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SETTING EXPECTATIONS: AN ONSITE ORIENTATION  
FOR INTERN ABROAD PROGRAMS IN LONDON

Ilse Damkoehler

PIM 72

A Capstone Paper submitted in partial fulfillment of the  
requirements for a Master of Arts in International Education at  
SIT Graduate Institute in Brattleboro, Vermont, USA.

Capstone Seminar: May 2014

Advisor: Linda Gobbo

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Date: May 4, 2014

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## ABSTRACT

International internships have been continuously rising in popularity over the past decade, with participation in work, internships, and volunteering abroad (WIVA) more than tripling over a ten year span from 1999/2000 to 2010/2011 (Farrugia, 2013). One of the most important elements of an intern abroad program is to set expectations so that students can have a successful program, both personally and professionally. The onsite orientation is therefore a vital piece of an effective intern abroad program.

*Setting Expectations: An Onsite Orientation for Intern Abroad Programs in London* is a four-day orientation program in London, England developed for participants in the Intern in London program administered by London Study Abroad Experience (SAE). This orientation has been redesigned to fit the specific needs of the students in order to equip them with the tools necessary for a positive internship experience, and prepare them for future endeavors. With a strong focus on experiential learning, the orientation engages participants during every aspect of the program. Participants will gain knowledge about the city, its history and culture, health and safety information, and business etiquette specific to their internship program.

This program design is grounded in the theoretical underpinnings of experiential learning, diverse learning styles, and student development; and emphasizes the importance of onsite orientations. Key stakeholders were surveyed and interviewed in order to develop a well-rounded and successful orientation. Staff and participants evaluate its effectiveness in order to continuously improve the onsite programming.

## **Introduction**

Internships have been around for several decades, and participation in these programs has recently been on the rise. “Long before the creation of schools and universities, learning-by-doing was the only way to learn” (Kraft & Kielsmeier, 1995, p. 143); experiential learning in this sense has made its way into the classroom, with the added benefits of academic focus and reflection. Many undergraduates are taking internships one step further – international internships are increasing for many (if not all) fields of study. In just over ten years, from 1999/2000 to 2010/2011, participation by U.S. undergraduate students in work, internships and volunteering abroad (WIVA) increased by an astonishing 349% (Farrugia, 2013).

Over the past several decades, increasing numbers of U.S. undergraduates have been participating in study abroad programs. According to Open Doors Reports, published by the Institute of International Education (IIE), between 2003 and 2013 there was a 76.1% increase in study abroad participation by U.S. students. With the exception of a slight decrease during the Great Recession of 2007-2009, the number of students studying abroad on various programs has been steadily increasing (IIE, 2013).

Between 2007/2008 and 2008/2009, participation in international internships rose 37%, which shows that many U.S. students may have seen the need to stand out in the competitive job market after the recession hit (IIE, as cited in Leimkuehler, 2011). According to the MacArthur Research Network, in the Millennial pool of recent graduates, “two-thirds of graduating seniors [move] home and 16 percent of 18-to-24-year-olds [are] unemployed” (as cited in Hassler, 2011). With these alarming statistics, more students are trying to set themselves apart in order to get hired upon graduation. This directly correlates with the rising popularity of international internships.

Employers are seeing the benefits of intern abroad programs as the world of business rapidly moves toward a more global mindset. Students become more competitive candidates by gaining valuable skills while participating in international internships: 90% of employers surveyed for the ROI of Study Abroad Infographic by *Frontiers: The Interdisciplinary Journal of Study Abroad* said that candidates who have international experience are “more likely to possess highly desirable skills including cross-cultural communication skills, independence, cultural awareness, maturity, and flexibility” (Lawrence, 2013). It is clear that career-minded students and employers alike see the benefits of interning abroad, forcing a shift in international programming for many institutions and third party providers.

### **London Study Abroad Experience (SAE)**

London Study Abroad Experience (SAE) is a London-based third party provider for study abroad and intern abroad programs. Developed in 2012, the onsite staff supports its own participants as well as three of its partner organizations: CISabroad (CIS), Performing Arts Abroad (PAA), and World Internships (WI). Together these organizations form a consortium of program providers that work closely together to their mutual benefit. London SAE is essentially the on-the-ground provider for CIS, PAA and WI for their London-based programs<sup>1</sup>. Although the organizations frequently utilize the same centralized resources, each entity operates independently and attempts to meet the needs of different markets. The pre-departure and post-program stages are therefore different for each participant depending on which provider s/he chooses; however, the onsite London experience is the same for all. The agreement between the four companies serves as an advantage to all and provides the students with a better, more

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<sup>1</sup> The onsite group, or participants, referred to throughout the paper represents participants from London SAE, CIS, PAA, and WI. Although participants are filtered into the Intern in London program through various organizations, the onsite experience is the same for all participants. Therefore, there will be no distinction between participants in regards to the company through which they were accepted, they will be regarded as one group.



rounded program due to the shared resources and knowledge of the consortium. This is owned and governed by a private Board of Directors, which provides substantial knowledge and financial support to all of the partner organizations.

London SAE holds a unique market position, as its sole focus is on the city of London. The organization prides itself on providing programming in which “participants are completely immersed in the life and culture of London, thereby gaining the invaluable skills of intercultural communication, adaptability, and self-reflection” (London SAE, 2013). In an effort to remain a contender in the competitive world of third party providers, London SAE partners with some of London’s top universities, offering a plethora of courses that span several disciplines and accommodate different interests. Aside from the high quality academics, London SAE also realizes that learning happens outside the classroom, and as such, stresses the importance of creating an environment conducive to learning. The company’s mission emphasizes the value of experiential learning:, through which “participants will be able to adapt to their new environments, allowing them to fully take advantage of the opportunities for personal and academic growth and to become true global citizens in this increasingly global society in which we live” (2013). These principles are woven into every stage of the onsite program.

London SAE offers intern and study options during the academic-year, semester, and summer, and provides customized and faculty-led programs for several universities across the United States throughout the year. The Intern in London program is for students or recent graduates between the ages of 18-26 who want to obtain experience through an international internship. Participants have the option of an eight- or twelve-week program. The program is open to participants from all four sister organizations and therefore yields students from the United States, Canada, and occasionally students from the European Union and Australia. It

balances international work experience, cultural immersion and personal development through various activities and workshops. Placements are customized to an intern's interest and experience, and have been in such diverse fields as: arts, business administration, communications, computer science, engineering, journalism, law, marketing, political science, public relations, and theater. There are typically one or two interns at each location, so students can develop relationships with British colleagues and immerse themselves in the culture.

The Intern in London program continues to see high participation rates each term. The number of confirmed participants between all four organizations almost doubled, from seventeen interns in 2013 to thirty one in 2014. Due to these increases, onsite staff has seen the need to fine-tune and improve the program as a whole so that London SAE and its partner organizations can continue to thrive in the competitive market of third party providers. Since the onsite orientation plays a key role in shaping the success of the entire program it has been restructured. This paper explores the reasoning for these improvements, provides theoretical foundations to support the changes, and outlines the redesigned orientation in greater detail.

### **Theoretical Framework**

In order to provide the most effective programming for the variety of participants represented onsite, literature stresses the importance of a strong orientation to the location, a pedagogical approach, and an understanding of the participants' learning styles and developmental needs. John Dewey's Model of Learning (1938) and David Kolb's Model of Experiential Learning (1984) provide this grounding. The following is an overview of best practices for onsite orientations and a discussion of relevant themes regarding student development. These resources provide a solid framework and rationalization for the improvements made to the orientation.

## **Orientation to Experiential Learning**

Experiential learning can be defined as “a process through which a learner constructs knowledge, skill, and value from direct experience” (The Association of Experiential Education, n.d.). Other experts use the idea that experiential learning is a process through which learning occurs by reflecting on one’s own experiences and applying them to later endeavors (Wurdinger, 2005). In order to effectively use experiential education, it is important to follow a learning process and utilize purposeful reflection directly following the events.

Dewey’s model of learning, called “pattern of inquiry,” has a “specific learning sequence with a starting and end point” (2005, p. 8). The pattern of inquiry allows educators to design meaningful exercises that help ensure “that thinking occurs not only after an experience but also throughout the entire process” (2005, p. 8). It is important to plan the learning in a way that makes sense to the learners, meaning the specific elements of the orientation must occur in a manner that follows the pattern of inquiry. By integrating different elements into the orientation, students will gain experience first and then apply the knowledge to the classroom setting. Also, students will begin to recognize these patterns and employ the knowledge in future settings.

According to Kolb’s Model of Experiential Learning (1984) (Appendix A), there are four different phases of the learning cycle: Concrete Experience (CE), Reflective Observation (RO), Abstract Conceptualization (AC), and Active Experimentation (AE). Kolb describes four learning styles using these four phases (CE, RO, AC, and AE) as a foundation. These learning styles are a combination of two of the four stages and are categorized as the following: Diverging (CE & RO), Assimilating (AC & RO), Converging (AC & AE), and Accommodating (CE & AE) (Chapman, 2012). Each person typically prefers one distinct learning style, which partially depends on the individual’s life-stage. There are also three life stages: acquisition, which begins

at birth and continues to adolescence; specialization, which happens during schooling and early work and personal experience of adulthood; and integration, which includes mid-career through later life (2012). These factors have a great influence on how a person tends to learn.

Additionally, the type of professional field the intern is entering will affect his/her learning style. The “professional orientation shapes learning style through habits acquired in professional training and through the more immediate normative pressures involved in being a competent professional” (Kolb, Boyatzis, & Mainemelis, 2001, p. 9). Interns entering the fields of social services, arts and/or communication tend to have divergent learning styles; sciences, information or research professions tend to have assimilating learning styles; professionals in the fields of technology, economics and environmental sciences tend to have convergent learning styles; and finally, management and business positions will typically lean toward accommodating learning styles (Kolb et al., 2001). It is important, then, to implement different elements into an onsite orientation to appeal to each style of learning.

Along with the various learning styles, Dunn and Dunn (1993 as cited in Brooks-Harris and Stock-Ward, 1999) describe four different perceptual styles: auditory (listening), visual (viewing), tactile (touching), and kinesthetic (doing). A well-rounded orientation will adapt to all four perceptual styles and include verbal lectures or discussions to accommodate auditory learners, a presentation and handouts to accommodate visual learners, note-taking and worksheets to accommodate tactile learners, and hands-on activities to accommodate kinesthetic learners. By presenting a combination of these styles, each participant will be able to absorb the information at their optimal levels and gain the knowledge and experience necessary for the program. The orientation curriculum should reflect a variety of teaching methods in order to meet the learning needs of all participants.

According to Brooks-Harris and Stock-Ward, there are two methods to address individual differences in participants: “Something for Everyone” and “Measure and Match” (1999). The basis of the Something for Everyone approach assumes that there will be several different learning styles represented in the participant group. The presenter should therefore implement activities which accommodate all of their learning needs. By doing this, the presenter can ensure that “the design will attend to the preferences of all participants” (Brooks-Harris & Stock-Ward, 1999, p. 21). This method is easy to use and does not require a full understanding of the participants’ needs prior to the activity. In contrast, the Measure and Match approach requires the program administrator to identify specific learning styles and needs of participants prior to the orientation. This approach is more customized, but it requires more planning and cannot be used repeatedly. In fact, a group with a “diversity of learning styles...will result in offering activities for all styles just as [one would do by] utilizing Something for Everyone” (1999, p. 22).

### **Importance of Onsite Orientation**

A successful study abroad orientation should take place in three phases: pre-departure, onsite, and reentry. It is important to provide students with information prior to departure so they have “as much advance preparation as possible” (p. 183). These information sessions, or pre-departure orientations, tend “to be very wide ranging, including everything from practical micro-concerns with passports and ID cards to profound macro-questions concerning one's personal responsibilities in an interdependent, multicultural world” (Hoffa, 1993, p. 137). Oftentimes with third-party provider programs, participants come from all over the U.S., and sometimes abroad, making it difficult to standardize pre-arrival information. Students may have received varying degrees of pre-departure information from their home institution and some might not have received any. These orientations are typically meant to prepare large groups of students for

the all-encompassing study abroad experience. As a result, participants may not receive information about health and safety policies unique to their location/program, may not get to ask specific questions about placement details, or may lose focus due to irrelevant information. Although pre-departure orientations can be helpful in providing very basic information, they are often not as in-depth as is necessary. However, “much of what students learn in the pre-departure orientation meetings and handbooks will not mean much to them until they are onsite” (p. 183). Therefore, one of the only ways to ensure all participants receive the same information is by conducting an in-depth onsite orientation.

Spencer and Tuma (2007) describe the “on-site orientation [as] one of the most important moments of [a student’s] study abroad program” (p. 185). During this time, onsite staff can “reinforce the information given during the pre-departure orientation, correct misinformation, and bring those who did not receive pre-departure orientation up to speed” (Brockinton, Hoffa & Martin, 2005, p. 89-90). All students will receive important, detailed information about how to have a safe and successful program experience. It is crucial for programmers to understand how much “more effective and relevant the overseas experience can be made by providing participants a well-designed orientation prior to immersion” (La Brack, 1993 as cited in Paige, 1993, p. 242).

The onsite orientation should take place shortly after arrival to increase its effectiveness (Forum on Education Abroad, 2010a). However, it is imperative to allow time for students to acclimate to the time change and recover from jet lag. With time to rest, students can better absorb the information that is presented to them during the orientation (Spencer & Tuma, 2007). The orientation should be broken into four different parts, including the “arrival and survival” portion, general information, academics, and housing (2007) but should be customized to the

group's specific needs. For example, an intern abroad program should replace the academics piece with information on international business etiquette or other related details which support the program's focus. In order for the participants to absorb all necessary information, they should feel they can apply that knowledge throughout the duration of the program.

In his six different approaches to planning an orientation, Grove (1989) provides groundwork for cultural activities that are often included: Fact-Oriented, Attribution Learning, Cultural Awareness, Interactional Learning, Cognitive Behavior Modification, and Experiential Learning. Fact-Oriented refers to general facts about location and host culture. Students learn basic country facts needed in order to succeed during the program. The Attribution Learning approach is when students learn how to describe people and things from a local point of view. Cultural Awareness includes a strong introduction to cultural differences and the concept of local culture. This is a crucial element of any program that is meant to immerse participants into the host culture. The Interactional Learning approach facilitates interactions with expatriates or locals from the host country, giving participants an opportunity to learn about the culture from a unique perspective. Cognitive Behavior Modification offers learnings about cross-cultural adjustment. Finally, Experiential Learning consists of practical and participatory learning about their host culture. This is typically done through various activities and workshops and caters to several different learning styles.

These approaches accommodate different types of learners and may not appeal to all students participating in the orientation. As such, "the preferred learning style of the [participants] should be the most important consideration when methods are being selected" (Grove, 1989, p. 23). However, program administrator will often not be familiar with the participants' learning styles until after their arrival. Therefore, the orientation should "employ a

variety of methods and reinforce critical content items by means of two or more different methods” (1989, p. 23). This triangulation will ensure that each student absorbs the information at his/her optimal level.

### **Student Development**

Millennials (also referred to as Generation Y) are defined as being born after the year 1981. This group consists of approximately 86 million people and makes up the largest current population in U.S. college enrollment. The enrollment rates are projected to increase in the next few years, as they rose from approximately 6.9 million in 2002 to 13.3 million in 2012 (Gleason, 2008). This is also the largest generation since the Baby Boomers, and is “poised to impact American culture in profound ways” (Junco and Mastrodicasa, 2007 as cited in Gleason, 2008, para. 1). With views shaped by the experiences of previous generations, many Millennials believe that post-college opportunities are abundant; however, with a 16.3 unemployment rate, this cohort is seeing that “no longer [is] a college education and hard work the ticket to success” (Donegan, 2013).

This peer group has different developmental needs than their elders. Specifically, the ways in which Millennials learn differs from other age groups. Generation Y students “need to be engaged and involved” (Wilson, 2004, p. 61) and respond well to “more engaging approaches to teaching” (p. 62). This has caused shifts in traditional college paradigms; educators saw the need to implement more technology into the classroom, and university administrators have introduced more co-curricular and experiential learning opportunities in order to match the students’ need to multi-task and get involved. There must be fewer lectures and more open discussions, and greater attention on cooperative learning.



Many Millennials tend to be self-motivated, career-minded, and have high expectations; many psychologists have even used the word “entitled” to explain Generation Y. Some traits are attributed to Millennials’ parents; several psychologists and leading generational experts have argued that parents are sheltering their Millennials and therefore holding them back (Howe & Strauss, 2003), while others more recently refer to the parental involvement as being supportive and motivating (Elam, Stratton, & Gibson, 2007). However, these students are also goal-oriented, high-achieving, confident, and feel pressure to succeed (Gleason, 2008). Generally, this generation understands the need for “career planning that stresses the long term over the short term” (2008, “Future Implications” section). Because of the ways in which Millennials have grown up, and the current unemployment rates that they are facing, many college-aged students seek alternative ways to set themselves apart from their peers. One method of becoming a more competitive candidate in the job market is by participating in international internships.

### **Needs Assessment**

In June 2013 it became clear that the Intern in London onsite orientation did not meet student needs or expectations. This realization developed through issues and miscommunications that arose throughout the term and through conversations with students during the program. The orientation did not provide the basic information that the interns needed and was not based on sound theory; it was rushed, unfocused, and outdated. As a result, students were left feeling unprepared for the program they were about to begin.

In order to learn more, a survey was conducted of several past participants – both from the summer 2013 cohort as well as earlier programs. The survey was collected after the program and included twelve questions regarding the pre-departure and onsite orientations (Appendix B). It gave respondents an opportunity to provide detailed thoughts and suggestions for changing the

orientation. The survey pool included previous Intern in London participants from all four host organizations (London SAE, CIS, PAA, and WI). In order to increase the amount of data, Study in London participants were also asked for feedback about pieces of the orientation that were the same in both programs (for example: airport reception, welcome dinner, delivery of the orientation presentation, and Big Bus Tour). Based on the responses, it was concluded that participants were not satisfied with the onsite orientation and felt it did not prepare them well enough for their program. For example, of 16 total respondents, 9 said that the questions they had going in to the onsite orientation were not fully answered during the orientation. More specifically, one student was eager to see the schedule for the first week onsite, but never received any details about this during the onsite orientation despite asking questions. Another student noted that s/he arrived with questions about what was expected of the interns, which were left unanswered upon completion of the orientation. The survey revealed that the onsite orientation should have “placed more emphasis on British work ethics, [the interns’] placement information, and the city culture” (personal communication, 2014). Another valuable piece of feedback received from the survey showed that there is a desire to incorporate more group activities and team-building events. Finally, the results showed that 9 of the 16 participants thought the orientation presentation was too long: “there were a few parts that felt a bit long/boring and therefore unnecessary” and “many parts of orientation are redundant” (personal communication, 2014). Although these survey results were helpful in assessing the needs of the participants, in-depth interviews provided more detailed feedback.

Phone interviews were conducted with four alumni from the summer 2013 Intern in London program. Each interviewee completed the online survey and agreed to participate in a follow-up interview. In order to keep the identity of the interviewees anonymous, they will be

referred to by their initials (first, last). Each person was asked three questions (Appendix C), with clarifying questions asked when necessary. The answers to these follow up questions revealed several elements of the orientation that students disliked, including the airport reception; the welcome dinner and orientation presentation; the neighborhood tours; and information about getting acquainted with London. All participants felt strongly about having separate airport receptions: one for those who arrive on early flights, and one for those who arrive toward the end of the allotted airport reception time. One participant, N.K., said she would change the wait time for those arriving on early flights so they do not have to wait for hours in the airport. She suggested that the onsite staff should “have [the interns] taken to the housing in rotation so everyone can get settled” (personal communication, 2014). Another interviewee, M.B., explained that the welcome dinner orientation “was extremely unorganized, especially since [the interns] were all really tired from [their] flights and just wanted to get settled in. It felt like [the Site Director] was just trying to kill two birds with one stone” (personal communication, 2014). When discussing elements of the orientation they did not like, three interviewees said they wish they had a more in-depth neighborhood tour, as they felt unprepared without becoming familiar with their new environment. H.D. wished there had been

more structure so that they could get acclimated with the neighborhood and the city in general. It took [her] and the other interns almost two weeks to find the best place to go grocery shopping and [they] all ended up spending way more money because of it.

(personal communication, 2014)

With the support of this needs assessment, it is clear that the onsite orientation should be redesigned in order to better prepare the interns for all aspects of the Intern in London program.

Finally, onsite staff and staff from partnering organizations were asked three questions about the onsite orientation (Appendix D). All staff members who were questioned agreed the orientation should be redesigned and improved to provide better onsite programming. One staff member said that “the interns need more time to get acclimated with their surroundings. We cannot expect them to be comfortable in their placements unless they are first comfortable in their housing and with the people around them” (personal communication, 2014). Furthermore, several staff members agreed the orientation should be spread out across the first few days, “I had students tell me in the past that they did not listen to any of the presentation because they were just so tired and focused on getting back to their room or go out and explore” (personal communication, 2014). This shows it is important to have an active orientation and include scheduled free time. Lastly, many staff members mentioned students wanted to hear more information about their specific placement, as “the students do not get detailed information about their placements before they arrive. We try to give them a general outline about what to expect, but there is only so much we can provide before they get to London” (personal communication, 2014). These suggested changes have been incorporated into the redeveloped orientation.

### **Program Rationale**

The goal is to design a more holistic orientation to ensure sufficient preparation for the Intern in London program. Information has been drawn from the formal Needs Assessment given to various stakeholders: previous participants, current students, and staff—both onsite staff and U.S.-based staff from affiliate organizations. As a direct result of the changes made to the onsite orientation, all stakeholders should be more satisfied with the program as a whole.

As the University Relations and Program Coordinator for London SAE between May 2013 and May 2014, I was responsible for recruiting students across the United States, advising

students throughout the application process, and delivering onsite programming during the summer months. I worked with students at each stage of the program (pre-departure, onsite, and post-program), and therefore gained a strong understanding of the student experience. It was during my time onsite in 2013 that I realized the need to fine-tune the onsite programming. In those three months (June to August), the onsite staff consisted of one full-time Site Director, one part-time employee, and two full-time interns. During the summer of 2013, over 70 participants came to London on various programs through London SAE or its sister organizations. Although there were only 17 participants through the Intern in London program, the onsite staff still had to cater to the needs of more than 50 other summer participants. The onsite staff ran into several difficulties trying to manage student needs, and many participants were dissatisfied. In an effort to improve the overall intern abroad experience, I was tasked with the responsibility of redesigning the onsite orientation.

It is imperative for the orientation to follow a realistic timeframe conducive to student learning and development. By developing an orientation that spans four days, the participants will have a balance of free time and mandatory group time. Spreading the information across several segments will ease the interns into their new environment and allow them to absorb the information at a consistent pace (Spencer & Tuma, 2007). By incorporating the various approaches to learning, the redesigned orientation will appeal to all learning styles and fill an identified gap within the program. With a successful orientation, students will feel more comfortable with the program and be better prepared at the beginning of their internship. This will allow them to focus more energy on their personal and professional development, resulting in a more enjoyable program overall.

## **Purpose, Goals, and Objectives**

### **Purpose**

To provide an informative, experiential, and entertaining onsite orientation that will prepare interns professionally, culturally and personally for their Intern in London program.

### **Program Goals**

- To prepare Intern in London participants for the international internship experience both personally and professionally.
- To provide tools for students to learn about their new environment and easily integrate into the culture.
- To create a safe and supportive environment throughout the orientation program.

### **Program Objectives**

- To increase students' understanding of cultural and professional differences in order to prepare them for working in the U.K.
- To facilitate experiential learning opportunities for all participants in a learning environment conducive to student development.
- To help students get acclimated with their surroundings and feel comfortable living day-to-day in London.

### **Participant Goals**

- To become better prepared – personally, professionally, and culturally – for the Intern in London program.
- To gain independence, flexibility, and new perspectives.
- To develop a better sense of cultural identity and learn how the individual can incorporate the new culture into his/her existing culture.

## **Participant Objectives**

- To successfully and safely navigate public transportation in London.
- To learn tangible skills for the international workplace, both specific aptitudes relevant to the individual's career path and also general competencies such as communication, networking, and professionalism.
- To increase understanding of the differences in culture and business practices – specifically those of the United States and United Kingdom – for future personal and professional settings.

## **Program Description**

### **Program Scope**

Based on information from the Needs Assessment, the redesigned orientation will include information on international career coaching, British culture, familiarity to the city, health, safety, and security, and general information to help students settle in to life abroad. It will include purposeful, educational, and recreational excursions such as a guided tour of the neighborhood, Afternoon Tea, and a London City Scavenger Hunt paired with a Big Bus Tour, and will combine icebreakers and team building activities for student development and bonding.

Using Grove's (1989) six approaches to planning an orientation allows students to learn in various ways, and provides theoretical background to orientation activities. For example, the guided tour of the neighborhood will allow for Interactional Learning by conversing with and learning from local onsite staff members, as will the International Career Coaching workshop. Afternoon Tea will lend insight into an important part of British culture and bring more Cultural Awareness to the participants. Furthermore, the entire onsite orientation is based off various

modes of Experiential Learning, where students will participate in several workshops and activities to gain a better understanding of the culture.

The redesigned onsite orientation will be utilized for all<sup>2</sup> Intern in London program participants, including those from London SAE, CIS, PAA, and WI. Per United Kingdom Border Agency (UKBA) requirements, participants must be between the ages of 18-26 and either be currently enrolled full-time in university or have graduated within the last twelve months. The majority of participants are United States citizens, although occasionally there will be students from other European Union member countries, Australia, and/or Canada. As such, the onsite group is made up of several demographics, including race, nationality, religious affiliations, occupation, educational backgrounds, and socioeconomic status. Most participants are female, although in recent years there has been an increased amount of male interns on the program. Because the onsite group is so diverse, interns arrive with varying degrees of preparation; the onsite staff conducting the orientation, and the content of the orientation, will adapt to meet the needs of the entire group. In an effort to appeal to the several learning styles and demographics represented in the onsite group, the orientation will be conducted in several different locations and settings: social settings, educational settings, and urban settings during the various activities.

### **Timeline**

Informal planning for the newly designed orientation began during the summer 2013 Intern in London program with staff discussions and student feedback. Formal planning took place shortly thereafter, and plans will be solidified prior to the June 2014 arrival in order to book necessary space, transportation and activities.

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<sup>2</sup> The Intern in London program typically yields 15 to 30 participants each summer. For reference, there were 17 participants in the Summer 2013 program, and 28 participants in the Summer 2014 program.



In order to better prepare students for the onsite orientation, they will receive a Pre-Departure Handbook and participate in a pre-departure webinar. Because participants are recruited from all across the U.S., Canada, and occasionally Europe and Australia, onsite staff has no way of standardizing the information given to students at their home universities. Due to these reasons, a Pre-Departure Handbook is distributed to all participants three weeks prior to their departure date to allow adequate time for them to become familiar with the material. The pre-departure webinar contains similar information as the handbook, but includes more real-life examples to paint a better picture of the onsite experience; an onsite staff member assists with the presentation to provide first-hand knowledge, specific examples and a local point of view. This information is an important piece of the entire program, acting as a foundation for the onsite orientation.

The improved orientation will be conducted on June 5, 2014 for the summer 2014 Intern in London eight-week program. Onsite staff will hold a team meeting prior to the orientation in order to finalize plans and ensure the orientation is carried out smoothly and effectively. Upon completion of the orientation, surveys will be distributed to students and collected by onsite staff so they can make any essential changes for future terms. Interns will receive the same survey (Appendix B) that past participants received during the Needs Assessment. This will allow staff to limit the variables in order to compare and contrast feedback more effectively. Upon completion of the program, the interns will receive a final program evaluation which, among other things, will inquire about the effectiveness of the orientation once more. (See Appendix E for a full timeline of the Intern in London planning.)

## Curriculum

### Overview

The new onsite orientation will be split into four days, beginning on a Thursday, and all interns will be required to participate in each portion. This programming will complement the pre-departure information that is already in place, and will utilize pre-existing resources available through London SAE (for example: staff, budget, policies, procedures, crisis management plan, and many logistical considerations). Based on the Needs Assessment and previous student feedback forms, the pre-departure information and other policies and procedures were changed in addition to the redesigned orientation to better meet student needs. (For a detailed timeline of the onsite orientation, see Appendix F.)

### Day One

#### Highlights:

- Airport Reception
- Housing Orientation & Neighborhood Tour
- Welcome Dinner

Day one (Thursday) begins with London onsite staff<sup>3</sup> conducting airport reception in the morning to late-afternoon, followed with a neighborhood tour for all interns, a brief orientation to the housing, and a welcome dinner at one of London's most famous pubs. Students will receive logistical information which they will learn experientially. Although this will be a busy day, there is scheduled free time built into the day so as not to exhaust the interns. Most will be quite jet-lagged and despite the importance of the details provided on the first day, "students

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<sup>3</sup> The onsite staff is technically employed by London SAE, however each staff member wears many hats during the onsite programming in order to accommodate all entities represented on site. This is explained to students during the welcome dinner and if/when students ask. Therefore, no entity-specific branding is used during airport reception.

need time to get settled [...] before they can absorb information in an appropriate and timely fashion” (Spencer & Tuma, 2007, p. 186).

In order to provide a solid foundation to the orientation, day one revolves around getting students settled and developing trust and respect between all students and staff (2007). Onsite staff has cultural games and activities available for students during airport reception, including an Airport Bingo where students must identify British terms and find them in the airport (Appendix G). According to Grove (1989), it is important to “encourage the [participants] to compare and contrast the dominant values of the host culture with those of their respective home cultures, and to come to appreciate that both ways of life have validity in their respective contexts” (p. 119). Students are able to get an early glimpse into British culture as well as the differences between British English and American English, and it offers an opportunity for students to work together and get to know each other on a social level. This element was introduced during the summer 2013 Intern in London program and was received very well; it acted as an energizer so students could begin combating jet lag immediately upon arrival, and students were able to laugh about some of the language differences.

Students are given a Welcome Packet that contains several helpful maps, documents and information, as well as an Orientation Outline (Appendix H). Paired with the neighborhood walking tour, this information will act as the necessary “arrival and survival” orientation so students will be aware of the upcoming schedule and have information about how to stay safe. During the tour, interns will learn how to navigate their neighborhood in order to reach the main amenities (grocery store, post office, bank, public transportation, convenience store, etc.) and become accustomed to their surroundings in general. This will allow students to hit the ground running for other orientation events that will take place over the duration of the weekend.

The welcome dinner will take place at a London pub in order to give students a taste of local cuisine and culture, as well as another chance to socialize and build group morale. During this time, the Site Director and onsite staff will explain the rules of the Instagram Contest (Appendix I) in which all interns are encouraged to participate. Instagram is a popular social networking site that is solely focused on photo-sharing; London SAE and several other third party providers utilize this site as a marketing tool and a way to generate and gather student photos for promotional materials. The Instagram Contest serves as a method of reflective observation, where students can take photos and share them with family and friends during and after the program (Brockinton et al., 2005). The practice of reflecting on experiences will continue throughout the program as a whole in order to cater toward student development; students will “experience [...] something and learn from it only if [they] reflect upon it afterward” (Wurdinger, 2005, p. 8).

## **Day Two**

### Highlights:

- Orientation Presentation
  - Health & Safety
  - International Career Coaching
  - Program Logistics
- Afternoon Tea

Although the onsite orientation should be given as soon as possible once the group arrives, it is also important that participants are given ample time to rest and adjust to the time change (Spencer & Tuma, 2007). Day two of the orientation (Friday) will consist of the orientation presentation and Afternoon Tea, with scheduled free time in the afternoon.

As one of the most important parts of the onsite orientation experience (if not *the* most important piece), the orientation presentation will provide students with information they need

for personal, professional and general success. It will include the following topics: London geography and climate; health and safety; emergency information; culture shock information and coping strategies, British business etiquette and international career coaching; getting around; shopping in London; the British Pound; and much more. The presentation will be done via PowerPoint in a room specifically set up to facilitate presentations. This will create an environment conducive to learning and will allow students to focus more on the task at hand in comparison to past years' presentations (for example when the presentation was delivered in a pub during the welcome dinner). Even though the orientation as a whole will "incorporate experiential techniques, [program administrators] should nevertheless begin the session with traditional approaches" (Hoffa, 1993, p. 140). The orientation presentation acts as the traditional approach, yet also includes experiential pieces.

The presentation will include interactive portions in order to appeal to all learning styles. The Something for Everyone approach to learning (Brooks-Harris & Stock-Ward, 1999) assumes there will be a variety of learning styles represented during a presentation. Therefore, the presenter must include an array of learning activities to accommodate each style of learning. Including written information on slides, paper handouts, realistic examples and situations, and hands-on, interactive activities in the presentation will ensure the presentation "corresponds to the needs of each style" (1999, p. 21). Unlike the pre-departure orientation sessions that some participants may have received at their home institution, the onsite orientation presentation will be specific to the Intern in London program. Therefore, all information presented will be relevant and applicable to the interns on some level; no matter what their field of study or educational background, each participant can apply what they learn in the orientation to their summer program.

By adding a professional focus to the orientation presentation, students can take the knowledge learned, internalize the information, and apply it the following week at their internship. Following Dewey's pattern of inquiry, "application is the critical component that identifies [an activity] as experiential" (Wurdinger, 2005, p.8). The International Career Coaching workshop, which is integrated into the orientation presentation, gives students realistic examples about the differences between British and American business practices, and prepares them for their placements. The workshop will be strengthened by having a British "expert" on cultural differences help to co-facilitate the workshop; this person will understand both British and American business practices and be able to speak to both. Not only will the expert provide first-hand knowledge, but this will "provide students with a meaningful level of interaction with host nationals" (Brockington et al., 2005, p. 559). Additionally, the International Career Coaching workshop will appeal to several different learning styles. Imaginative Learners will be able to reflect on previous experience in the workplace to make sense of the new information; Analytic Learners can devise theories about differences based on information they have read/learned; Common Sense Learners will appreciate the practical application and hands-on approach; and Dynamic Learners will benefit from the real-life examples and ability to use the new information at their placement (Brooks-Harris & Stock-Ward, 1999, p. 23-24).

During the presentation, students will be asked to write down three or more goals they have for the program – either for their specific internship placement (professional goals) or the program as a whole (personal goals). Students will be reminded of some general goals mentioned during their placement interview as a starting point, but will be asked to be more specific when writing new ones. Participants will be able to reflect on these goals throughout the summer term as well as at the final professional development and reentry workshop. This will show students

how much they grew personally and professionally, and will aid in their development in future situations. Furthermore, this will add to the experiential learning process takes place throughout the entire internship program, giving it more meaning and value.

In order to see first-hand some of their new knowledge regarding British culture, the group will then head to The Rubens at the Palace where they will enjoy a traditional Afternoon Tea. Including cultural events, such as Afternoon Tea, will provide more cultural awareness and appreciation that will stay with participants throughout the program. Staff will facilitate an informal conversation regarding differences in British culture and U.S. culture during the activity so students can internalize the information. Furthermore, having experienced such an activity will give the interns something to talk about with their co-workers, which may introduce common ties and allow them to develop relationships. In addition, this event is meant to act as a fun activity where students can enjoy themselves and completely immerse themselves in the culture in which they will be living and working for the next eight weeks.

### **Day Three**

Highlights:

- London City Scavenger Hunt
- Group Trip on the London Eye

The third day of onsite orientation (Saturday) is dedicated to structured sightseeing. The group will meet for the London City Scavenger Hunt (Appendix J). Onsite staff will provide the rules, time limit<sup>4</sup>, logistics and information about prizes, as well as crucial health, safety and

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<sup>4</sup> The ideal amount of time allotted should be approximately three hours. The scavenger hunt is designed to coincide with the Big Bus Tour route, which lasts approximately 90 minutes if ridden in full. The staff must factor in travel time to and from the start and end points, as well as additional time for the students to visit each site. Other logistical considerations include: eating time if necessary, bathroom breaks, riding the Tube and therefore straying from the Big Bus Tour, and general time lost due to unfamiliarity and disorientation.

emergency information in case participants run into issues along the way. During this time, staff will explain that the group may complete the scavenger hunt as one large group, several smaller groups, or individually, which will tend to all comfort levels present in the group. This also pertains to Dunn and Dunn's (1993) sociological preferences, in which the most beneficial onsite program results in the "inclusion of activities that allow working alone, sharing in pairs, and interacting in groups" (as cited in Brooks-Harris and Stock-Ward, 1999, p. 27). During the summer 2013 Intern in London orientation, participants were split into pre-determined groups for this activity; one student explained during an interview "[they] did not like being split into groups because then [they] could not bond as much" (M.B., 2014). By giving interns the option to stay as one large group they will be able to form lasting relationships and feel more comfortable with those around them.

The London City Scavenger Hunt will be a fun and energizing activity, allowing students to become familiar with the city of London. By discovering these things for themselves, students will become empowered to do more exploring and will learn useful skills for navigating the city. Activities such as "city tours and scavenger hunts are entertaining, educational, and encourage students to begin exploring their new environment" (Brockington et al., 2005, p. 560). Based on observations, Intern in London participants tend to be more mature and independent than many Study in London participants; being on their own without an onsite staff member or tour guide will allow them to further develop independence and learn important life skills necessary for succeeding in the Intern in London program.

Taking a trip on the London Eye after the London City Scavenger Hunt will act as a celebration to the end of a long orientation weekend and reward students for their hard work. This will broaden their perspectives in two ways; both literally and figuratively. The view seen



from the top of the London Eye shows how large the city is and will give students a better idea of what to expect during their commutes, show them how close they are to the center of the city in comparison to other neighborhoods, and also give them pride in how much territory they covered during the activity. In the figurative sense, it will show students how far they have come over the first three days of the program, and how much they can accomplish if they are given the right tools and the confidence to do so. This will also show them how many opportunities they will have over the next eight weeks of the program, where they can explore and immerse themselves in the culture more fully. By literally seeing the city from a new angle, it will hopefully allow interns to gain new perspectives over the duration of their program working in a cross-cultural setting.

#### **Day Four**

Highlights:

- Free Day

The fourth and final day (Sunday) is a full day of free time. Onsite staff is available – face-to-face, by phone and/or email – if needed, but nothing will be scheduled. Interns will be encouraged to spend this day getting acclimated with London public transportation, exploring the city, relaxing, and preparing for their first week at their internship. An important piece of planning the onsite orientation is to “allow students time for recuperation from jet lag, individual exploration, and entertainment” (Brockington et al., 2005, p. 560). An entire day of free time will give them more independence and prepare them for the structure of the program moving forward; participants will be responsible for their own time throughout the summer.

## **Logistics**

### **Visas**

All Intern in London participants who are not citizens of the European Union are required to obtain the Tier 5: Government Authorized Exchange Visa. This visa is specific to the company at which the student is placed and has a specified start and end date. In order to assist with the visa process, the London-based staff utilizes the knowledge and resources of BUNAC<sup>5</sup>, an organization which acts as a Tier 5 Visa sponsor. The entire visa process can take as little as four weeks, but typically takes approximately ten to twelve weeks from beginning to end.

As a BUNAC requirement, students must attend an orientation given by their staff which explains the restrictions of the visa, and answers any visa-specific questions which onsite staff cannot answer. Students will be notified of these requirements before arrival. During the onsite orientation, students will be made aware of the date they will attend the BUNAC orientation.

### **Transportation**

#### **International Travel.**

Intern in London participants who take advantage of airport reception will arrive at London Heathrow Airport (LHR) from across the U.S., Canada, and occasionally Europe and Australia. The Pre-Departure Handbook contains detailed instructions on where to meet onsite staff, and the Site Director's contact information in case of emergency. Interns are strongly encouraged to print out the instructions in case they encounter any problems finding the meeting point.

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<sup>5</sup> “The BUNAC Blue Card Internship Program is a Government [Authorized] Exchange and BUNAC is authorized by the UK Border Agency to issue a Certificate of Sponsorship to successful applicants who can then apply for a visa before entering Britain” (BUNAC, n.d.). London SAE and its partners utilize BUNAC as the Tier 5 Visa sponsor for all Intern in London applicants. Besides sponsoring the Tier 5 Visa, BUNAC does not play an active role in the Intern in London program.

The Intern in London program does not facilitate any international excursions during the program. However, students are encouraged to travel independently, and supported completely when plans are made. During the orientation, onsite staff discusses the process participants must go through when travelling. Students must alert the Site Director and any other necessary onsite staff members of their travel plans once they have been confirmed; the staff asks students for their flight/train/bus information, where they will be staying, and any contact information in case of an emergency.

### **In-country Travel.**

All students who arrive in London on the specified day during the allotted timeframe will be transported from LHR Terminal 3 to their housing location as part of the program costs and inclusions. If a student misses the airport reception due to unforeseen circumstances, it is possible the participant may be provided with transportation from the airport to their housing; others who do not arrive on the specified day or timeframe will make their own way to the housing facilities. All Intern in London participants will be given information about what an Oyster Card (London travel card) is and where to get one, and will be assisted by an onsite staff member so they may purchase this on the first day in London. In-country transportation is not included in the program cost (airport reception and transportation to and from excursions are included, however).

### **Housing**

All interns are housed within central London (zones one and two of the London Underground). General information about housing is listed on each organization's website, and program representatives are available to answer any questions that students may have. Students learn of their specific housing location prior to departure; however, due to privacy concerns,

students typically do not discover their roommate assignments until arrival day.

Accommodations are partially selected based on proximity to main amenities including public transportation, bank, post office, grocery store, medical center, etc. Students will receive a map of their neighborhood upon arrival (Appendix J), and will be given a neighborhood tour on arrival day. Although the exact location of housing varies, the typical room is double occupancy complete with Wi-Fi, bedding, table and chair, and a wastebasket; the housing facility will have 24-hour security, a shared kitchen, a bathroom and a common living space.

Each participant is required to complete a housing questionnaire in order to assist onsite staff in selecting roommates. This questionnaire asks general information about the student's habits, previous housing situations (such as family size), and any special accommodations needed. If a participant pre-selects a roommate on the housing questionnaire, onsite staff makes all attempts to make that happen but it is not guaranteed. Students are also given the option to waive housing if desired; if a participant waives the housing they are required to complete a housing withdrawal waiver and will be responsible for finding, securing, and financing their own housing.

Host families are not utilized for the Intern in London program. Therefore, all students who utilize program housing will be placed in facilities chosen by onsite staff.

### **Disability Access**

Onsite staff makes every effort to accommodate students with disabilities. All students are required to complete a medical self-assessment prior to arriving in London. If the student has any disabilities they want onsite staff to be aware of and/or need accommodations for, they are required to disclose that information on the form. Upon receiving this information, the Site Director will make any necessary accommodations including accessible housing, accessible

transportation, counseling, amended excursions, additional support, etc. Furthermore, all students will be given information with helpful and available resources prior to departure as well as any necessary information onsite.

## **Communication**

### **Student Communication.**

Students will have several ways of communicating with each other and onsite staff. During the first day of orientation, students will be taken to a nearby store to purchase a U.K. phone and/or SIM card to use in their U.S. phone if desired. At the orientation presentation the following day, students will be required to provide onsite staff with their U.K. phone number (if applicable) so that they can be reached in case of emergency. Students are also given the phone numbers of all onsite staff as well as emergency numbers, and are required to save them in their phones at the orientation presentation. This information is also found in the Pre-Departure Handbook and Welcome Packet so students have the information before departure and immediately upon arrival.

Accommodations will be equipped with Wi-Fi for all students to use. This will allow program participants to communicate with each other, friends and family from home, and onsite staff. Intern in London staff primarily use Facebook and email to communicate with students day-to-day, so a reliable internet connection is critical. Before arrival, participants are encouraged to join the various Facebook pages. Once participants are onsite, they are invited to join an all-inclusive Facebook group entitled London Onsite Experience. News, updates and events will be posted on this page, and will also be emailed to students for those who do not use Facebook.

### **Staff Communication.**

Throughout the duration of the program onsite staff will communicate via phone, email, Skype, and face-to-face meetings. Specifically during the onsite orientation, staff will often utilize text messaging and phone calls due to sensitive timing and the large amount of information exchanged. During the less busy times, staff communicates regularly via Skype (chat and call) and email. The London-based staff also holds office hours each week for participants, during which time they hold team meetings. This time is used to give updates on program development, student affairs, upcoming events and activities, and any other necessary updates. By using phone, email, Skype and face-to-face modes, onsite communication between staff members stays clear and constant.

The London-based staff communicates regularly with its U.S.-based counterparts via email and Skype. As a part of airport reception, the London-based staff sends an email notification to the student's emergency contact and the U.S. staff once the student has safely arrived in order to alleviate worry and keep the lines of communication clear. Onsite staff also notifies U.S.-based staff of any incidents and emergencies as they occur; the U.S. office then reports to the student's emergency contact and/or home university depending on the incident.

### **Meals**

The onsite orientation does include some meals for which the students will not need to pay out of pocket. These meals include the welcome dinner on day one, light snacks during the presentation orientation and Afternoon Tea, both on day two. The events and activities which do not include a meal will be arranged around eating times. Participants will be aware of the times and events, and are encouraged to bring snacks to the events or purchase food while out (one of the clues on the London City Scavenger Hunt is to try British cuisine). Aside from the three

meals included in the onsite orientation, the Intern in London program does not include meals; as such, participants are housed in self-catered housing facilities.

### **Insurance**

As part of the Intern in London program package (and BUNAC visa requirements) students receive comprehensive medical and accident insurance through Cultural Insurance Services International (CISI). Students will receive information regarding their policy number and inclusions prior to departure and will be given more detailed information on how to use the insurance during the orientation presentation. In general, students must be prepared to pay for the medical attention up front and will later complete a claim with the insurance company to be reimbursed. The Site Director is familiar with the process and assists students as needed.

### **Staffing Plan**

The main contact for all students before arrival in London will depend on the organization to which they have applied: a London SAE University Relations and Program Coordinator, a CIS Program Coordinator, a PAA Advisor, or a WI Program Coordinator. Each contact will liaise directly with the Site Director, and occasionally with the London SAE University Relations and Program Coordinator. During the pre-departure phase – which includes the pre-departure webinar – each entity will utilize their own staffing to provide ample amount of support for the students. At times, the organizations share knowledge and resources in order to save on costs and efficiency; for example, one of the tasks of the University Relations and Program Coordinator for London SAE is to conduct placement interviews for all Intern in London applicants. A member from the onsite staff will typically co-facilitate the pre-departure webinar in order to provide students with first-hand knowledge and set their expectations.

Upon arrival in London, students have little to no interaction with the U.S.-based staff with which they had been previously communicating. The London-based team consists of three full-time staff members: a Site Director, a Student Affairs Coordinator, and an International Intern. During the summer months the University Relations and Program Coordinator is also based in London in order to better manage the busy onsite summer programming. Although this program design does not require additional staffing, a second International Intern will be hired for summer 2014 programs in order to accommodate the increasing amount of summer participants. Therefore, the summer onsite staff will consist of five full-time members. The students' main point of contact during the onsite programming is the Site Director, but students are encouraged to seek out any onsite staff member to provide them with support and counseling, as each staff member will be familiar with the city, programs, and student support.

### **Program Marketing**

As the onsite orientation is part of a larger program, there will not be any focused marketing campaigns for the redesigned orientation. However, web, print, and social media channels will need to be updated with the changes.

London SAE's website, along with its three partner organizations' websites, will need to be updated to reflect the changes if specific information about the onsite orientation is mentioned. Some organizations have in-depth information about the onsite orientation while others have general information about the first week onsite. It is possible that some entities will add more detailed information so that participants will be excited about the various parts of the onsite orientation before arriving in London.

Several pieces of print material exist between the four organizations which will be affected by the onsite orientation changes. Each entity has a brochure or catalogue in which they



distribute to interested students at study abroad fairs, tabling events, in study abroad offices and other places. Similar to the websites, if the onsite orientation is mentioned, those pages will be updated to reflect the new additions and changes so students will have accurate expectations. As the materials for the 2013-2014 academic year (which includes summer 2014 programs) have already been printed, the changes will not be reflected until the 2014-2015 cycle.

Social media marketing has proven to be quite effective for many organizations in recent years. London SAE utilizes Facebook, Twitter, Instagram and Pinterest to reach their desired market of 18-26 year old undergraduate and post-graduate students. By creating social media marketing campaigns targeted to the onsite orientation, students will be aware of the improvements and additions before arriving in London, and will have the chance to get excited about some activities that will take place. Onsite staff will encourage other partner organizations to do the same so all Intern in London participants will have had a chance to hear about the onsite orientation before arrival. Furthermore, social media will allow onsite staff to share photos, quotes, and testimonials once the orientation is complete so London SAE and its partners can use those photos in future marketing materials.

In addition to the current marketing tools used by the organizations, a one-page flyer will be created and distributed to the participants before departing for the program (Appendix K). This has not been done in past years, and will be created in hopes that students will gain enthusiasm for the events and activities, and will have a better sense of what to expect the first few days of the program. This is largely based on previous feedback received about beginning the program and not knowing what to expect the first week: "I was extremely disappointed that [the program] didn't do more with us during the week we got here" writes A.W. (personal communication, 2013). Giving the students an orientation snapshot during the pre-departure

stage will show them there are several events and activities planned during the first week, and will hopefully lead to not only a better program for all, but improved feedback from participants at the end of the program.

### **Student Recruitment and Admissions**

Since this orientation is part of the Intern in London program, no additional recruitment or admissions process is needed. Students selected for the program must attend all events and activities, and will be made aware of this during the admissions process. Depending on which organization the student applies through, they will go through slightly differing admissions processes. In a general sense, students learn of the program through one or more of the following ways: print materials in study abroad office, study abroad advisors, posters around campus, web search leading to website, study abroad search engines such as GoAbroad and Abroad101, study abroad fairs, campus tabling events, or friend referrals.

For Intern in London program participants, one of the most important parts of the application process is the internship placement interview. The London SAE University Relations and Program Coordinator conducts the Skype/phone interviews for all partner entities' applicants to keep the process consistent and streamlined. The internship placement interview takes place once the student's application is complete in order to give onsite staff a more detailed description of the student's desired internship, to accurately set the student's expectations of the program, and so the student can ask any lingering questions about the program. In addition to the placement-related information gathered from the interview, London staff is able to alert the student of the onsite orientation. This is the first opportunity for staff to set expectations about the onsite orientation, and gets students excited about what is to come.

## **Health and Safety Plan**

The health and safety of all Intern in London participants is one of the main priorities of the staff—both U.S.-based and London-based. In order to assure all students stay safe from beginning to end, the health, safety and security training begins during the pre-departure stage. Students must complete a medical self-assessment form as part of their application, which gives onsite staff information about medical conditions, disabilities, and other health-related concerns they need in order to provide a safe environment for the participants. In addition, all participants will receive the Pre-Departure Handbook which outlines general safety concerns of the area, crime rates, and key information regarding necessary vaccinations, medical precautions, and CISI Insurance. This handbook also contains in-depth information about emergency contacts in the U.S. and in London. Students are strongly encouraged to read through this information and discuss it with their parents/guardians if they have any medical concerns, and are invited to ask their Program Coordinator any questions that come up surrounding health and safety.

Following the distribution of the Pre-Departure Handbook, students will be invited to join a pre-departure webinar, which will cover health and safety measures in-depth. Students are briefed on the types of crimes that occur in London, and will be trained on how to stay safe. For example, students will be told to keep their valuables hidden in busy areas, watch out for pickpockets, ensure that they do not drink in excess, abide by the rules of public transportation, especially late at night, and several other tips to help keep them safe. Students are welcome to bring up any questions or concerns that they have vis-à-vis health, safety and security so that they may fully prepare themselves for a successful program once onsite.

A large portion of the onsite orientation is devoted to health and safety training. Students will get the first segment of this training upon arrival, with information in their Welcome Packet

containing maps, emergency information, and other important pieces of information which will help them navigate the city. Day one includes a tour of their neighborhood so students can feel comfortable with their surroundings, and so they will know how to get to the nearest medical facilities. The orientation presentation includes a very detailed health and safety section. Part of this session requires that students program the emergency phone number into their phone, as well as the Site Director's phone number. Additionally, onsite staff will provide participants with helpful suggestions and tips on how to stay safe throughout the orientation as well as the entire program.

In order to cater to all learning styles, the orientation also takes a hands-on approach to health and safety training. Students will be given information on how to purchase an Oyster Card, but staff will actually take participants to the point of purchase so they know what to do and how to do it when they need to 'top up', or reload their card. Additionally, while students will be given a map of London, they will also explore the city and get acclimated to the public transportation system during the orientation. The London City Scavenger Hunt will give students an opportunity to discover the city's main attractions in the comfort of a group. They will be given tools and resources which will help them along the way, and will have emergency phone numbers and contact information if they get lost. By appealing to several different learning styles students will begin to feel comfortable with health and safety information necessary for a successful program.

### **Crisis Management Plan**

In the event of an emergency the Intern in London staff, as well as the U.S.-based staff, has a crisis management plan in place. The onsite team and the U.S.-based team deal with very different types of incidents. As a result, the communication plan is split into two pieces. The

onsite team carries a 24-hour emergency phone at all times; staff follow a rotating two-week schedule so that each onsite team member has the responsibility of carrying the emergency phone and one single staff member is not overloaded with the responsibility. If a student calls this line, onsite staff will immediately respond to the emergency. Depending on the severity of the incident, the Site Director will call the 24-hour U.S. emergency line to inform them of the problem, or, if the incident does not classify as an emergency, the Site Director will inform the U.S. office via a detailed incident report once the problem has been resolved. The incident report will contain details of the situation, any actions that were taken to solve the problem, if/how the incident was solved, and any necessary follow-up that will take place. If necessary, the U.S.-based crisis management team will call the student's emergency contact and/or home university to ensure clear and open communication throughout the crisis.

During the onsite orientation, students are advised about what constitutes an emergency: broken bone, mugging/assault, break-in, severe sickness, missing student, etc. However, emergencies are subjective to each student. In the past, several students have called the 24-hour phone with what they thought was an emergency, which in many cases turned out to be a non-emergency. Although students are discouraged from calling with non-emergencies, it is important for them to feel safe and supported in times of need.

## Budget

Expenses	Fixed Costs		Variable Costs				Totals
	Price	Amount	Price	Units	Amount	Total	
<b>Meals</b>							
Welcome Dinner			\$ 33.40	Per person	40	\$ 1,336.00	\$ 1,336.00
Orientation Presentation Snacks	\$ 50.10	1					\$ 50.10
Subtotal							\$ 1,386.10
<b>Space</b>							
Orientation Presentation	\$ 167.00	1					\$ 167.00
Subtotal							\$ 167.00
<b>Transportation</b>							
Shuttle from LHR to Housing			\$ 50.10	Per Bus	2	\$ 100.20	\$ 100.20
Subtotal							\$ 100.20
<b>Excursions</b>							
London City Scavenger Hunt Prizes			\$ 5.01	Per Participant	35	\$ 175.35	\$ 175.35
London Eye Tickets (Group Price)			\$ 25.97	Per Person	40	\$ 1,038.74	\$ 1,038.74
Afternoon Tea at Rubens			\$ 25.05	Per Person	40	\$ 1,002.00	\$ 1,002.00
Open Top Bus Tour Ticket			\$ 36.74	Per Participant	35	\$ 1,285.90	\$ 1,285.90
Subtotal							\$ 3,501.99
<b>Assumptions</b>						<b>Total Expenses</b>	\$ 5,155.29
Number of Participants	35					<b>Total Expenses Per Participant</b>	\$ 147.29
Number of Staff	5					<b>Total Increase from Previous Orientation</b>	\$ 64.51
Conversion Rate (£ to \$)	\$ 1.67						

## Budget Notes

The budget will increase by \$64.51 per participant from the previous years' orientation.

The welcome dinner, shuttle bus from LHR to the housing, Big Bus Tour and scavenger hunt prizes have all been budgeted for and included in the summer 2014 Intern in London program cost. This price will not be added to the program cost for summer 2014, as prices have already been finalized, but will be in future terms. However, this will not come out of the company profit either; the Intern in London program received additional funding amounting to \$200 per participant from the Board of Directors to improve onsite programming. Therefore, there will still be \$135.49 per participant left over for additional events, activities and excursions throughout the program. Since no additional staff members will be needed for the redesigned orientation, staffing will not affect the budget and is therefore not included.

All costs have been converted from British Pounds Sterling (GBP or £) to United States Dollars (USD or \$) at the current conversion rate of \$1.67 to £1.00 (conversion rate as of March 15, 2014). London SAE follows this standard when providing pricing for all program costs. London onsite staff utilizes group pricing whenever possible, and also works with several vendors that offer small discounts for repeat business.

### **Evaluation and Assessment**

The Intern in London program is currently evaluated on several different levels. Due to the four different entities represented onsite, students are given anonymous electronic evaluations by onsite staff before departure from London. Upon return to the student's home country (generally the United States or Canada), students are also given evaluations by the partnering organization. These evaluations are shared across organizations to ensure the evaluation plan is properly carried out. The different layers of evaluation and monitoring provide valuable feedback on all levels of the program, including the onsite orientation specifically.

During the summer 2013 Intern in London program, London-based staff implemented an in-depth online evaluation form via Wufoo (an online form builder), which asked about the pre-departure and onsite orientations, as well as the intern program as a whole. This evaluation will be given to the summer 2014 Intern in London participants and will be cross-referenced in order to see how and where the staff (both onsite and U.S.-based) improved. In addition, most of the entities utilize Rate My Study Abroad in order to obtain student reviews towards the end of the program. Rate My Study Abroad is a popular peer review site for thousands of study abroad and intern abroad programs. The website asks students to evaluate Academics, Program Administration, Living Situation, Cultural Immersion, Safety, Food and Social Life on an A-F grading scale (A+, A, A-, B+, etc.). Although this tool does not ask students to comment

specifically on the onsite orientation, it gives staff an idea about the participants' overall experience. Following the student reviews, onsite staff and U.S.-based partners hold a formal meeting to discuss some of the key concerns and areas for improvement. This discussion is a crucial part of the evaluation stage, so that an action plan can be made and student concerns can be addressed.

Upon completion of the summer 2014 Intern in London onsite orientation, interns will complete the same online survey given as the Needs Assessment for this capstone project (Appendix B). Staff members in the United States and in London will be able to cross-reference answers from before and after to measure how much the redesigned onsite orientation improved. This will be given to students on the last day of orientation so necessary improvements can be made for future groups. Onsite staff will make this evaluation mandatory but completion rates may vary depending on student participation.

Finally, onsite staff uses several informal and formal monitoring tools at the beginning, middle and end of the program. These formative evaluations are done through informal conversations with students, formal mid-term intern-supervisor meetings, a mid-term check-in social event, and through discussions during the Professional Development Workshop at the end of the program. The staff asks about various aspects of the program, including pre-departure communication, students' expectations versus actual experience, the onsite orientation, their internship placement, cultural immersion activities, and much more. Although these assessments are typically done in informal, social settings, students seem to feel comfortable giving honest feedback in order to improve the program for future terms, and staff members take the feedback seriously. All relevant student feedback is discussed during bi-weekly team meetings with onsite staff and U.S.-based staff when necessary.



## **Conclusion and Implications**

One of the biggest challenges that this redesigned orientation faces is the expectations that students develop prior to arrival about the first few days onsite, and the program in general. Onsite staff has repeatedly seen differing student expectations and cannot meet all student needs once they arrive onsite. Although this orientation was designed using the most common feedback, not all students will be satisfied with the changes. London SAE and its affiliate partners work to combat this concern by managing students' expectations prior to departure. Before arrival, Program Coordinators will articulate to the students all of the personal and professional benefits of having an extensive orientation. In addition, the marketing materials specific to the redesigned onsite orientation will better prepare students for what to expect, and will hopefully get them excited about what is to come.

Another implication that this orientation may encounter is staff limitations. There is high student turnover during summer programs in London due to shorter program lengths, which results in a much busier time for onsite staff. In particular, the Intern in London arrival may overlap with other programs' activities or excursions. Because the redesigned orientation requires an increased time investment from staff members, this could cause problems with overlapping programs. As such, London SAE has taken precautionary measures in order to avoid staffing issues by preparing to train a new staff member for the duration of the summer. Moreover, a U.S.-based staff member could potentially transition to an onsite staff member for the busiest summer weeks. This will be mutually beneficial for the onsite staff as well as the U.S.-based employee; the London-based staff will have additional resources and the U.S.-based staff member will have first-hand experience of the Intern in London program to share with his/her advisees.

External influences such as weather, currency fluctuations, and/or political instability can also affect the onsite orientation. Poor weather could impact the London City Scavenger Hunt; students may be less willing to participate in the activity if it is particularly cold and/or raining that day. If this does occur, students will be able to utilize the Big Bus Tour ticket and stay on the lower deck of the bus, therefore being able to see the main attractions and still gain some familiarity with the city. If timing and scheduling allows, onsite staff may reschedule the London City Scavenger Hunt so interns may still participate in the team building activities and win prizes. Furthermore, as most of the budget has been set on exchange rates of \$1.67 to £1.00, significant changes to the conversion rate could result in a profit loss for the program, or fewer funds for future onsite programming. There is currently nothing put in place to overcome this specific obstacle if it were to occur; the company does budget a small amount for incidentals which could potentially combat the challenge of fluctuating exchange rates. Lastly, although the U.K. is generally a stable country, there is always the possibility of political unrest occurring, potentially affecting the onsite orientation (mostly the London City Scavenger Hunt and other centrally-located events). In the event of any governmental or political unrest, onsite staff will work with the U.S. Embassy to assess the situation and make the best decision for the Intern in London participants. In the event of an emergency, onsite staff would communicate any action plans to participants and U.S.-based staff in order to ensure the safety and security of all students.

Despite the various implications of the redesigned onsite orientation, this improvement will augment the onsite experience as a whole and will act as a solid foundation for what the participants will face throughout their eight-week program. The orientation adds value to the program as a whole for a fairly inexpensive monetary increase. As such, participants will feel

more comfortable with their surroundings and able to successfully take on the tasks at their internship. Interns will get a glimpse into British culture which will serve as a basis for future cultural immersion throughout the duration of the program. In addition, participants will become more familiar with onsite staff and will therefore feel more supported throughout the program. Based on previous feedback, students were looking for more inclusions at the start of the program; some participants felt they were thrown into the London experience because all they received was a welcome dinner and presentation. Having an in-depth orientation take place over the first few days will show students the onsite staff is there to support them and offer events and activities to improve the onsite experience. Moreover, the added professional focus of the orientation will prepare students for not only their international internship, but will act as grounds for future business endeavors. With the workplace emphasizing the importance of globally-minded and internationally-experienced employees, interns can take the underpinnings of the onsite orientation and apply them to future professional settings.

Overall, the redesigned onsite orientation will provide a much more thorough and exciting introduction to the Intern in London program. The information, events, and activities included in the orientation have been purposefully selected in order to provide an educational and fun environment conducive to student learning. The experiential learning aspects and hands-on approach to the orientation will allow participants to create their own learning and educate themselves by doing. With the right tools and knowledge, participants will be prepared for a successful program both personally, culturally and professionally. Information provided in the onsite orientation will prepare students for future experiences in which they will thrive.

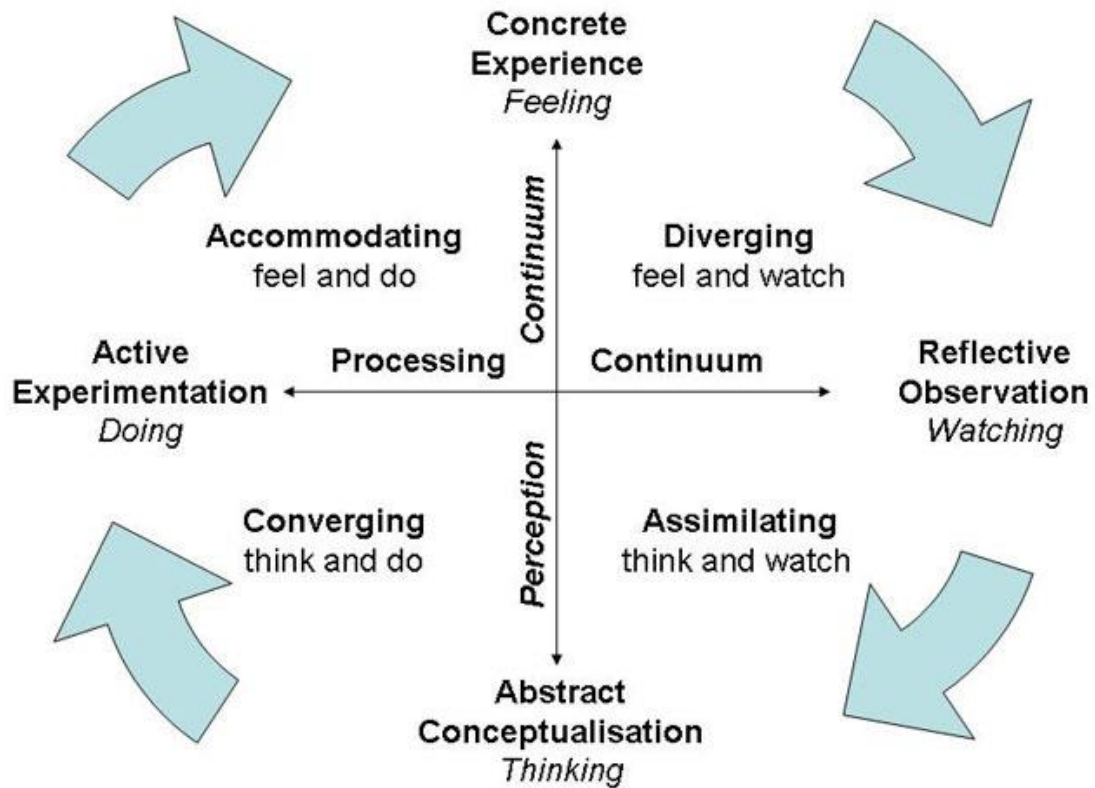
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## Appendix A: Kolb's Model of Experiential Learning



Source: McLeod, 2010

## Appendix B: London Onsite Orientation Survey

Questions with an asterisk (\*) will be answered on a scale of 1-5 with the following values:

- 1 – Strongly Agree
- 2 – Agree
- 3 – Neither Agree nor Disagree
- 4 – Disagree
- 5 – Strongly Disagree

1. I felt prepared for my experience before arriving in London.\*
2. The pre-departure information (information received before departing for London) was useful to me.\*
3. I felt prepared for my intern abroad experience before arriving in London.\*
4. Please list up to five questions or concerns you had about your program before arriving in London.
5. Of the questions/concerns you listed in Question 4, which of them were answered/addressed during orientation?
6. The information given during the onsite orientation was helpful.\*
7. I enjoyed the onsite orientation (felt it was fun, exciting, entertaining, etc.).\*
8. I felt more prepared for my intern abroad experience after the onsite orientation.\*
9. Please comment on the length of the orientation slideshow.
  - a. Too long
  - b. Just right
  - c. Too short
10. How important do you think it is to have an onsite orientation?
  - a. Very important
  - b. Somewhat important
  - c. Somewhat unimportant
  - d. Not important at all
11. In your opinion, the following elements should be included in the onsite orientation (choose all that apply):
  - a. Presentation (PowerPoint, Prezi, other slideshow, etc.)
  - b. Tour of the city
  - c. Scavenger Hunt
  - d. Group meal (brunch, lunch, dinner, afternoon tea, etc.)
  - e. London-themed quiz



- f. Role play
- g. Icebreakers
- h. Team building activities
- i. Information on the British workplace and business customs
- j. Group activity in the city
- k. Other (please specify):

12. Knowing what you know now, what would you change about the onsite orientation, and how would you change it?

## **Appendix C: In-depth Follow-up Interview**

The more in-depth intern phone or Skype interview included the following questions:

1. Please tell me more about what you liked and didn't like about the onsite orientation. Be as specific as possible.
2. If you have three days in which to deliver an onsite orientation, what would have been the best way to allocate the time? Why?
3. What suggestions do you have for future orientations?

## **Appendix D: Staff Interview**

The onsite staff and staff members from partner organizations (CISabroad, Performing Arts Abroad, and World Internships) were asked the following questions:

1. What information do you think the onsite orientation should include?
2. How do you think the onsite orientation should be divided? For example: packed into one day; split up into two to three days; divided across one week; etc.? Why?
3. Based on information and questions you hear from participants, what do you think the students want to hear/learn at orientation?

## Appendix E: Onsite Orientation Planning Timeline

June 2013	Began discussions to redesign onsite orientation
July 2013	Held informal meetings with students for feedback regarding onsite orientation
August 2013	Student evaluations sent out to all Intern in London participants
September 2013	
October 2013	
November 2013	
December 2013	Additional funding confirmed for redesigned orientation
January 2014	Proposal for redesigned orientation completed
February 2014	Surveys distributed and analyzed for the Needs Assessment
March 2014	Itinerary finalized for redesigned orientation; marketing begins
April 2014	Confirm bookings for all logistics, events, and activities for orientation
May 2014	Distribute Pre-Departure materials and conduct Pre-Departure orientation
June 2014	Administer redesigned orientations on June 5 and June 19; distribute evaluations
July 2014	
August 2014	Distribute student evaluations to all Intern in London participants

## Appendix F: Onsite Orientation Timeline

Old Orientation:

	Day One (Saturday)		Day Two (Sunday)
8am	Airport Reception		Free Time
9am			
10am			
11am			
12pm			
1pm	Shuttle Bus to Housing		Open Top Bus Tour/Scavenger Hunt
2pm	Neighborhood Tour		
3pm	Free Time		
4pm			
5pm			
6pm	Welcome Dinner	Orientation Presentation	London Eye (*unpaid)
7pm			
8pm			
9pm			
10pm			
			Free Time

New Orientation:

	Day One (Thursday)		Day Two (Friday)	Day Three (Saturday)	Day Four (Sunday)
9am	Airport Reception		Free Time	Free Time	Free Time
10am		Shuttle Bus to Housing			
11am	Neighborhood Tours		Orientation Presentation		
12pm					
1pm					
2pm	Free time		Afternoon Tea	London City Scavenger Hunt	
3pm					
4pm					
5pm					
6pm			Free Time	London Eye	
7pm	Welcome Dinner		Free Time	Free Time	
8pm					
9pm					

## Appendix G: Airport Bingo

The following forms are used for the Airport Reception activities. These cards are printed and laminated so that students may participate in the activity while waiting for the shuttle bus. Markers are provided for students to mark the clues once they have figured them out.

<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>
Find a trolley.	Find a blue suitcase.	Find someone drinking tea or coffee	Find a sign for the Underground.	Find a couple.
Find backpackers.	Find a group of flight attendants.	Find a packet of fags	Find a currency exchange counter.	Find a fire door.
Find a pram.	Find someone with a piercing on their face.	Find a Union Jack.	Find someone wearing a vest.	Find a Marks and Spencer.
Find a pair of red trousers.	Find a Boots.	Find someone using a mobile.	Find someone on crutches.	Find a girl with fringe.
Find a lift.	Find someone wearing a college sweatshirt.	Find someone with 5 or more suitcases.	Find someone with multi-coloured hair	Find a tour group.

<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>
Find a pair of red trousers.	Find someone wearing a college sweatshirt.	Find a hole in the wall.	Find someone with multi-coloured hair	Find a girl with fringe.
Find a bobby.	Find a group of flight attendants.	Find a man with a turban.	Find someone wearing a vest.	Find crisps.
Find a lift.	Find someone with a piercing on their face.	Find someone drinking tea or coffee	Find an electric buggy.	Find a tour group.
Find a trolley.	Find a blue suitcase.	Find someone using a mobile.	Find a woman in a frock.	Find a fire door.
Find backpackers.	Find the Sun	Find a Union Jack.	Find a Double Deckers.	Find a woman with a headscarf.

<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>
Find a pram.	Find someone with a piercing on their face.	Find a hole in the wall.	Find someone with multi-coloured hair	Find a fire door.
Find backpackers.	Find someone eating takeaway.	Find someone using a mobile.	Find a sign for the Underground.	Find a Marks and Spencer.
Find a pair of red trousers.	Find a group of flight attendants.	Find a man with a turban.	Find an electric buggy.	Find crisps.
Find a lift.	Find a Boots.	Find a café.	Find someone with 3 or more kids.	Find a woman with a headscarf.
Find an umbrella.	Find someone wearing a college sweatshirt.	Find someone with 5 or more suitcases.	Find a woman in a frock.	Find a couple.

<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>
Find backpackers.	Find someone with a piercing on their face.	Find someone using a mobile.	Find someone wearing a vest.	Find a couple.
Find a lift.	Find someone wearing a college sweatshirt.	Find a man with a turban.	Find someone with multi-coloured hair	Find a fire door.
Find a trolley.	Find someone eating takeaway.	Find a hole in the wall.	Find someone with 3 or more kids.	Find a tour group.
Find a pair of red trousers.	Find a blue suitcase.	Find a Union Jack.	Find a Double Deckers.	Find a woman with a headscarf.
Find a bobby.	Find a Boots.	Find someone drinking tea or coffee	Find a currency exchange counter.	Find a freehouse.

## Appendix H: Orientation Outline

DAY ONE	
9am – 12pm	<b>Airport Reception</b> London Heathrow Terminal 3 Meeting Point
10am and 12pm	<b>Shuttle Bus from LHR to Landward Apartments</b> Address: 1 Harrowby Street London W1H 5HB Closest Tube: Marble Arch (Central)
11:30am and 1:30pm	<b>Neighborhood Tours</b> including: Public Transportation, Grocery Store, Oyster Card & Phone Top-up Shop, Post Office, Bank, Restaurants, etc.
7pm	<b>Welcome Dinner at The Old Bank of England</b> Address: 194 Fleet St London EC4A 2LT Closest Tube: Chancery Lane (Central) or Temple (District) <i>Staff will accompany students to dinner.</i>
DAY TWO	
11am – 1pm	<b>Orientation Presentation at Dragon Hall</b> Address: 17 Stukeley St London WC2B 5LT Closest Tube: Holborn (Central)
2pm	<b>Afternoon Tea at Rubens at the Palace</b> Address: 39 Buckingham Palace Rd London SW1W 0PS Closest Tube: Victoria (District, Circle, or Victoria) <i>Staff will accompany students to Afternoon Tea.</i>
DAY THREE	
2pm – 5pm	<b>London City Scavenger Hunt</b> Address: Trafalgar Square; Corners of Whitcomb St and Pall Mall E Closest Tube: Charing Cross (Bakerloo, Northern) <i>Staff will be outside Charing Cross Station at the Trafalgar Sq. Exit.</i>
5pm	<b>London Eye</b> Address: Riverside Building, County Hall Westminster Bridge Rd London SE1 7PB Closest Tube: Waterloo (Bakerloo, Northern, Jubilee) <i>Staff will be waiting on the steps in front of The London Dungeon.</i>
DAY FOUR	
All Day	<b>Free time.</b> <i>Staff is available by phone and email.</i>

## Appendix I: Instagram Contest Rules

### Rules:

- Student Instagram profiles must be public
- Must use #londonsae #cislondon #paalondon or #wilondon in comments to be eligible
- Must have a minimum of fifty (50) photos entered to be eligible
- Students will receive 1 point per ‘like’
- Students will receive an additional 5 points per group photo (3+ people)
- Only relevant and appropriate pictures will count. Staff will use their judgment on what they deem to be relevant and/or appropriate.
- Staff will utilize Statigram to track the amount of ‘likes’ and photos for each student
- The winner (student with the most points) will receive a free taxi ride to LHR on departure day
- Two winners will be chosen; one from University of Roehampton and one from University of Westminster

### Deadlines:

- 12-Week Internship: August 8, 2014
- 8-Week Internship Session 1: August 1, 2014
- 8-Week Internship Session 2: August 15, 2014





## Appendix J: London City Scavenger Hunt

Each group will set off to accomplish as many of these tasks as they can during the Big Bus Tour and meet up with the rest of the group at the London Eye at 6pm to share their findings. There will be prizes for the most correct answers, most creative answers, best interpretation of the clue, and most enthusiastic photos. Cheers! \*Note, these are not in geographic order, so you must pay attention to the tour. Good luck!

1. Take a group photo at Waterloo Station.
2. Take a photo of Tower Bridge, group photo or otherwise.
3. Take a group photo somewhere in Trafalgar Square.
4. Learn how to use the Tube. Prove this by taking a group photo at the Underground station of your choosing. Extra points if you know the name of at least three Tube lines!
5. Get to know the British pub culture and gather menus or cards from three different pubs.
6. Name three typical English dishes 1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ OPTIONAL: Eat one or all of these dishes with photos for extra credit!
7. Take a stab at your best Shakespearean acting impression at the Globe Theatre.
8. Take a video of one or more team members' best rendition of "London Bridge is Falling Down".
9. Capture a photo of each member in a phone booth. Extra points if you can fit all members in the same booth at the same time.
10. Do your best to impersonate the guard that is keeping watch at the Changing of the Guards. Photos please!
11. Get a picture of the Queen.
12. Go to a circus and perform your best circus act. Creativity earns big points on this one!
13. Take a photo of the Gherkin. (Hint: If you're in a pickle as to what this is, listen for Swiss Re Tower)
14. Bring back a Union Jack.
15. Find the blue plaque at Sherlock Holmes' house and do your best detective impersonation. Bring back photographic evidence!
16. Find the blue plaque at J.M. Barrie's house and think happy thoughts. Extra credit: What popular story is J.M Barrie the author of and what year did he write it?
17. Share with the group an activity that is happening in London that seems interesting. Extra credit: bring back a flyer for that activity.
18. Visit Millennium Bridge. Which popular movie can this bridge be seen in?  
\_\_\_\_\_
19. Get a free newspaper and bring it back to share your favorite headline.
20. Find the biggest horse in the city. Where is it located? \_\_\_\_\_  
OPTIONAL: Take a group photo leaning on its nose.

## Appendix K: Onsite Orientation One-Page Flyer



# INTERN IN LONDON

## Onsite Orientation

June 5 – 8

This year your onsite orientation is going to be better than ever! You'll get to meet the other Intern in London participants, get acquainted with the London-based staff, and also have the chance to see some of London's biggest attractions.

Also included in the orientation are:

- Airport Reception from LHR Terminal 3
- Icebreakers and Team Building Activities
- Neighborhood Walking Tour
- Welcome Dinner at One of London's Oldest Pubs
- Health and Safety and General London Information
- International Career Coaching Workshop
- Afternoon Tea close to Buckingham Palace
- London City Scavenger Hunt and Big Bus Tour
- Trip on the London Eye

We can't wait to welcome you to London. Safe travels & remember to pack light!






Cheers, the London Team



## Appendix L: Map of Neighborhood

### Landward Apartments

1 Harrowby Street • London W1H 5HB

	Name & Address	Walking Time	On the Map
<b>Nearest Tube Stations</b>	Marble Arch (Central) Edgware Rd (District)	9 minutes 6 minutes	
<b>Nearest Bus Stop</b>	6, 7, 15, 16, 23, 98, N7, N15, N16, N98	2-10 minutes	varies
<b>Nearest Grocery Store</b>	Waitrose 168 Edgware Road London W2 2DX	1 minute	
<b>Nearest Phone Shop</b>	Vodafone 188 Edgware Rd London W2 2DS	2 minutes	
<b>Nearest Oyster Card Top-Up</b>	Best Way Market 113 Edgware Road London W2 2HX	2 minutes	
<b>Nearest Post Office</b>	Edgware Post Office 356 Edgware Rd London W2 1BG	6 minutes	
<b>Nearest A&amp;E</b>	St Mary's Hospital Praed St London W2 1NY	8 minutes	