit-bearing activity is required. Study abroad, internship, service learning, field work, performing arts, mentored research.

- **EX: Elon University**: Two units of experiential learning. Intern, study abroad, Study USA, independent research, service-learning project, or holding a mentored leadership position.
A majority of US employers say they are more likely to hire college graduates who have completed:

- Study Abroad: 51%
- Community-Based / Service Learning: 69%
- Internships: 94%

- 73% of employers believe that college graduates' preparation for careers would improve if they were required to complete a significant applied learning project.
- 91% of employers say that, whatever their major, all students should have experiences in solving problems with people whose views are different than their own.

Source: AAC&U LEAP Challenge
Programs & Phases
ADAPT AND EXPAND PHASE

● Getting Started:
  ➢ Know your student(s) - Major and discipline requirements vary.
  ➢ Development global internships that meet academic, career development and personal needs.
  ➢ Location, location, location - Choose what supports the student learning outcomes.
  ➢ Credit bearing or not - Courses help connect the work experience
  ➢ Cost - Non-paying internships can be a hard sell

● Program design and adapting phase:
  ➢ Business majors - Involve stakeholders; career development staff, faculty.
  ➢ Business internship requirements - 8 weeks, full-time, project driven.
  ➢ Vet providers for internships, housing, risk management, visa processing, etc., etc.
  ➢ Financial capitals - Shanghai and Hong Kong
  ➢ Business School - does not give credit for work.
  ➢ Manage expectations - begins with the interview.
  ➢ Set costs and identify support options
USC MS in Applied Psychology: An Introduction

Program Overview

- One year master’s degree focusing on applications for psychology in business
- Dual program delivery: Brick and Mortar campus cohort plus Online delivery with national cohort
- Required internship is fundamental to the curriculum; can be domestic or international
- Must be enrolled in a required 4 unit graduate course during internship

Global Internship in Dublin: Start-up / Launch phase
Global Experiences: An Introduction

TOP 10 CAREER FIELDS
1. Business
2. Marketing
3. Law
4. Fashion
5. Communications
6. Finance/Economics
7. Journalism
8. Government/Policy
9. Accounting
10. Non-profits/ NGO

4000+ GLOBAL EMPLOYERS

40+ UNIVERSITY PARTNERSHIPS

OVER 6000+ ALUMNI

SCHOLARSHIPS AVAILABLE

GALLUP

As Featured In… Inc. 5000, USA Today, The PIE News, Forbes, The New York Times
What are some challenges you face in advising for internships?
Challenges in Advising for International Internships

- Recruitment
- Awareness of options
- Funding / Financial Support
- Paid vs Unpaid internships
- Credit vs No credit
- Academic focus of student
- Study abroad vs Intern abroad
- Domestic vs international
- Career goal relevance
- Managing expectations
#1 Advising Challenge: Managing Expectations

- Specific placement
- Work environment
- Living and social environment
- Cultural competence and adjustment
- Prior international experience preconceptions
- Prior intern/work experience preconceptions

The key is discussing expectations early and often with students
## Challenge: Paid vs Unpaid

International Internships are often viewed as “Plan B” by students because...

<table>
<thead>
<tr>
<th>Domestic internships</th>
<th>International internships</th>
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<tbody>
<tr>
<td>Paid internship</td>
<td>Unpaid</td>
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<tr>
<td>Gain work experience</td>
<td>Gain work experience</td>
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<tr>
<td>Possible job offer</td>
<td>Gain independence</td>
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<tr>
<td>Could live at home or with friends</td>
<td>Gain Cultural agility; especially with Chinese culture</td>
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<td></td>
<td>Demonstrates openness to and comfort with diversity</td>
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*The value of a global internship must be communicated and marketed!*
Best Practice: Paid vs Unpaid

OF NOTE: Labor Standards Law - Credit associated when interning with a “for-profit” employer.

- Keep credit hours to a minimum to keep cost down.
- Utilize scholarships and grants.
- Emphasize the value of the global internship program; utilize faculty, advisers.
- Address return on investment.
- Share FOMO.
- Excellent option for international students.
- Recruiters love to see this - resume builder.
- Excellent opportunity for sophomores who don’t have a lot of major course work or work experience yet.
Challenge: Balancing Career vs. Academic Goals

- Internship is always a career step - valuable work experience for students
- When credit bearing, must also fit academic standards and requirements within the program and the university: Curriculum review process, faculty involvement, approvals for placements, fit with other course load and selection
- Students seek to hit both academic and personal career goals
- Dual roles as students and employees challenging: Time Zone issues
Best Practices: Balancing Career vs. Academic Goals

- Advising should address career goals, as placement stakes may be higher.
- Career support for resume revisions, interviewing, skills assessment ideal.
- Academic support during internship also key: Faculty can serve as mentors to help students process the connection between theory and practice.
- Plan academically stimulating programming as well as social events during the time abroad.
- Adjust course meeting times to accommodate time zone challenges (online).
- Forewarn faculty teaching other courses with interns about the challenges international student-interns may face.
Challenge: Raising Awareness

- Multiple stakeholders
- Assumptions on programming aspects from A to Z
- When? What? Who? Timing, comprehension, misinterpretation, expectations, objective alignment
- Identifying the benchmarks or goals
- Finding consensus on best approach
- Low on resources (staffing, funding, energy)
Best Practice: Raising Awareness

- Work together & communicate clearly across stakeholders
- Don’t reinvent the wheel; borrow ideas, templates, more!
- Ask for help: Tap Providers, Employers, Alumni as experts
- Innovative approaches: First year advisors? Student clubs?
- Gather data so you can **Validate**: Why do this? **Request**: Why fund this? **Explain**: What is this? **Highlight**: Look at this!
- Remember that everyone absorbs info differently. Share data, stories, or testimonials and make the message consistent.
Best Practices - Conclusion

- Who are the experts? Get the best people in the room.
- Don’t ignore the academic components; embrace them.
- Set measurable, achievable goals for your program, and help students set goals for themselves.
- Set expectations clearly, and often for all stakeholders.
- Assess and re-evaluate your progress and share the results.
Questions?

Pick up a copy of our Resources sheet!