

## Successful Training Classes for Overseas Internships - Singapore Overseas Internship Success Stories at Tajen University

**Yen-yen Chen**

Instructor: Departments of Tourism and Hospitality

Tajen University

Email: yc0611@tajen.edu.tw

### Abstract

*The catering industry is an industry offering both skill development and experience-enhancing internships, and the system used in the tourism and hospitality education has been in place a long time. It is a kind of institutional emphasis placed on academic and experience gained in a practical sense. In recent years, the international trend has been to let governmental and educational institutions encourage hospitality department students to participate in overseas internship programs in order to learn from such international experience. But, overseas internship participants will often face racial discrimination, language barriers, adjustment difficulties, diet suitability, financial pressures, cultural misunderstandings and loneliness in their host country. Other issues may arise, such as: anxiety, confusion and frustration which are caused by contact with an unfamiliar environment interfere with successful learning outcomes. Therefore, this study offers an insight into three developmental practices which promote success in Singaporean internship training programs:*

- *Provide student internships abroad in Singapore to promote good cross-cultural adaptation and competency.*
- *Reduce the number of workplace obstacles that are faced in student internships abroad in Singapore.*
- *Develop student internship opportunities abroad in Singapore that will enrich practical experiences that are meaningful to students in the future.*

*The study concluded that the design courses possess lifestyle, specialization, practice-orientation characteristics; these courses offer positive assistance to facilitate student internships abroad in Singapore that permit interns to adapt to work and living aspects in Singapore occurring throughout the internship period. The conclusion of this paper provides positive results, along with some suggestions, including:*

- *Life adjustment lectures requiring individual follow-up counseling.*
- *Language courses should be more interactive and applicable.*
- *Enterprise learning has the potential to enhance professional ethics and attitudes.*

**Keywords:** *Overseas internships, cross-cultural adaptation, cross-cultural competency, applicable language training, professional development, training classes*

## 1. INTRODUCTION

The catering industry considers skills and experiences to be of significant value. In order to foster the development of school catering personnel, it is necessary for internship programs to conform to the industry standards, employers' expectations, schools' budgetary resources and industry trends. Schools must strengthen their relationship with the industry if they are to succeed with an internship system which can provide a tourism-hospitality education coupling both academic and institutional experience. To help students learn more efficiently and gain more experience, the industry's integration into the school curriculum requires most schools to plan off-campus internship programs that give students the opportunity to combine theory and practice, to get valuable early workplace exposure that prepares entry into the workplace. Therefore, successful school internship modes must include: *sandwich* teaching, cooperative education, academic cooperation, *ladder* teaching, etc.; opportunities for students to take advantage of winter and summer holiday breaks, or weekend work-study, to participate in and then to accumulate work experience.

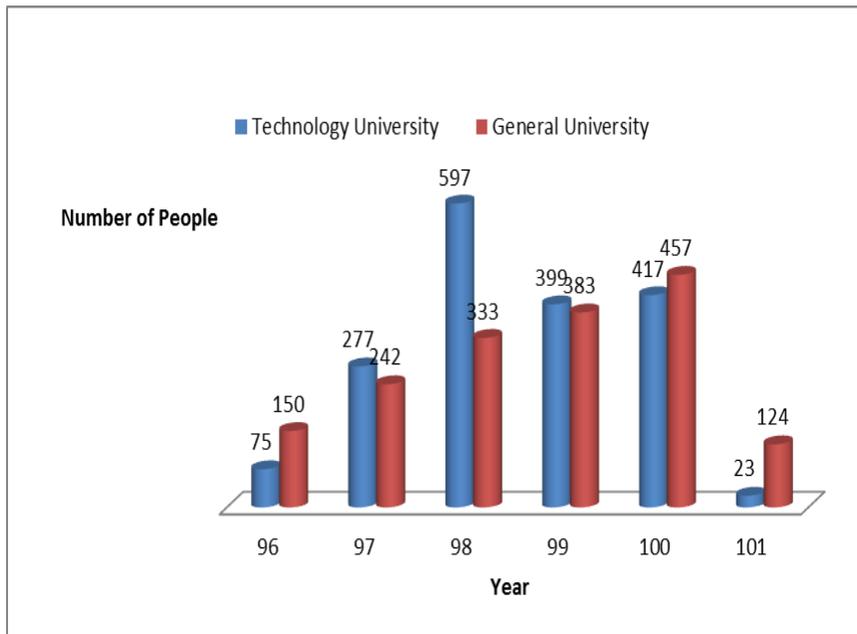
Student internships located in the hospitality department play an important role in students' nascent understandings of the catering industry as it connects with their school's instruction. Students wish not only to be able to take advantage of off-campus internship opportunities, but also to apply what they have learned in the catering service workplace through the efficacy of replication (Chen, 2004).

The impact of globalization has intensified competition for access to certain professions. The scope of people is no longer to remain confined solely to domestic markets, but to seek opportunities internationally. Recently, research has become focused on higher education policy and issues related to a rise in the global tourism industry. This is especially true of the rise of the service sector which has led to a joint promotion of domestic hospitality-related technical and vocational education programs with international development (Chen, 2010). Further, various schools are now more considerate of overseas internships that meet hospitality department students' undoubted expectations of having internship and life experience abroad.

Wan, Yang, and Fu (2009) pointed out that if department of hospitality students were provided with a mock interview as part of their overseas internship audition, the greater the possibility they might feel that an overseas internship is a good opportunity to hone and broaden their own global view, especially when they are still in school. In addition, it was found that students involved with international internship programs usually gain a global perspective along with encouragement from their family. Therefore, it is considered that the number of hospitality students who want to participate in internship programs abroad is increasing (Ibid.).

The Ministry of Education (MoE) in Taiwan has promoted a nationwide, long-term professional development program with an international perspective and a view towards providing practical experience. Secondary and tertiary institutions promote practical teaching and learning respective to the diverse cultural background, lifestyles, and operational modes of operation of enterprises and institutions in different countries. In 2009, the MoE launched a spate of technical and vocational education initiatives and recycling programs to "strengthen and apply pragmatic feature development" and to "foster the implementation of technical manpower role". As a starting point, they extended program organization into five levels with a proposed 10 policy strategy, implementation of technical and vocational education, and recycling programs by gradual stages. These efforts were made to improve the teacher-student teaching environment, strengthen university-industry links practices, and cultivate high-quality professionals'

goals. A follow-up MoE report indicated that the implementation of a vital students 'extracurricular practicum should encourage school administrations to enhance the students' off-campus internship year rate through expanded application for student internships abroad programs (Ministry of Education, 2009). Therefore, Taiwan's MoE has stipulated their intention to subsidize vocational schools which choose to offer overseas internship coursework points. In the 2010 school year, the Ministry began to inform students of the so-called "Hai Dream" overseas professional internship plan which allows students to have increased opportunities through internships abroad, exposure to different cultures, professional training and language skills (Ministry of Education, 2010). Since then, it can be seen schools and government overseas internship administrators have taken it seriously.



Source: (Ministry of Education, 2010), taken from: Qiu Yu Chan, & Songxiu De Jiang Hui Zhen (2012), *Technical and Vocational Students in the Planning and Promotion of Overseas Internships*.

## 2. RESEARCH OBJECTIVES AND QUESTIONS

Past research has shown that students entering the hospitality internship agency are unfamiliar with the practical environment, or they are anxious about insufficient practical knowledge. The practical situations these students face often fills them with tension, fear, and other negative emotions producing withdrawal and a lack of confidence which dampens the overall effectiveness of the internship. Thus, schools must increase realistic access to industry internship which places pressure on the education sector to respond in a positive manner. However, the students seeking internships abroad must confront additional problems related to cross-cultural adaptation in order to succeed in the overseas internship at a relatively high cost relative to the national education resources. Helping overseas students to get ready for their internship before leaving to work abroad is an important challenge for educational administrators and program participants.

The purpose of this study is to explore and prepare in advance for successful outcomes and practical lifestyle concerns for students engaged in overseas internship programs in Singapore. There are three primary questions to be addressed in this study:

- What is necessary to understand of training courses held before going to Singapore?
- What is necessary to understand of concepts and methods development of training courses held before going to Singapore?
- What exploration should take place regarding the contribution of training courses related to the effectiveness of the internship?

To promote the overseas internship programs made available to students, researchers hope to explore the possible responses to these questions by providing both governmental agencies and academia with more in-depth recommendations that may improve the effectiveness and promotion of overseas internship programs.

### 3. LITERATURE REVIEW

Under the aegis of globalization, regional and national economies have become intertwined like never before; therefore, human resources professionals have seen the job market reflect an international outlook. Toncar and Cudmore (2000) pointed out that while it is possible for schools to produce graduates having internship experience abroad, one of the most important perspectives is to develop talent as a consequence.

Programs must first emphasize students' communication skills prior to engaging in international internship opportunities; secondly, students should attempt to come into contact with different organizations, cultural and social opportunities which will reflect their internship host's country and thereby help students develop an international perspective. Overseas internship exchanges allow students to obtain important benefits which include :( a) obtainment of some form of credit certification; (b) enhancement of language skills; and, (c) development of practical experience. To this possible list of benefits, Evans, Finch, Toncar, and Reid (2008) adds life experience. Praetzel, and Curcio (1996) indicated that engagement in study abroad can promote students' understanding of foreign cultures, local people and institutions, so that students develop to become more open-minded, tolerant, laid-back, confident and mature.

Toncar, and Cudmore's (2000) research suggested that the impact on student internships abroad could be categorized in six ways:

- Changes: Students planning overseas internships experience changes that may be obvious, but may also be subtle and difficult to detect. However, the majority of students with overseas internship experience report that it has had a direct impact on them.
- International work experience: Overseas internship are superior to domestic practice, because they provide students with career exploratory opportunities that bridge the gap between theory and reality. Relevant internship experience abroad allows access to corporate culture and diverse work environments
- Personal growth: Overseas internships provide students with the opportunity to learn, to adjust, to adapt and to experience the practical effects of knowledge firsthand which engenders

confidence. This process empowers students to do more things which results in personal growth beyond the students' imagination.

- Expanded horizons: Overseas internship students expand their perceptual horizons, and they will hopefully learn to respect other cultures.
- Student-teacher Interaction: Teachers and students may plan to build mutual trust internship friendship and respect through overseas internship.
- Resume advantage: The overseas internship enables students to become more competitive in the job market. Students are shown to be both positive and proactive on their resumes. Although overseas internship does not guarantee a student's future, it is most often seen as beneficial.

Although there are many benefits for engaging in an overseas internship, international students may also experience negative attributes. Students may encounter racial discrimination, language barriers, adjustment difficulties, diet suitability, financial pressures and general misunderstanding and loneliness in their host countries. Anxiety brought on by being in an unfamiliar environment generates a reaction of confusion and frustration in students that would possibly interfere with their ability to learn and encounter friendship relations (Lin, & Yi, 1997).

Linyi Xuan's (2012) study found that culture shock experienced as part of the cross-adaptation of overseas internship satisfaction has a great influence on the perception of a successful program, and she suggested that schools should hold student briefings prior to their going overseas. If students have a good interactive adaptation plan in general, the chance of having any significant culture shock is reduced. Therefore, any improvement in one's cross-cultural adaptability will greatly improve overseas internship satisfaction and program success.

Dong Liman (2013) also pointed out that when the students of a department of hospitality do internships overseas, they are likely to face some type of discomfort and problems, just as with facing difficulties for new members of an organization. In the initial portion of an internship, the overseas students could embrace passion and anticipation, but after the official contact, they may find out that there are a lot of issues they will need to learn about and then to face, for example: an unfamiliar environment, exacting hospitality skills, cultural differences, and insecure relationships. They are the same difficulties that hospitality students will have to face after going overseas.

Although overseas internships are considered valuable for students seeking valid learning experiences, not everything is wonderful. For the expatriate staff sent overseas by companies, the situation in overseas adaptation is an important determinant of success that influences task completion and performance (Lizhu, 2000). Therefore, before going overseas, interns must receive relevant training to enhance their ability to successfully adapt to the life overseas. Tung (1982) determined that cross-cultural training courses may be generally divided into six categories: (a) to provide accurate geographic, climatic, food, housing and academic information; (b) to share the cultural import, cultural practices and value systems that provide relevant information about the host city; (c) to give directed cultural competency training, including a brief description of different cultural encounters; (d) to assist with language training; (e) to develop a flexible approach in sensitivity training; and (f) to gain field experience that will determine whether an applicant's suitability to work with people from different cultural backgrounds and emotional pressures in daily life (Tung, 1981).

In Lan's (2002) study, she suggested that cross-cultural training may include the following: (a) language training; (b) sensitivity to local culture training; (c) pressure adjustment training; (d) crisis management and security management training; (e) relationships management training; (f) international etiquette training; and, (g) relevant professional knowledge and skills training. An implementation of the language in which the cross-cultural experience will take place can greatly enhance the ability to detect cultural empathy, the ability to deal with the psychological pressure capability, the ability to build relationships and work-related skills, the ability to enhance the cultural empathy, and the ability to deal with degrees of psychological stress (Lan, 2002).

As for the training method to be followed, it is in accordance with the duration of the intern's stay abroad. Such a methodology may be divided into a shortened residence time given approach (i.e., information-driven approach). Written and online sources will provide information about local social scene, geography, culture and history, as well as government and other basic information about language training. If the stay is to include a longer residence time requiring emotional investment (i.e., the affective approach), training must be geared towards an understanding of the host country. This should take place for a variety of environmental and cultural assimilation awareness sessions, role-playing, case studies, oversight of controversial events in the host area to reduce the near-simultaneous pressures of language and skills training. Any long-term presence that requires interaction with host-country stakeholders calls for a more in-depth integration method (i.e., a full immersion approach) which focuses on the impact of expatriate practical situation. Training may be integrated into individual ideas and behaviors, which include evaluation centers, field experience, simulations, in-depth sensitivity training and advanced language training (Mendenhall, Oddou & Dunbar, 1987). The residence time found in the overseas internship is most often a relatively short-term stay; therefore, interns must be given basic local information and basic language training as circumstances permit. If time is available, interns should also receive a deeper cultural awareness and other advanced training pertaining to desired skills in the host location.

Most literature indicates that effective cultural training allows expatriates to quickly adapt to a successful new life abroad as deduced from other overseas deployment and business-related examples. By providing a thoughtful preparation and a reasonable schedule of training, students can practice life skills necessary for living abroad prior going overseas. This should enhance students' adaptation ability to ensure a positive outcome when working overseas. However, it should be noted that the present study currently lacks immediate results taken from the overseas internship course participation. As a result, this report of Tajen University of Science and Technology internships to Singapore is presented as a case of practice in order to learn the relevant line courses for those students doing overseas internship and to help determine the essence of why going internships overseas is a path to success.

#### **4. TRAINING STATUS**

According to the survey data of the Information Services Industry Cooperation Center for the Ministry of Education in Taiwan, 101 school students participated in the annual national hospitality group of the University of Science and overseas internships: National Kaohsiung University of Hospitality and Tourism, National Kaohsiung University of Applied Sciences, University of Science and Technology Yih, Penghu University of Science and Technology, Tajen Technology University, Hungkuang University, Wufeng University, Yuda Business University, Ming Hsin University of Science and

Technology, Jinwen University of Science and Technology as well as St. John's University (a total of 11 schools). In this study, the Tajen University of Science and Technology reported that their participation in overseas internship programs included the Departments of Hospitality and of Tourism Management.

The method of preparation before going overseas consists of the Departments of Hospitality and of Tourism Management of Tajen University arranging for a series of extra counseling courses related to overseas adaption for students who are going overseas; so, the majority of these courses are related to the language of the host country, orientation before going overseas, briefings, discussion of internship arrangement, and enterprise practice:

#### *4.1 Briefing before the Trip*

A senior consultant from an outside consultancy firm, along with departmental faculty will complete the Singapore internship-abroad notes, follow-up and other briefing matters. These materials should provide a full explanation to those students going overseas and their families of all relevant aspects of the internship program.

#### *4.2 Internships Seminar*

A senior consultant from an outside consultancy firm and staff from cooperative internship providers will introduce the basic overview of future prospects, compensation and benefits, work patterns, corporate culture, labor rights, and work environment. Consulting for current Singapore cooperative internships includes the following:

**Table 1: Singapore cooperative internships**

Hotel	Sheraton Towers Singapore Hotel
	Shangri La Orchard Hotel Singapore
	Gallery Hotel Singapore
	Hotel Royal Singapore
	Mandarin Oriental Hotel Singapore
	Swissotel Merchant Court Singapore
	Fullerton Bay Hotel
	Riverview Hotel
Restaurant	Singapore Explorer
	Swiss Bakery
	Swiss Treat
	Albert Café & Restaurant
	Blood Brothers Gourmet
	WWS Group

### 4.3 Lecture on Life Adaption

A senior consultant from an outside consultancy firm will explain matters related to local diet, clothing allowance, shelter, transportation and other quotidian information. Professors will share their experience by asking former interns from previous cohorts going to Singapore to answer questions that allow current intern candidates to profile the upcoming internship experience.

### 4.4 Language Training Courses

The most important lesson prior to going for an overseas internship in Singapore is the university-level language training module which lasts for the total of 18 weeks (i.e., two lessons per week, with 1 hour of language lab; content covers life and workplace topic areas). Through Interactive training, students should become better prepared in English communications skills in just a short period of time.

The main textbooks written in the English language training course are "Essential Hospitality English : Tourism, Hotels, and Restaurant - Book 1 ", "Essential Restaurant English - Book 2 ", "Essential English for Restaurants and Hotels - Book1. " The complete three week English language course is as follows:

**Table 2: Schedule of language training curriculum**

Week	Theme	Activities
1	Introduction	Course introduction, Self- introduction
2	Listening for main ideas and details	Listening comprehension & oral practice
3	Making inferences Getting meaning from intonation and pronunciation correction and practice	Listening comprehension & oral practice, Pronunciation correction and practice
4	Making inferences Getting meaning from intonation and pronunciation correction and practice	Listening comprehension & oral practice, Pronunciation correction and practice
5	Useful sentences and role-play simulation	Oral and listening practice in a situational classroom
6	Useful sentences and role-play simulation	Oral and listening practice in a situational classroom, group discussions
7	Listening strategies	Listening comprehension & oral practice
8	Listening strategies	Listening comprehension & oral practice
9	Interview simulation and case study	Listening comprehension & oral practice, discussions
10	Making, accepting, and refusing invitations	Listening comprehension & oral practice
11	Communication in real life	Problem-solving
12	Identifying and practicing stressed words	Listening comprehension & oral practice
13	Identifying and practicing reduced	Listening comprehension & oral practice

	pronunciation	
14	Comparing lifestyles in different countries	Role-taking
15	Talking about customs	Group discussions
16	Requesting and giving directions	Listening comprehension & oral practice
17	Requesting and giving directions	Listening comprehension & oral practice
18	Evaluation	Role-play & discussion

#### 4.5 Enterprise Practices

Through a participation in distributed to cooperative enterprise learning, students may apply their knowledge in the workplace from the skills they learned in school. This skill set may include specific knowledge of the hospitality industry, as well as the basic management of the external field, which help the students entering the elementary services and technical personnel to develop the right job values. Therefore, it is essential and important to establish a good theoretical and practical foundation for future overseas internships. Current students in Taiwan who are seeking internships in Singapore, should accomplish the following prior to internship and work placement:

**Table 3: The situation of enterprise practices in Taiwan prior to placement**

Respondents	Internships	Internship content
B male respondents (baking group of hospitality department)	Taipei Quiznos	<ol style="list-style-type: none"> <li>1. All kitchen work, sous-chef preparation, preparation of ingredients, inspection, inventory, kitchen sanitation.</li> <li>2. All work as a waiter, responsibility for all the goods produced, complete district (requests / guests' orders), ordering, cashier section (Closing), general cleaning.</li> <li>3. Commodity production (toast, noodles), room, meal, clean guest area.</li> </ol>
C male respondents (hotel group of hospitality department)	Tam Lin Chinese Restaurant International Club	Waiter position, hosting, word processing, cashier ...
E female respondents (hotel group of hospitality department)	Tam Lin Chinese Restaurant International Club	Waiter position , hosting, word processing, cashier ...

D female respondents (baking group of hospitality department)	Letter Cake Bread Bin	Preparation, baking, cake preparation.
A male respondents (beverage group of the hospitality department)	Tam Lin International Club Lounge Bar	Counter-ordering, making à la carte, menu design, inventory stock, finishing shop, food processing cooking.

## 5. RESEARCH METHODS

In the analysis, in-depth interviews mining methods, the researchers conducted interviews through an analysis of the way of gathering (or "constructing") a firsthand research method, through bilateral interaction, a joint construction of "facts" and an observation of "behavioral" process. Hopefully, it is to establish in-depth interviews, through verbal communication; so, people can express their ideas candidly. Thus, you can reach a certain mutual understanding among different people; while, at the same time, it is to understand the questions and to talk about the values of the respondents' feelings, attitudes, life experiences, ideologies and actual behaviors (Chen, 2002).

Interviews with selected interviewees were conducted with five Tajen University students who had completed their internships in Singapore. Research describes how these students tried to gain from a sense of accomplishment from the Singapore overseas internship itself and how a participation in a relevant training course prior to going overseas had assisted them in some way. An outline of the content is shown in Attachment I. The method of interview used was the one-way depth semi-structured format. The research purpose is to further develop the outline as a basis from which interview questions may be drawn. By adopting an open talk forum without pre-conceptions, the interview enables students to enjoy freedom of expression. Simultaneously, with prior student-approval, the interviews were recorded to insure proper transcription was made. In the subsequent analysis, and since the interview period was more than one hour, the content is may be deemed cumbersome, and some teacher-student discussion considered irrelevant to the research topic. Therefore, the method of data analysis was made through qualitative review recording. Representation of the research meeting where the students' interview exchange was collected was made mainly through excerpts, and it is based on the qualitative research purposes of classification, which are analyzed as follows.

### 5.1 The Aid from Training Courses

All students surveyed in the following interview excerpts had participated in a scheduled training course prior to departure for Singapore; in addition, most students reported participation in the discussion and language courses:

*The content of English language course includes teaching grammar and conversation, role-playing, simulation interview, and English correct pronunciation which help my English to be more fluent in the workplace especially in communicating with people. The trainings of the internship reports and briefing are very useful experience because they assist me to solve all sorts of difficulties that I encountered in workplace. (Student C)*

*I have participated in courses of internships introduction, briefings, and English. I think properly communicating with foreigners is a very important, because for the first time going overseas, I want to understand and be easily understood with others when talking and it is easier to make friends too! (Student D)*

In a discussion of how the relevant language courses made a positive contribution to intern work / life adaptive success prior going overseas, students generally claimed to be more prepared psychologically to engage in conversation practice and become more familiar with professional English workplace language:

*At my work of internship, I often took orders, of course, all in English, which reminded me the simulation English in English training and also made me more familiar with it, not feeling stage frightened even though making mistakes. Therefore, language courses can be a test of the reaction with the lack of local language skills of their own, and then use the remaining time to make up their own dissatisfaction section. Moreover, life adaption is almost like that such as, many supplementary word that I learned in English course appeared like buying necessities in a supermarket in English, so I usually go shopping without worry.(Student B)*

Albeit short as language training courses go, in reality, students still confront the obstacles and felt lack of communication, mainly to adjust to the local dialect:

*In the course of simulation interviews, the students listened to the Singlish accent. After arriving in Singapore, the suddenly are unable to understand the local accent all of a sudden; in fact, they made a lot of jokes from that. In the actual workplace, their colleagues will help them; over the time the students get used to the accent issues on adapting to life.(Student B)*

*It is not necessarily all most of people understand Chinese in Singapore. Due to Singapore like a small center of the world, there are many races, people from different places around the world, using different languages with different English accents. In addition, after having the basic English courses in the school, it seems very helpful and smooth to communicate with a lot of people from all around the world (Student C)*

Speaking on the beneficial feelings gained from taking the lecture courses related to aspects of life adaption, most of the students think it is quite helpful and better to prepare background information related to Singapore's food, clothing, shelter, and other cultural references in advance of the internship period:

*To have a better understand of the living conditions in Singapore in advance seems a good idea. For example, I know that it only stays in the weather of spring and summer, no winter weather; at the result, it is considerably hot after arriving there. In addition, the briefing also talking about the accommodation, we are informed that living overseas may not be as good, convenient and spacious as living in Taiwan, so we can have an idea ahead of time. (Student D)*

However, because each person is different, the condition the real life condition they encounter varied, and the way they seek assistance and solutions multitude, there are surveyed students who consider that the cultural awareness and adaptation training courses are limited, it still remains a good opportunity to learn independence:

*I think the information of life adoption from the training courses is limited. Even it has clearly covered and mentioned most of things before going overseas, a person in a strange place, unfamiliar*

*with the beginning, does not know anything, Because I have become more independent without relying on others and try to handle everything on my own, not only in life, so as my work, I am more confident about myself. (Student C)*

Students who participated in training programs considered it to be quite helpful to know in advance the common workplace difficulties that they may encounter during the internship:

*To recognize the work conditions and status before going overseas is quite essential, and in part, gradually be mentally and physically prepared. After the training courses, it helps me adjust fast into the situation of the workplace such as, I have already known the cuisine, menu, customers' resources of the company before departure (Student E)*

The students who joined the survey considered the most beneficial aspect of the training courses to be related to the enterprise training combined with internship enterprise introduction, because they increased the fit of the intern into a fast-paced workplace:

*I think I like the training courses I like are internships enterprise introduction and the briefing before going overseas because I am only able to understand how the internship hotel operates the internship hotel, but also to increase the interaction with the guests. Thus, it is quite essential and beneficial to arrange such a training course before having internships so that students are able to have a better understanding in advance. (Student C)*

It has been suggested that language training helps the most, because language is the basis of communication, whether it is in the life or work environment:

*I think English courses helped me the most, because if you do not have a good of listening or speaking ability, how can you communicate with others. So, I personally recommend to attend English training course is very critical. In addition, put the focus on English training course is also a method because after going overseas, you need to rely on yourselves to adapt the surroundings for completing the internship. (Student D)*

For the classmates who wish to participate in overseas internship, the surveyed students suggest it is essential to strengthen language skills, to improve their overall deficiencies, and to adjust their attitude towards work:

*The mentality of internship is to learn, not to make money; of course, I can earn money, but I am just an intern in a short run. In addition, I'm just beginning, so I needed to focus on making effort in learning. On the other hand, learning not only to enhance competitiveness thought, but also to make myself more valuable, gain more advantages, and stress No Pain No Gain. (Student B)*

## 5.2 The Advantages of Induction Training Prior to Going Overseas

To summarize the excerpts taken from the student interviews, the overseas internship pre-training courses and preparation are mainly related to training and research coursework. Due to the industry language and daily communication involved in smoothly adapting to the internship workplace and to the enterprise practices involved, it is best to let students know the ethos of the workplace in advance to placement. Likewise, it is also best for interns to develop a heightened sense of responsibility in order to quickly enter their given work situation. Access to complimentary lectures and the resulting open idea exchange allows students to receive further mental preparation before going abroad, so that students are able to successfully make progress in the shortest time. The courses and lectures that have been mentioned above are mainly focused on skill building methods that have three principal foci:

### 5.2.1. Living Arrangements

Although the students involved in the overseas internships need to be advance-screened according to their language skills, everyone is at different levels of language proficiency; especially with the listening and speaking skill. Therefore, the proscribed teaching methods must focus on living arrangements, on a variety of living abroad conditions involved in emotional response (i.e., shopping, asking for directions, greeting, and taking public transportation). This preparation will allow students to learn through daily conversation, to resolve the awkwardness of English listening and speaking, and to cultivate an interest for further study. In the classroom, conversation practice may be divided into small groups and provide more opportunities to speak English for students in role play situations.

### 5.2.2 Specialization

In addition to the living arrangement conversation course, specialization coursework may address different needs to different students to enhancing their job skills requirements, such as food and beverage production, baking cakes, outfield hospitality, bar terminology, and professional vocabulary relevant to good communications and interaction with both colleagues and guests in the workplace.

### 5.2.3 Practice

Preparation should also include ample opportunities for practice. Through internships briefings, students may achieve a preliminary understanding of the future internship sites, internship positions, and internship workplace practices related to the enterprise; through an acceptance of a learning-by-doing approach, students can work more efficiently to practice and have a good convergence with their future.

### 5.3 Successful Adaption between Working and Living

During the interview process, the surveyed students reported that the overseas internship experiences of working and living in Singapore exist to build an international outlook. This achievement is seen as one of the biggest plusses in their future life and career:

*To enhance international outlook and values is also to build a foundation for the relative ability of their own language, whether in the hospitality industry or other fields. With the overseas internship experience, it is not only a plus point plus, but also increases the possibility and potential for other jobs. (Student B)*

*In this internship, I am honored to be distributed to Jinshan House of the Marina Bay Sands Hotel in Singapore as intern; the place is located at TOWER 2 of the restaurant, where I met different races of people from all over the world. In addition, I worked hard in order to make every guest feel like home. The greatest gain the have in this internship is to give me an opportunity to be more aware of the country's ethnic culture of Singapore. (Student C)*

The work will include the upgrading of technology, training, and experience from different positions; these important gains of overseas internship in Singapore include:

*I am grateful when I practice in Singapore, colleagues, supervisors, are very willing to give me a chance, without hesitation to teach. Through the time, I have more responsibility, and later on I also went to reception department by answering phones and taking reservations; and finally after a moth and a half training at the cash register I finally became a cashier independently. (Student C)*

*On the technical side, the biggest gain is to make cakes and pastries, as well as for pastry passion and patience; something can be done by trying again and again. This is not simply all follow a recipe. (Student D)*

There is also the opportunity for interns to improve their individual English skills and personal sense of independence. Interns have the important task of making connections that may last a lifetime, and it is also the largest gain for the students:

*This overseas internship is so helpful for my future life because this year I made more friends and all my supervisors liked my performance this year. Hopefully, I am able to return to Singapore and work with them ... (Student C)*

*This journey has been a big change for me because I can be more independent than others, be much braver to open a dialogue with the foreigner and even can travel by myself. Thus, this trip has enriched my experience, having full of memories of pioneering work in life. (Student E)*

Overall, all the respondents have a positive response to the effectiveness of a Singapore overseas internship, and they also consider it to be beneficial to their future job prospects in the hospitality field, including to gain an international perspective, language skills, and interpersonal skills; so, it is deemed an important life experience for those students who are just starting out. The training prior to going overseas offers a positive assistance for them, especially with respect to the introduction of internship enterprise and enterprise internship. In the introductory period of the internship enterprise, students begin to understand the work descriptions and content of the internships, operating conditions, and possible challenges may face. For obtaining an internship in a similar enterprise related to study, students can develop work skills, patience, a sense of responsibility, and knowledge of how to get along with others in an interpersonal workplace setting.

By taking language courses, students will be able to apply it in basic communications once they relocate to Singapore. Students need more opportunities to practice English by enhancing the use of English with courage. For the adaptation lectures highlighting shared experiences of senior classmates, interns can understand the basic local history, culture, and habits of the work environment. Such understanding by the interns will reduce anxiety, and it will provide an outline for the conduct of the internship to reduce parental worry and students' culture shock when interns first arrive. The introduction of the briefing before going overseas explains the internship process, relevant precautions, and allows for any Q&A to take place; the entire training allows the students to have a more complete understanding of the program and the regulations they need to follow, how to seek assistance, and to answer all kinds of personal questions. Therefore, the training courses are beneficial for the students and demonstrate an effective introduction to the adjustment and adaption to living and working in Singapore as an intern.

By classifying the practical training courses before going overseas, it is considerably more pleasant for the students. In the academic year of 102 (2013), the number of students applying for the overseas internship to Singapore has increased from 7 students to 18 students, which shows considerable achievements and demonstrable results on account of the training courses provided prior to internship.

#### *5.4 Student Feedback and Suggestions*

Certain questions still remain to be answered by the participants in the internship program. For example, what are the recommendations and perceived importance of the training courses provided to interns before going overseas to Singapore? What are the deficiencies of the curriculum currently in

place? How to strengthen the existing program to meet practical needs encountered by interns once at the host site? What are the courses that should not be increased, or even eliminated? The interviewed students have offered commentary, including increased English conversation practice and an extension of the course durations.

*The training courses of English interview simulation and the briefing before going overseas must be attended since they are closely interlinked. The briefing before going overseas should focus on establishing a good working attitude and humility. On the other side is to strengthen language skills. (Student B)*

*More focus on this aspect of increasing English sessions on the curriculum, not only focus on the business English in restaurant but also increase the sessions of basic English dialogue. Because of the use of all-English classes, resulting in some words not to be understood, after school students are more willing to find a word explanation. (Student C)*

Besides, enhancing spoken interaction in class requires the use of simulation plays and discussion to provide a more effective learning outcome:

*Open a simulation drama course for students who are willing to participate in overseas internship and interact with them, so teachers and students can communicate the in English with each other, which is a purpose of the course. (Student B)*

Building a positive and active working attitude before going overseas is an important part of successful internship preparation:

*The briefing training before going overseas can enhance students' attitude and humility; the more important is to instill "disadvantage" which is actually not a bad idea, for students still have time to learn the working skills. It is important to establish a good attitude in advance and it is the most important in overseas internship as well. (Student B)*

The present qualitative research study is based on in-depth interviews with observation that were used to collect the subjects' perceptions, values, and behaviors after participation with the internship program. To support this form of study, Yin (1981) proposes a common method, including history, experiment, investigation, file analysis and case studies, etc.; so, different research topics should use different methods in which case study is a form of empirical research. In addition, the most widely used and empirical research method is the in-depth interview, which is applied in the present study, and it is performed through face-to face interviews with returning interns to collect first-hand information. As a result, it is inevitable there will be a large degree of subjectivity presented. In order to avoid excessive interference by human factors, the researcher immediately recorded interview findings and self-reflection as a process; after completing the brief interviews with respondents by telephones or in face-to-face meetings for purposes of verification, the researcher re-verified the integrity and accuracy of information to avoid miscommunication or linguistic barriers caused by data error collection methods. Errors could have included, but not limited to either incomplete interpretation or the respondent's error in recollection, which shall be amended, in order to assure that the authenticity of the interview data matches closer to the true feelings of those respondents.

Further qualitative research called "validity" is also available in "description validity" and "interpretation and validity" as two indicators to be examined. Description validity refers to the researcher's report of the content, of the externally observable phenomenon, or to an accurate description

of the extent of something. In description validity, a portion of this study uses the data of the interviews as the main source of information through repeatedly cross-checking with the respondents, and the researchers recorded the facial expressions, tonality, volume, body posture and movements to confirm the integrity and credibility of the information.

Interpretation and validity refers to the researcher's knowledge, understanding, and expression of "exactly" to what extent the respondents gave a meaningful response. In the interpretation validity, the surveyed target of the study includes mandarin and Taiwanese users because the content of the interview involves studying abroad in Singapore while using English. Interview summaries must be translated from Taiwanese and English into Mandarin from recordings. After translation, the words from the respondents served as the main analysis material, and the resulting transcripts were read back the information to the respondents for accuracy.

## 6. CONCLUSION AND RECOMMENDATIONS

In conclusion, the training courses provided to interns prior to going overseas gives support to those students going for an overseas internship to Singapore. This is especially true with the introduction to the internship program which allows students to have a better understanding of the internships' contents, operating conditions, pace, and the possible difficulties yet to be encountered in actual practice. This introduction will make sure that the students are able to better enter the situation, match interests and expectations with specific enterprise internships, and to insure that students can gain experiences and develop work skills, patience, interpersonal relationship, and a sense of responsibility leading to a successful outcome.

Regarding the language courses proscribed for interns, access to effective daily conversation with colleagues and clients are central to success. Students are expected to have survival English communication skills before departure to Singapore. Therefore, the most important facet of this preparation is to give students more opportunities to practice daily English and to enhance their confidence in using English. The life adaption lecture directly relates the experiences shared by senior classmates, so that students may understand the local history, culture and habits within the environment in order to reduce the anxiety. To have a life outline and concept of the internship also brings reduced anxiety to the parents involved, and it helps to reduce interns' culture shock when first arrived. In addition, the orientation provided before going gives a brief introduction of the entire internship process, with the relevant precautions, explanations, and a lengthy Q&A. This offers an opportunity for students to have a better understanding of the program, regulations to follow, how to seek assistance, and responses to Q&A inquiries. Overall, the training courses provided before going overseas to Singapore help the students to become successful in the life and work adaption they will face overseas.

According to an analysis of the respondents' opinions and suggestions for future improvements in the training courses before going overseas, there are three principal suggestions which are based in large part on the main limitations of the study and of the future thesis.

### 6.1 Follow-up Counseling Post Life Adaption Seminar

The content lecture of the life adaption seminar is replete with the experiences shared by senior classmates, which may bring a basic understanding of eating, clothing, living, and transportation issues to be faced in Singapore. It tells the students how to seek solutions whenever they encounter problems,

taking into consideration that each student has a different adaptive ability at hand. Courses are unable to cover every contingency, so in addition to the detailed information provided; the regular follow-up counseling is expected to take place. This requires that teachers keep in touch with the students overseas by Internet connection in order to address any problems the students may encounter abroad.

### *6.2 Increase Vividness in the Language Courses*

Although the surveyed students would like to increase the duration of the language courses offered, learning a language requires a long-term commitment; besides, the school has previously offered language courses in the regular curricula. In addition, language proficiency cannot be entirely accomplished before going abroad. Students who wish to participate in overseas internships should learn actively through the school curricula, find tutoring and self-study to start training as soon as possible. In the future, language courses may be improved upon from enhancing the liveliness of the curriculum in addition to the basic conversation ability. In addition, the majority of the surveyed students have indicated at some point that having the courage to open their mouths and talk is the most capability. Singapore is a multi-ethnic country, with each ethnicity having its own English dialect. Thus, it is difficult to cover all of aspects in learning world English; instead, the most important thing is to engage students in the habit of using English with courage and on a daily basis.

The way to enhance courses that will insure successful training for students participating in overseas internships is to increase English conversation practices, create interactive opportunities, and produce dramatic simulation content involving real interaction; so, the surveyed students mentioned the English classes need to be created to an English-speaking environment. In reality, each student has a different level of language facility, and the feasibility is not high. However, the entire course can be applied in a stepwise and gradual method with a progressive approach; in this way, the instructor reduces the time of Chinese instruction. Therefore, students are able to become better accustomed to using English to deal with daily situations; and, in the final stage, to apply a full English teaching mode in class.

### *6.3 Enhance Professional Ethics / Attitudes in the Enterprise Practice Content*

In the enterprise practice, students will usually learn the relevant skills in the classroom with real practice in an enterprise that can increase students' practical work experience. A successful internship is the most important factor in developing a professional work ethic and attitude. Participation in an internship will lend students a sense of responsibility with honor. As the experience of the surveyed students described in various workplace situations, it is vital for interns to possess awareness of the different regulations, procedures, and habits they may encounter. These attributes can be learned after entering an internships enterprise and prepared for successfully in advance. However, no matter what workplace it may be, the basic requirements of a proper work ethic will not change. Thus, the very first responsibility is for students and teacher to work together to develop successful training for overseas internships.

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