

Analysis of the Role of Chinese and American Supervisors of Internship Placement-Taking the University of Cincinnati's School-Enterprise Cooperation Model as an Example

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Abstract: The University of Cincinnati is the birthplace of the global paid internship program and has the most professional paid internship instructors in the United States. The University of Cincinnati has the most professional paid internship instructors in the United States. However, China's higher education institutions started their internship programs late, and instructors lack special training, which prevents them from playing their role fully. By analyzing the type of full-time mentor teachers, job content and legal functions of the University of Cincinnati, we will provide reference for the working model of new internship mentor teachers in China.

Keywords: Capstone internship; School-enterprise cooperation; Paid internship consultant

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1 Introduction

China's internship program started late, the number of instructors is small, and teachers themselves lack a clear understanding of what to do and how to do it. In U.S.A, however, internship program is called Cooperative Education (Coop), which is a kind of paid internship program. It is an open educational model that combines a student's academic coursework with a full-time job of choice in a professional field

during a traditional semester. In Coop education, students apply their theoretical knowledge in the workplace, and the challenges and problems of the job further their theoretical learning.

The University of Cincinnati is the global pioneer of paid internship education programs, and their paid internship consultants have extensive experience in effective program delivery and can provide some insight into capstone internships in our higher education.

Current Status of Paid Internship Mentors at the University of Cincinnati, USA

The University of Cincinnati has a large number of full-time practicum supervisors (consultants) who are part of the university faculty system. They belong to the colleges, including the School of Medicine, and receive salaries and medical benefits comparable to those of faculty in similar disciplines, and participate in all types of educational titles, awards, and sanctions. Each year, approximately 20 per cent of the top-performing internship advisors are promoted across the ranks.

2 Types of Internship Mentors at the University of Cincinnati, USA

Internship advisors at the University of Cincinnati fall into two main categories: international internship program advisors and job placement advisors in the U.S. The former provide 180 students from the University's 49 programs with internships abroad

each year. The former provides foreign internships to 180 students from 49 majors at the university each year, working in areas such as Berlin, Cape Town, Hong Kong, London, Madrid, San Diego, Shanghai, Singapore, and Toronto. Most of these international internship programs are unpaid and students are on educational visas rather than work visas. In contrast, there are internships in the United States in 213 cities in 46 states, with about 1,500 companies, most of which are Fortune 500 companies. For example, well-known companies such as BMW, Apple, Ford, Google, Intel, and Adidas. This type of practice has lucrative rewards, around \$40,000 to \$60,000 per year.

3 The role of the internship supervisor at the University of Cincinnati, USA

3.1 General Assessor (pre-placement)

Before starting the internship program, each instructor is an experienced professional evaluator. They evaluate the students from multiple perspectives, such as knowledge structure, ability level, personality characteristics, psychological quality, family income, employment expectations, etc., to determine whether the students meet the basic standards for the internship program. Through three scheduled interviews with students and a comprehensive paper test, they make a decision on whether or not to approve of the student's internship program and, based on the results of the assessment, recommend internship companies and positions that match the student's major and personality. Their job functions include, but are not limited to, posting the student's resume on a database of selected jobs, helping the student build relationships with employers, providing feedback to the student on employer suggestions and comments after the interview, and recommending companies related to the student's major for research. For the international internship program, they also offer a special course on the cultural background of the country of destination to help them write competitive job applications, opportunities to practice in English or in the native language of the country of destination, networking and elevator pitch practice, job search workshops in live or online format, and job interview personal image design.

3.1.1 Supervisor (internship)

During the internship, the consultants assess the

students' work level on a weekly basis and closely monitor the progress. On the one hand, they proactively contacted the international service coaches of the internship companies to provide students with additional support and assistance in terms of capital, technology, personnel, legal affairs, etc. On the other hand, they paid attention to the practical problems of students with difficulties in the internship and carried out extensive online and offline cooperation and discussion to make every effort to help every student complete the internship successfully. In this way, we can ensure that students can gain both economic and knowledge benefits, and also ensure that the university and enterprises can establish a long-term and stable win-win cooperation relationship.

3.1.2 Legal consultant (post-practicum)

Most of the internship counselors at the University of Cincinnati have either an undergraduate degree in law or are board certified. They are able to provide professional and timely assistance to students in the event of any kind of abuse. At the end of the internship, they are also obligated to provide the necessary assistance in signing employment contracts. This protects the interests of the students, the enterprise and the university to the greatest extent possible, and makes the rights and responsibilities of all stakeholders of the internship project clear to the greatest extent possible, which also enables the internship project to be completed smoothly.

The current situation of internship supervisors in China

China's top internship instructors are often part-time staff members of colleges or universities, with a high turnover of personnel, and are not included in the establishment of professional teachers.

3.2 Types of supervised internships in China

At present, dual-teacher system, or "three-dimensional tutor system", is widely practiced in China's higher education institutions. In a word, the "academic tutor system" is implemented during the school period, which is taken up by teachers of designated professional subjects to consolidate students' theoretical knowledge; the "skill tutor system" is implemented during the internship period in enterprises, which is taken up by post-skilled workers with rich operating experience. Used to enrich and grow students' practical hands-on skills.

4 The role of supervisors of internships in China

4.1 Liaison Officer (pre-practicum)

Prior to the internship, the main role of the mentor teacher is positioned as a liaison. They are often the temporary communication bridge between the school, enterprise and students. Through the work of instructors, the expected goals and demands of students, enterprises and schools for the internship program can be coordinated and unified, and the three parties can reach a short-term balance of interests, which can be fixed by means of the internship contract.

4.2 Administrator (internship)

In internships, instructors mainly act as "process managers". They are concerned with the student's ease of work, relationship with colleagues around them, and the degree of adjustment to the position, etc. Based on these factors, they urge or prompt the student to speed up or slow down the process. Depending on these factors, they may urge or prompt students to speed up or slow down the internship process. Their role is similar to that of a "catalyst" in a chemical reaction.

4.3 Scorers (post-practicum)

After the internship is over, the instructors' main task is to read the students' internship summaries, interview the skills instructors and contact with the enterprise managers (by phone, SMS, email, WeChat, Weibo, and jointly build the students' internship evaluation system), and make a comprehensive evaluation of the students' individual performance in the internship period, such as ideological morality and business level. This kind of evaluation has a one-time character and lacks continuity.

5 Analysis of the role of paid internship supervisors at the University of Cincinnati, USA

In the U.S., the professionalism of the internship instructors is obvious, and they can tailor the internship guidance program according to the individual characteristics of students and their majors. In the United States, from the first year of college, students can choose the duration of their internship from 12 to 18 months according to their own

situation. This places high demands on the internship advisors. Guidance counselors are outstanding individuals who have earned a bachelor's degree or higher in career guidance, not administrators who are also employed. These people have been trained scientifically and effectively for a long time and have good skills in policy analysis, communication, organization and coordination, oral expression, etc. They can provide assistance to students who encounter difficulties in the process of internship.

Most of the internships in China adopt the "2+1" model, and the time of internship is concentrated in the last year before graduation. The instructors are often administrative secretaries or counselors of the colleges, who lack relevant professional knowledge and quality. Even some of the skilled instructors work on the front line for long periods of time, focusing only on a specific task in the assembly line that they are responsible for, and their basic oral expression and teaching skills are relatively weak, making it impossible for students to acquire effective practical information and skills.

The U.S. internship advisor development system is well established and has a comprehensive and highly viable program for the development of internship advisors. Each state (county) commissioner of education, state legislators, schools, businesses, students, and parents of students participate in the development of the internship advisor training program, and have the right to directly review the internship advisor.

The internship advisor is granted certain legal authority. In the internship program, the internship advisor is defined as a group of people that the school and the company, as well as the student, can contact at the first time and place, and has a certain degree of representation. In order to protect the legitimate rights and interests of the students and to ensure the smooth running of the internship program, the internship advisor can read and analyze the legal documents and provide professional advice on behalf of the university or students in emergency situations. For example, before signing an internship contract, the student is given priority to read the various workmen's compensation insurance contracts, salary documents, etc., and is provided with a monthly salary reference based on the official salary standards issued by the federal or local tax authorities.

6 Revelations

At the present stage, the cooperative research between various enterprises and universities in China has been given an important mission, but the actual effect is not yet satisfactory, and the status of mentors in the internship process has not yet been highlighted. American paid internship consultants are worthy of reference for domestic internship instructors in several aspects: firstly, they are professional and can help students solve all kinds of problems (psychological barriers, technical problems, legal rights and interests); secondly, they attach importance to the employment guidance for students after the internship, especially the recommendation of suitable positions; thirdly, they have a complete medium and long-term training plan or program for instructors. Fourth, they have a variety of proven communication and management methods with their partner enterprises and have established a good relationship with them. Appropriate reference to these aspects of experience is important for the professional development of China's top teachers.

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