GUIDING THE TRANSITION FROM STUDENT TO PROFESSIONAL

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EUSA – Academic Internship Programs

- Working with 49 university partners
- Delivering more than 120 programs annually
- Placing approximately 2,000 students each year in academically focused internships
Introductions

- UW-Madison, International Internship Program
  - Founded in 2010
  - Cultivates, identifies, and promote international internships for undergraduates
  - Works with both for-credit and non-credit internships
  - Goal to foster global competency & advance professional training
Agenda

- Gaps: academic/professional, cultural, valuation
  - Pre-departure
  - In-country
  - Re-entry

- Questions/Discussion
Goals

- Your goals
  - Diversify international programming
  - Foster global competency
  - Prepare students for careers/post-graduate life

**Stakeholders hold different views about the readiness of graduates for the job market**

<table>
<thead>
<tr>
<th>Agreement that graduates/new hires are adequately prepared</th>
<th>% of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employers(^1)</td>
<td>42</td>
</tr>
<tr>
<td>Providers(^2)</td>
<td>72</td>
</tr>
<tr>
<td>Youth(^3)</td>
<td>45</td>
</tr>
</tbody>
</table>

1. Overall, employees we hired in the past year have been adequately prepared by their prior education and/or training.
2. Overall, graduates from my institution are adequately prepared for entry-level positions in their chosen field of study.
3. Overall, I think I was adequately prepared for an entry-level positions in my chosen field of study.

Goals

Students’ Goals

- Cross-cultural experience
- Increase professional confidence
- Travel experience
- Increase personal independence
- Establish international connections
- Practical work experience
Pre-departure

Cultural & Professional Awareness Building
Professional Awareness

- Overview of Skills Needed
- Evaluation of Skills Inventory
- Display & Execution of Skills

- Identify skills employers seek
- Student skills inventory
- Placement Objectives
- Resume
Identify Skills

- Job specific
- Flexibility, adaptability
- Well-rounded
- Communication
- Creativity, innovation
- Critical thinking, problem solving
- Self-direction
- Cultural awareness and tolerance
- Global mindset
- Ability to succeed in unfamiliar situations
Identify Skills

- Pre-departure courses
- Research
- Self-Assessment
- Career Services
# Skills Inventory

## Sample Skills Inventory

This is provided as an example to illustrate how your inventory may look. However, each individual will develop skills across varying experiences and thus it is important for you to identify the skills necessary to be successful in this chosen career.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Examples of Opportunities WHERE You Can Develop Skill</th>
<th>Leadership</th>
<th>Curriculum</th>
<th>Global Perspective</th>
<th>Experiential Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Skills to Develop...</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written Communication skills</td>
<td>68:100 Foundations of Business, CLAS courses</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working with others from different culture/backgrounds</td>
<td>Community Service, Global Buddies</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation skills</td>
<td>Foundations of Business, Classroom, Student Orgs</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to work alone</td>
<td>Coursework, part-time work</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer skills (Excel, Word, Access, etc)</td>
<td>6K:070 Computer Analysis, Work, Internship</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethical Business Practices</td>
<td>6J:047, 6J:132 Law &amp; Ethics, 6B:100 Foundations</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Career Specific Skills to Develop...</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivating Others</td>
<td>Classroom Activities, Teams</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negotiation</td>
<td>6J:156, Part-time job, student orgs</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Customer Service</td>
<td>Work, Student Orgs</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selling Ideas</td>
<td>Classroom, Student Orgs, Retail part-time job</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Conflict Management</td>
<td>6J:048, 6J:156, P-T job, Classroom experiences</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Organizational Skills</td>
<td>Coursework, HR Internship</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teach/Instruct others</td>
<td>Tutoring peers, P-T job</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budgeting skills</td>
<td>Internship, student orgs</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establish and Maintain Relationships</td>
<td>Internship</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multicultural Understanding</td>
<td>Intern/Study Abroad, Community Service, Campus cultural events, student orgs, Global Buddies</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Team player</td>
<td>Classroom Activities, Student organizations, internship</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpersonal Communication</td>
<td>Part-time job, student org, internship, coursework</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Skills Inventory

- IOWA Skills Inventory
  - Why should an employer hire you?

- What challenges did you face when undertaking this self-assessment?

- How might you be able to maximize the effectiveness of this exercise?
Placement Objectives

- Skills assessment: strong/deficit & general/industry specific
- Establish short-medium term career goals
- Assess how placement fits into career goals
- Develop objective for placement
- Resume which is targeted towards objective
Cultural Awareness

Hierarchical Style

Communication Style

Decision Making

Rule Obedience

Gender Roles

Feedback

Time
Global Competence

Source: http://www.globalcompetence.org/model/Default.htm
Orientation

- Mixed vs. same destinations same
- In person vs. online
- Guidebooks, Communicaid guides

- Activities to build awareness of cultural differences
  - Barnga
  - The Form
  - Case Studies
Activity: Case Study

- Tackle specific scenario(s) or themes
- Can work with mixed or same destination groups
- No right or wrong answers

Let’s try one!
In-Country

Global Competence & Skills Development
On-site orientation

- Part 1: Prepare for placement interview
  - Research: organization, industry & job description
  - Importance of first impressions
  - Prepare questions for supervisor
  - Practice interview responses
  - Interview Day: arrive early, dress appropriately & have a copy of CV

- Part 2: Prepare for placement
What is culture? How does it shape human experience and understanding?

“CQ”: innate or learned?

Intro to principle concepts of globalization

Intro to principle concepts of global citizenship
UW-Madison Online Course

Due weekly
- Field Journal
- Reading Responses

Other Assignments
- Employer Interview
- Informational Interview
- Critical Book Review

Final Projects
- Reflective paper synthesizing experience
- Professional External Audience Project
Advisor/Instruction Check-ins

- PAR
  - Problem
  - Action
  - Result

- How would you describe a professional experience using the PAR method?
Re-entry

Valuation of the experience
Skills Development

- Return to activities visited in pre-departure
  - Mock Interview
  - Resume updating
  - Presentations

- Collaboration with Career Services
# Experience Valuation

## Pre-departure Course Objective
- Reflective Learning
- Cultural Awareness
- Professional Development

## In-Country Assignment
- Journal: Learning from Critical Incidents
- Journal: Stages of cultural adjustment
- Paper: Describe and reflect on an activity in your host country

## Post-Experience/Re-Entry Assignment(s)
- Reflect on pre-departure assignments & journal written in-country
- Were expectations realistic?
- Did you meet your pre-departure goals?
- Goals to build on experience
- Describe your re-entry experience
- Update resume
- Cover letter writing, interview talking points

## Table

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<th>In-Country Assignment</th>
<th>Post-Experience/Re-Entry Assignment(s)</th>
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<tr>
<td>Reflective Learning</td>
<td>Journal: Learning from Critical Incidents</td>
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<td></td>
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<td>Journal: Stages of cultural adjustment</td>
<td>Describe your re-entry experience</td>
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<td>Professional Development</td>
<td>Paper: Describe and reflect on an activity in your host country</td>
<td>• Update resume</td>
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<td></td>
<td>• Cover letter writing, interview talking points</td>
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Cultural Reflection

Reflect on differences

See value in differences

Incorporate in job search

GLOBAL COMPETENCE
Re-entry Challenges

- What are the barriers?
- Can it be mandatory?
- Different approaches?
- What has worked?
- Other thoughts?
Thank you!

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Pre-departure Cultural Case Study (Japan): Apologies

Tom has an important meeting in the morning with Yagi-san and Nakamura-san to discuss the nanotechnology opportunities in Massachusetts. They are meeting at 9:00 when Tom’s workday usually begins. He takes the same train that he always does that gets him to work with several minutes to spare every day. The trains in Japan are so predictable! Tom is waiting on the tracks that morning and hears the announcement that the train will be delayed due to a *jinshin jiko* (accident involving a person). Tom has never had a delay on his commute.

Tom waits at the platform tapping his foot as more and more people crowd around waiting. 15 minutes later the train pulls in and he manages to squeeze in with the other passengers. He arrives at his station at 9:05, but still has a walk to the office. He quickens his pace and makes it there by 9:15 and drops his things at his desk and composes himself for a minute before heading into the meeting room where Yagi-san and Nakamura-san are waiting. Tom feels like he made good time, all things considered.

“I’m sorry I’m a little late, but there was an accident on the train so everyone was delayed.” Tom apologizes as he sits down and takes out his things to get the meeting started. They begin, but Yagi-san and Nakamura-san both seem standoffish. What should Tom do?

Is there anything Tom should have done differently?

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**On-site Orientation Scenarios**

**Scenario 1:** You have completed all of your assigned tasks and are looking for something to do. You look to your boss’ office and see that he/she is visibly under a lot of pressure to meet a project deadline they are working on but you haven’t been involved with.

*How might you be most useful to the office in this situation and what actions might you take?*

**Scenario 2:** You are chatting with some work colleagues in the office kitchen when the subject of American politics comes up. A colleague who you don’t know very well makes a statement that is offensive to your beliefs or towards Americans in general.

*How might you respond?*
UW-Madison IIP Online Course Sample Syllabus:

Barnga: An Intercultural Communication Game Instructions:

The University of Iowa, Tippie Roadmap skills inventory:
http://tippie.uiowa.edu/undergraduate/roadmap/skills-inventory.cfm

Global Leadership Excellence. Global Competence Model, from
http://www.globalcompetence.org/model/Default.htm

The British Council (March 2013). “Culture at Work: The value of intercultural skills in the workplace”

http://mckinseyonsociety.com/education-to-employment/

http://www2.ed.gov/about/inits/ed/international-education/strategy-2012-16.html

GlobalLinks Learning Abroad and the Foundation for Asia Pacific Education (2010).
“Assessment of the Impact of Education Abroad”


