

Research Articles

Mentor-protege diversity and its impact on international internship experiences

Professor Daniel C. Feldman^{1*}, William R. Folks², William H. Turnley³

¹University of South Carolina, College of Business Administration, Department of Management, Columbia, South Carolina 29208, U.S.A.

²University of South Carolina, College of Business Administration, Department of International Business, Columbia, South Carolina 29208, U.S.A.

³Kansas State University, College of Business Administration, Department of Management, Manhattan, Kansas 66506, U.S.A.

email: Daniel C. Feldman (dfeldman@darla.badm.sc.edu)

*Correspondence to Daniel C. Feldman, University of South Carolina, College of Business Administration, Department of Management, Columbia, South Carolina 29208, U.S.A.

The authors wish to acknowledge the support provided by USC's Center for International Business Education and Research for this project.

Abstract

This research examines demographic diversity between mentors and proteges on international internships. Using a sample of 138 interns on six-month overseas assignments, the results indicate that interns who are different in nationality and gender from their mentors are much less likely to receive task-related, social-related, and career-related support from them. Moreover, this deficit in mentoring is associated with poorer socialization to internship assignments, lower levels of learning about international business, lower likelihoods of receiving and accepting job offers from internship employers, and lower perceived career instrumentality of the internships. The implications of the results for future research on mentor-protege diversity and the design of international internships are discussed as well. Copyright © 1999 John Wiley & Sons, Ltd.

Received: 15 September 1997; Accepted: 26 June 1998

International Studies Perspectives

Volume 3 Page 384 - November 2002

doi:10.1111/1528-3577.t01-1-00105

Volume 3 Issue 4

Pedagogy In International Studies

Linking Experiential and Classroom Education: Lessons Learned from The American University–Amnesty International USA Summer Institute on Human Rights

Renée Marlin–Bennett

How can internships and other forms of experiential or service learning be designed to best accomplish academic goals? This article explores the benefits and pitfalls of experiential education by looking at the relevant scholarly literature and at students' and faculty members' experience with the American University–Amnesty International USA Summer Institute on Human Rights. Overall, faculty and students report that internships, when integrated with traditional classroom learning, greatly enhance learning overall. The article suggests strategies for structuring intern