

12-1-2010

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Margrit V. Zinggeler

Eastern Michigan University

Coral López-Gómez

Eastern Michigan University

Recommended Citation

Zinggeler, Margrit V. and López-Gómez, Coral (2010) "Internships at Consular Offices: A Gateway to International Communication and Careers," *Global Business Languages*: Vol. 15, Article 8.

Available at: <http://docs.lib.purdue.edu/gbl/vol15/iss1/8>

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Margrit V. Zinggeler
Coral López-Gómez
Eastern Michigan University

INTERNSHIPS AT CONSULAR OFFICES: A GATEWAY TO INTERNATIONAL COMMUNICATION AND CAREERS

ABSTRACT

Besides embassies and general consulates, honorary consulates play a very important role in helping citizens and businesses. The Consular Corps of Detroit (CCD; soon to be the Consular Corps of Michigan) is an organization that is made up of 37 consular offices. Through a collaboration project with the CCD and Eastern Michigan University (EMU), students at EMU have the opportunity to intern at consular offices, thus obtaining a unique glance at international communication and affairs. This article describes the system of consular offices in the United States, particularly in Michigan, looks at internship opportunities for students in consular representation, and examines how EMU selects and prepares students for the international experience by working together with honorary consulates.

Consular institutions can be traced back to ancient Greece. In the 12th century the first individual holding the title of consul surfaced, along with the first codes describing consular duties. The growth of trade and economic interest has substantially influenced the history of consular representation. In the 16th and 17th centuries, the development of diplomatic missions in Europe created a shift in consular powers. In the 19th and 20th centuries, changes in social, political, economic, and migration activities mandated an astounding increase in the number of consulates. These changes revealed a need for a legal framework for consular services and the legal status of consuls, as well as the establishment of clear regulations on how to protect citizens and their interests abroad. Some attempts at official codification were worked out regionally through the League of Nations. However, the most significant development started in 1949 when the United Nations International Law Commission included consular activities and the legal status of honorary consuls and their privileges and immunities in a new codification system. The system was formally adopted at The Vienna Convention on Consular

Relations in 1963.¹ The convention was attended by 95 States, who approved 79 articles establishing new international laws on consular relations and the acquisition of nationality.²

Today, information by and about all foreign embassies and consulates in the United States is accessible on the Internet.³ Whereas foreign embassies are located in Washington, DC, the consulates general represent their respective countries in various US cities.⁴ They are managed by high-ranking consuls and vice-consuls, deputy consuls-general, and/or agents working with them. The honorary consulates are smaller versions of consulates and are common in smaller cities distributed throughout the US, especially where there is a high concentration of expatriates and relevant business interests. Consular offices are available to assist and protect nationals of the country they represent by administering oaths, legalizing foreign documents, and issuing passports, visas, and certificates. They explain their country's policies in the fields of culture, politics, taxation, business, and trade, striving to facilitate understanding and collaboration between their home country and the United States. They promote tourism to their country, cultivate two-way business

¹ Gómez Robledo, <<http://untreaty.un.org/cod/avl/ha/vccr/vccr.html>>.

² For the treaty itself, see "Vienna Convention on Consular Relations," <http://untreaty.un.org/ilc/texts/instruments/english/conventions/9_2_1963.pdf>.

³ For a list of embassies and consulates in the US, see "Embassies/Consulates in United States," <<http://www.embassiesabroad.com/embassies-in/UnitedStates>>.

⁴ For example, the Spanish Consular Affairs office in the US has consulates general in Boston with jurisdiction in Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont; a consulate general in Chicago with jurisdiction in Illinois, Indiana, Iowa, Kansas, Nebraska, North Dakota, South Dakota, Ohio, Kentucky, Michigan, Minnesota, Missouri, and Wisconsin; a consulate general in Houston with jurisdiction in Alabama, Arkansas, Louisiana, Mississippi, Tennessee, New Mexico, Oklahoma, and Texas; a consulate general in Los Angeles with jurisdiction in California, Arizona, Colorado, and Utah; a consulate general in Miami with jurisdiction in Florida, South Carolina, and Georgia; a consulate general in New York with jurisdiction in New York, Connecticut, Delaware, Pennsylvania, and New Jersey; a consulate general in San Francisco with jurisdiction in Alaska, California, Hawaii, Idaho, Montana, Nevada, Oregon, Washington, Wyoming, and US possessions in the Pacific; a consulate general in Washington, DC, with jurisdiction in Maryland, Virginia, West Virginia, District of Columbia, and North Carolina; and a consulate general in Puerto Rico with jurisdiction in Puerto Rico, Culebra Islands, and Virgin Islands ("Consular Services," <<http://www.maec.es/subwebs/Embajadas/Washington/en/MenuPpal/Consulares/Paginas/Consular%20Services.aspx>>).

connections, and encourage investment by US companies in their homeland. Detroit, Michigan, is the home of seven consulates general: Canada, Mexico, Japan, Italy, Macedonia, Iraq, and Lebanon. Consular organizations, like the Consular Corps of Detroit (CCD, soon to be the Consular Corps of Michigan),⁵ are collaborative entities that introduce and create a forum for the consuls represented in a particular region. The CCD operates to enhance diplomacy efforts by articulating communication and accessibility among the consulates themselves, and across the region they are serving. The CCD is made up of consular career and honorary officers classified as consuls general, consuls, vice-consuls, and consular agents.

The CCD works closely together with the Detroit Regional Chamber of Commerce⁶ and the World Trade Center Detroit/Windsor.⁷ The Detroit region is the second largest foreign trade zone in the United States.

Michigan exports \$37.6 billion in manufactured goods to the world. This generates 221,900 jobs. . . . Export-supported employment related to manufactured goods accounts for almost 1 in 16 private sector jobs in Michigan. 12,100 businesses in Michigan sell products overseas . . . and 88% of the 12,100 Michigan businesses that sell their products overseas are small- and medium-sized companies. There are 201,000 Michigan residents employed by foreign companies. (Stanard 12)

The work of the CCD as a trade facilitator and trans-cultural agent is of great importance to the future of South-East Michigan.

The immigrant population in Michigan is an estimated 6.4%, or 621,060 inhabitants. The CCD works closely with the immigrant population to assist

⁵ The Consular Corps of Detroit (CCD) is represented by seven consulates general and 30 honorary consulates of the following countries: Austria, Barbados, Belgium, Belize, Canada, Chile, Cyprus, Denmark, Finland, France, Germany, Grenada, Iceland, Iraq, Italy, Japan, Jordan, Lebanon, Lithuania, Luxembourg, Macedonia, Malta, Mexico, The Netherlands, Norway, Paraguay, Romania, San Marino, the Slovak Republic, South Korea, Spain, Sweden, Switzerland, Syria, Turkey, Ukraine, and The United Kingdom (Consular Corps of Detroit, <http://www.detroitchamber.com/index.php?option=com_content&view=article&id=787%3Aconsular-corps-of-detroit&catid=19%3Aevents&Itemid=188>). As we go to press, the name is being changed to Consular Corps of Michigan. The new website is not yet available, but the address is expected to be <<http://www.cc-mich.org>>.

⁶ Detroit Regional Chamber of Commerce, <<http://www.detroitchamber.com/>>.

⁷ World Trade Center Detroit/Windsor <<http://www.wtcdw.com/>>.

and protect nationals from their respective countries. The majority of immigrants come from India (10%), China (7%), Mexico (5%), Canada (5%), and the former Soviet Union (5%). Immigrants from Germany, Thailand, Laos, Korea, the United Kingdom, and Poland make up approximately 68% of the immigrant population in Michigan. The 2000 Census listed 523,589 total immigrant residents in Michigan. Immigrant births add approximately 20,235 persons to Michigan per year (16th highest in the United States), accounting for 81% of the state's overall population increase (this is significantly higher than the 5.3% increase in the native-born population of Michigan).

The impact of this immigrant increase was evidenced in the 2000 Census. In 1990, 6.6% percent of Michigan's population declared they spoke a language other than English at home; this amount had increased to 8.2 % by 2000. Furthermore, of those who answered that they spoke a language other than English at home, 37% declared they did not speak English very well. Michigan's naturalization rate of 45.8% is higher than the national average of 40.1%. The 2000 Census showed a drop in the naturalization rate in 1990, which had been at 55.7%. This indicates an influx of recent immigrants, including illegal immigrants, which are currently estimated at 200,000, or less than 2% of the population. Furthermore, Michigan receives more than 2,700 refugees per year, and the Office of Refugee Resettlements supplies \$251 per refugee in employment training and other programs.⁸

The impact of Arab-speaking immigrants on the State of Michigan is remarkable. The 2000 Census counted 1.2 million Arabs in the United States (60% from Lebanon, Syria, or Egypt). Earlier, Arabs came from countries with a large Christian population, while recently more are coming from heavily Muslim countries like Iraq and Yemen. Almost half of the Arabs in the United States live in California (190,890), New York (120,370), Michigan (115, 284), New Jersey (71,770), and Florida (77,481). Sterling Heights, Michigan, has the highest percentage of Arab-American population at 3.7%, while Jersey City, New Jersey, takes second place with 2.8%. The Michigan city of Dearborn is not ranked because only cities with a population of over 100,000 were included. Dearborn's Arab-American community makes up 30% of its population, and East Dearborn's Arab population equals 85%, which has a great impact on the community and schools.⁹ The Arab-American

⁸ US Immigration Support, <<http://www.usimmigrationsupport.org/michigan.html>>.

⁹ Arab American Institute, <http://www.aaiusa.org/page/file/f6bf1bfae54f0224af_3dtnvvyj4h.pdf/MIdemographics.pdf>.

National Museum is located in Dearborn, Michigan,¹⁰ as is the Ford Motor Company World Headquarters.

Whereas in 2007 Michigan's unemployment rate was 7%, by 2010 it had climbed to 14%. As the state's predominant automotive industry has to reorganize and reinvent itself, and the state needs to attract other types of foreign industry, the collaborative work of the CCD, the Detroit Regional Chamber of Commerce, and businesses is ever more important. Today's students and the next generation of employees must be conversant in foreign languages and good communicators, as well as knowledgeable about international relations and international business, so that industries can successfully compete in the age of globalization. Students must have opportunities to put in practice what they learn in the classroom. Therefore, it is very important that colleges and universities provide internships in an international setting. According to the Canadian General Consul and Dean of the CCD, Robert Noble, the role of the CCD also includes "academic relations" (Stanard 13).

While internships in embassies and consulates around the world are in high demand and very popular with graduate and undergraduate students, who wish to gain international experience or are required for diplomatic careers, there is not much research available on the topic. Students usually find internships on the Internet and/or through their universities. They generally write a subjective final report about the experience for internal use, and often such reports are posted on the Internet.¹¹ Internships at the US Department of State are available for high school, undergraduate, and graduate students, and post-graduates.¹² The Foreign National Student Intern Program (FNSIP)¹³ is designed to allow foreign, non-US citizens to intern—generally for three months—with US missions abroad.

¹⁰ Arab American National Museum, <<http://www.arabamericanmuseum.org/>>.

¹¹ "Careers Representing America," <<http://careers.state.gov/students/programs.html>>. For reports by students about their experience at foreign embassies, see e.g., Career Center, University of California Berkeley, <<https://career.berkeley.edu/article/030516a.stm>>, and "UK in the USA," <<http://ukinusa.fco.gov.uk/en/about-us/our-embassy/workingfor-us/>>. For an example from a student who interned at the embassy in Florence, see Victoria Grisanti's story, <<http://www.transitionsabroad.com/publications/workabroad/articles/foreignserviceinflorence.shtml>>. For a report by a University of California Los Angeles, student, see Yuliya Zeynalova, <http://www.abroadview.org/careers/paths/2009fall_zeynalova.html>.

¹² For internships at the US Department of State, see "Careers Representing America," <<http://careers.state.gov/students/>>.

¹³ For internships in Germany, see "Foreign National Student Intern Program," <<http://employment.usembassy.de/pdfs/2006/InternshipOpportunitiesI.pdf>>.

The program benefits both posts and students by providing the foreign national students with valuable educational experience in U.S. Missions and by assisting posts in accomplishing their mission goals. The purpose of the program is to offer students the challenge of working in a foreign affairs field and at the same time profit by their participation. There are no benefits attached to this internship and no compensation, nor any future employment rights. Service is not creditable for leave accrual or any other employee type benefits.¹⁴

Student Interns—of course—do not have access to classified material or material covered by the Privacy Act.

Very popular are the government internships in Washington, DC.¹⁵ The Embassy Scholar Program through the Washington Internship Office includes internship opportunities at the embassies of Australia, Canada, Chile, Croatia, France, Jordan, and Mexico.¹⁶ These programs require the expenses of tuition and housing. Another program is the Embassy and Diplomatic Scholars Internship Program,¹⁷ which is managed by the same Washington Internship Office.

Students assigned to these US missions will have duties that include research, economic and political report writing, business correspondence, information systems, analysis of international issues, visa/consular work, administrative duties, budget and fiscal and human resources management, etc. Obligations of student interns include adhering to US Mission regulations, including a dress code, and the signing of the SF-50 Volunteer Student work agreement. Interns are subject to termination at any time at the discretion of the mission. At the completion of the internship, the immediate supervisor of the intern will complete the appropriate evaluation form and an evaluation memo/form must be submitted to the Human Resources Office. The original

¹⁴ “Internships,” item 1. Background and Purpose. For examples of internships at the embassies in Greece and Korea, respectively, see “Internships,” <<http://thessaloniki.usconsulate.gov/internship-opportunities.html>>; and “Foreign National Intern Program (FNSIP),” <http://seoul.usembassy.gov/134_fnsip.html>.

¹⁵ Washington Internship Institute, <<http://www.wiide.org/d/>>.

¹⁶ For information on the Embassy Scholars Program, see “Embassy Scholars,” <<http://www.wiide.org/d/index.php?q=embassy-scholars>>.

¹⁷ For information on the Embassy and Diplomatic Scholars program, see Schmiel, <http://www.unc.edu/depts/diplomat/AD_Issues/amdipl_15/schmiel_iel.html>.

evaluation will be forwarded to the student, with a copy to the college administration office. A copy will also be kept in the Consulate Office.

Let us turn to some other countries and how internships for students are publicized there. The Swiss Federal Department of Foreign Affairs, for example, offers internal internships as well as internships at their offices abroad for undergraduate students (from two to six months). Interested students may apply by sending university transcripts, an essay addressing their motivation and interest in diplomatic service, and a detailed resume to the Human Resource Office, which forwards the portfolios of applications to government or consular offices.¹⁸ No other specific criteria for the selection are listed. The Federal Foreign Office of Germany offers internships in offices abroad for undergraduate students for a period ranging from six to eight weeks.¹⁹ The Australian government offers self-funded student internships of two months at its permanent mission to the United Nations in Geneva, Switzerland (for Australian citizens only). The application process for this program is thorough and concise, and it includes an interview process.

The work is rigorous and diverse, requiring flexibility, clear thinking and a fundamental understanding of diplomatic principles. The environment is complex and demanding but the work is highly rewarding for the right people. Under the guidance of experienced officers, interns are involved in supporting and advancing Australia's interests at the international level in a wide range of areas. You will need to develop a sound understanding of government policy particularly as it relates to the area of work to which you are assigned. As an intern you may be required to represent the Australian Government in a formal capacity—for example, by assisting with negotiations of texts and resolutions and attending committees and meetings. . . . During these periods interns will be expected to attend several formal and informal meetings a day. The daily meetings take place from 10.00 am to 1.00 pm and from 3.00 pm to 6.00 pm but working groups and side panels also occur at different times throughout the

¹⁸ For Switzerland, see Internship Information of the Swiss Federal Department of Foreign Affairs, <<http://www.epa.admin.ch/dienstleistungen/praktika/00549/index.html?lang=de>>, or "Hochschulpraktika," <http://www.eda.admin.ch/etc/medialib/downloads/edazen/dfa/jobs/learn.Par.0018.File.tmp/Flyer_Praktikumseinsaetze.pdf>.

¹⁹ For internship information by the Federal Foreign Office of Germany, see <http://www.auswaertiges-amt.de/DE/AusbildungKarriere/Uebersicht_node.html>.

session. Be prepared for a busy schedule and working days that will often extend beyond these set times.²⁰

Not all students can afford to go to Washington or abroad for such internships as described above. Students at Eastern Michigan University have the opportunity to experience similar internships in international consular offices in the Detroit area courtesy of the efforts of the Honorary Consul of Spain, Dr. Coral López-Gómez, of Ann Arbor, Michigan, who also lectures at Eastern Michigan University. She proposed to collaborate with faculty teaching international business language courses in the Department of World Languages to jointly design an internship program for students in consular offices in South-East Michigan. These internships can be completed during the regular semester and/or during spring and summer.

Eastern Michigan University was a pioneer at developing interdisciplinary programs that combined world languages and business in the 70s. The Language and International Trade Program (LIT) was developed through collaboration with the then Foreign Language and Bilingual Studies Department, the Department of Economics, the Department of Political Science, the Department of History, the Department of Geography, and the College of Business. The LIT-Program is offered at EMU for students of French, German, Japanese, and Spanish who seek to use their specific foreign business language skills in an international setting. Students earn a total of 124 credits consisting of general education courses (31–54 credits including effective communication, quantitative reasoning, perspectives on a diverse world, knowledge of the disciplines, and learning beyond the classroom) that all students are required to complete, the major in languages and area studies, as well as a minor from the College of Business (21 credits in areas such as accounting, computer information systems, entrepreneurship, finance, general business, marketing, management, supply chain management), as well as 9 credits of international business and economics courses at the 400 level (fourth year). The third area of concentration includes: (1) History and Geography (6 credits), (2) Political Science (3 credits), and (3) intermediate and upper-level foreign language courses at the 300/400 level (third and fourth year), with a strong emphasis on professional language skills, including three courses (9 credits) of distinct business language instruction. The first business language

²⁰ Australian Government, “Internships.” For Internships in Geneva offered by the Australian Government, see <http://www.geneva.mission.gov.au/gene/un_internship.html>.

course is designated Foreign Language (French, German, Japanese, Spanish) for International Trade at the third-year level, introducing students to specific vocabulary and communication skills in a professional work environment. Students practice various forms of business communication, both written and oral. In the second business language course (fourth year), students practice commercial correspondence, translation of business documents, and reading of foreign periodical publications on economics and international trade. The curriculum includes an overview of international economic organizations and trade agreements, and knowledge of the respective economies and industries is developed. The third business language course teaches the system of business organizations, managerial styles, and business culture in companies in the respective countries. Furthermore, a focus on more advanced business communication and correspondence prepares students for international careers. The goal is for students to reach a level of “Advanced Low” in speaking and writing based on the ACTFL proficiency guidelines²¹ after completing the program and the internship.

The culminating experience in the Language and International Trade program at Eastern Michigan University is the internship, preferably completed abroad or in an international business located in the area. Several courses were created for the various forms of internships and/or field experiences, such as foreign language internships FLAN 489/FLAN 490 for Internship in International Trade and FLAN 387, 487 for Cooperative Education in International Trade. For many years, the university had an office called The World College that organized internships abroad, and after it was eliminated in the late 90s, the EMU Career Office helped students to find an internship in South-East Michigan, where the automotive industry had attracted many international companies. In recent years, with the economic downturn—Michigan had reached the highest percentage of unemployment in the United States by 2009 or 14%—it has become increasingly difficult to find internships for LIT students. Therefore, the partnership with the Consular Corps of Detroit is a very welcome development.

Today, EMU graduate and advanced undergraduate students of World Languages and/or other internationally oriented disciplines (Political Science, International Affairs, Public Administration, Public Law and Government, Business, Economics, Sociology) with a minimum of 3.0 GPA may apply

²¹American Council on the Teaching of Foreign Languages (ACTFL), <<http://www.actfl.org/i4a/pages/index.cfm?pageid=4236>>.

for an internship with foreign consular offices or international chambers of commerce in South-East Michigan. Students will dedicate 10 hours per week during the semester to helping with consular office duties, thus gaining valuable international experience. They have the opportunity to extend the internship to a second semester. Students need to register for FLAN 489 or FLAN 490 (3 credits) in order to receive credits for the internship. The internship must be approved by EMU Department of World Languages, and all required paperwork (administrative and academic) must be completed by both the departmental adviser and the consulate member of the consular office where the student is employed as a volunteer. The student will receive a credit/no credit grade based on the adviser's assessment of both the student and the employer evaluations.

Students applying for the consular internship must submit a recommendation by a faculty member who is asked to evaluate the candidate on academic performance, general suitability for the consular internship, and expectation of success, including the criteria in Table 1.

Table 1. Criteria for Evaluation of Applicant for Consular Internship

Qualities	unable to evaluate	acceptable	very good	excellent
Motivation for Consular Internship				
Global mindset				
Sense of responsibility				
Absolute confidentiality				
Academic performance				
Confidence				
Flexibility				
Emotional stability				
Respect for customs, rules, and values of others				
Likes to be challenged				
Ability to handle stress				

The consular offices also request additional qualities of their interns, such as computer literacy, including word processing and spreadsheet skills, excellent communication and conversation skills, preferably in the foreign language of the country represented. Students doing an internship in a consular office representing a country whose language is less common are encouraged to learn basic oral communication skills in the language so that they can converse on the phone and direct a person who cannot speak English to the Consul or other staff. A summary of the responsibilities of the student intern and the cooperating consular representative is in the Appendix. Upon completion of the internship with consular offices, the intern is evaluated by the supervisor or the Consul (see form in Appendix), and the student will also report on the experience and write an essay answering specific questions. A Certificate of Consular Internship Accomplishment will be issued by the consular office in recognition of a successful internship, and a letter of recommendation addressed To Whom it May Concern by the Consul will also be provided to the intern.

The authors of this article hope that this explanation of this form of internship helps the student interns to get both a valuable learning experience using their foreign language and communication skills as well as a glimpse into consular and international affairs, They encourage other colleges and universities to collaborate with consular offices and organizations in their area.

APPENDIX

EASTERN MICHIGAN UNIVERSITY
DEPARTMENT OF WORLD LANGUAGES

APPLICATION INTERNSHIPS WITH
FOREIGN CONSULAR OFFICES AND
INTERNATIONAL CHAMBERS OF COMMERCE

Advanced EMU students of World Languages and/or other internationally oriented disciplines (major/minor) can apply for an internship with Foreign Consular Offices and International Chambers of Commerce in South-East Michigan. This internship offers 3 credit hours/semester.

Students must:

- Dedicate 10 hrs./week to internship work
- Total 150 hours internship
- Be registered for FLAN 489 or FLAN 490
- Bring a letter of recommendation from an EMU professor
- Complete the following information

Name: _____ EID: E00 _____

Major: _____ Minor: _____

Start Date: _____ End Date: _____

Please indicate your availability in the table below:

Monday	Tuesday	Wednesday	Thursday	Friday

Please contact: Prof. Ron Cere (rcere@emich.edu) or Dr. Coral López-Gómez, Honorary Consul of Spain (mlopezgo@emich.edu) for more information and/or the application. May 2010

INTERNSHIP ITEMS

<p align="center">COOPERATING CONSULAR REPRESENTATIVE RESPONSIBILITIES</p>	<p align="center">STUDENT/INTERN LEARNING EXPERIENCE</p>
<p>Cooperating Consular Representative (CCR) will help the Student Intern (SI) acclimate to the Consular office.</p>	<p>Write and respond to emails related to:</p> <ul style="list-style-type: none"> ➤ Passports ➤ Registration with consulates ➤ Civil registration ➤ Births, etc.
<p>CCR directs and reminds SI to observe and learn specific consular procedures.</p>	<p>Forward and update information regarding:</p> <ul style="list-style-type: none"> ➤ Visas ➤ Traveling requirements ➤ Country's security, etc.
<p>CCR and SI discuss organization and time management issues.</p>	<p>Assist with the preparation of :</p> <ul style="list-style-type: none"> ➤ Events ➤ Meetings ➤ Receptions
<p>SI starts working under a modeled and focused observation by the CCR.</p>	<p>Maintaining regular contact with:</p> <ul style="list-style-type: none"> ➤ Foreign consulates in and out of state ➤ Embassies
<p>SI begins taking responsibilities under the discretions of the CCR.</p>	<p>Research:</p> <ul style="list-style-type: none"> ➤ Seeking out resources for individuals, Consular office and community ➤ Analyzing issue-related strategies
<p>CCD mentors and supports the SI tasks. CCD monitors and assists the SI at different levels. CCD allows the SI to enjoy an appropriate autonomy.</p>	<p>Drafting and implementing new procedures for:</p> <ul style="list-style-type: none"> ➤ Internal and external communication ➤ Internal and external procedures
<p>CCD informs SI of evaluation procedures, and periodically shares results with SI.</p>	<p>Identify new ways to improve the relationship with:</p> <ul style="list-style-type: none"> ➤ Local community ➤ Local government ➤ Local institutions ➤ Local businesses and organizations

EASTERN MICHIGAN UNIVERSITY
 CONSULAR INTERN STUDENT EVALUATION FORM
 [] FLAN 489 [] FLAN 490

TO THE STUDENT: As part of your experience at consular offices, we ask that you evaluate your placement and your own performance. Please answer all questions thoroughly and submit this evaluation by the date indicated on your Due Date Form.

Name: _____ Student Number: _____

Address: _____

Student e-mail: _____ Tel.: _____

Major: _____ Minor: _____

Consular Office and Address: _____

Name of Honorary Consul: _____

Consul's E-mail: _____ Tel.: _____

Work Start Date: _____ Work End Date: _____ Hrs/Week: _____

PLACEMENT EVALUATION

PLEASE CIRCLE ONE LETTER FOR EACH CATEGORY

EDUCATION	SUPERVISOR'S ATTITUDE TOWARD YOU
A: Extremely valuable B: Somewhat valuable C: Minimally valuable D: Not at all valuable	A: Very encouraging; helpful B: Willing to help but didn't go out of the way to do so C: Felt in the way D: Very poor relationship
HOW THE EXPERIENCE RELATED TO YOUR MAJOR/CAREER GOAL	LEVEL OF RESPONSIBILITY
A: Totally related B: Somewhat related C: Little related D: Not at all related	A: Given all professional level assignments B: Given more professional than routine level assignments. C: Given more routine than pro- fessional level assignments. D: Given all low-level routine assignments.

SELF-EVALUATION

PLEASE CIRCLE THE LETTER FOR EACH CATEGORY

<p>ATTITUDE TOWARD JOB A: Took the initiative to do new tasks B: Willingly accepted new tasks if asked C: Reluctantly accepted new tasks if asked D: Did only my assigned tasks.</p>	<p>MY WORK COLLEAGUES WOULD SAY I: A: Am friendly and initiate conversation B: Socialize and converse only when approached C: Converse only about work issues D: Keep completely about myself</p>
<p>QUALITY OF WORK PRODUCED A: Excellent B: Good C: Fair D: Poor</p>	<p>BASED ON THIS COOP EXPERIENCE, I AM: A: Definitely committed to my career plan B: Need to rethink my career plans C: Definitely changing my career plans</p>
<p>WORK HABITS (Check all that apply) <input type="checkbox"/> Looked for additional work when not busy <input type="checkbox"/> Check work carefully <input type="checkbox"/> Work was done neatly, accurately, promptly <input type="checkbox"/> Regular and punctual in attendance <input type="checkbox"/> Dressed appropriately for work</p>	<p>If I were grading myself, I'd give myself a letter grade of _____</p>

Please write a 2–3 page essay about your experience at the consular office, addressing each of the eight questions below. Please type and exhibit good writing style, spelling, and grammar!

- What were the major responsibilities and duties assigned to you while on your placement?
- List at least two (2) tasks you accomplished during the placement toward the goals and objectives stated on your Work Learning Agreement.
- What was the most rewarding aspect of this work experience?
- Were you able to meet the objectives as stated on your Work Learning Agreement?
- What strengths and weaknesses did you determine about your skills?
- What is your tentative career goal? How did this coop relate to that goal?

- What coursework in your academic major prepared you most for this coop?
In what ways did your coursework apply?
- Did your placement point out any deficiencies in your academic program?
What additional coursework/specialized training should be added to your major curriculum?

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