

Comments from the Editors

IN THIS ISSUE WE FOCUS ON STUDENT INTERNSHIPS. The editor of this journal has taught at two universities with well-developed international internship programs; the Hochschule Aalen & Graduate School Ostwürttemberg in Aalen, Germany, and at his current university, the School of Business at Auckland University of Technology in New Zealand. They both require successful completion of an internship to graduate in their bachelor's level international business programs. In conversations of the editor with students they indicate that the experience is an invaluable learning experience as it prepares them to become useful employees upon graduation.

In this issue, we begin with a paper, authored by the editor of this journal, that summarizes and reviews several articles by Sean Seymour and Julie Ray from Gallup-Purdue University (Gallup, Inc., 2014), based upon the Gallup-Purdue Index, a joint-research effort with Purdue University and Lumina Foundation, to study the relationship between the university experience and graduates' lives. The Gallup-Purdue Index is a comprehensive, nationally representative study of U.S. college graduates with Internet access, conducted February 4–March 7, 2014. According to a 2013 Census Bureau report, 90% of university graduates in the U.S. have access to the Internet.

The second article by Bala Mulloth, Mel Horwitch and Erin Newton, with the CEU Business School in Budapest, Hungary, discusses employers' demands for an increase in learning activities outside of the classroom, and beyond the school's home city. Their example is a short-term abroad, faculty-led study program in New York City that provides students with an immersive experience in the center of modern and innovative management practices and entrepreneurial initiatives. Their paper outlines the program and provides insights, lessons learned and recommendations for the future design of such programs.

The third article by Pascal Cromm and Karin Kadow of the Hochschule Aalen & Graduate School Ostwürttemberg, in Aalen, Germany, points out the current requirement of companies regarding young graduates to possess a sound theoretical knowledge related to their degree program, soft skills, and broad foreign language skills. Solid practical experiences are considered to be a "must", too. In the German higher education system, the acquisition of practical experience is firmly anchored in study and examination regulations as far as "universities of applied sciences" are concerned. Compared to traditional universities, universities of applied sciences focus more on applied research, cooperate very closely with industry, and actually provide the German labor market with almost 60% of the engineering and business graduates. This is reflected, for example, in the fact that there is a mandatory internship for all degree programs, generally in the 5th semester. If, in addition, this internship takes place abroad, it shows that the student not only has proven practical experience but also possesses soft skills competences including intercultural competences and foreign language skills.

In the fourth article, Amanda Bullough discusses the Thunderbird School of Global Management program as helping students increase their global mindset competencies, developing skills with which a global leader influences people who are different from themselves, and emphasizing the importance of including small businesses in students' academic learning experience.

Reference

Gallup, Inc. 2014. Great jobs, great lives: The 2014 Gallup-Purdue index inaugural national report. <http://products.gallup.com/168857/gallup-purdue-index-inaugural-national-report.aspx>, accessed 21 November 2014.



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