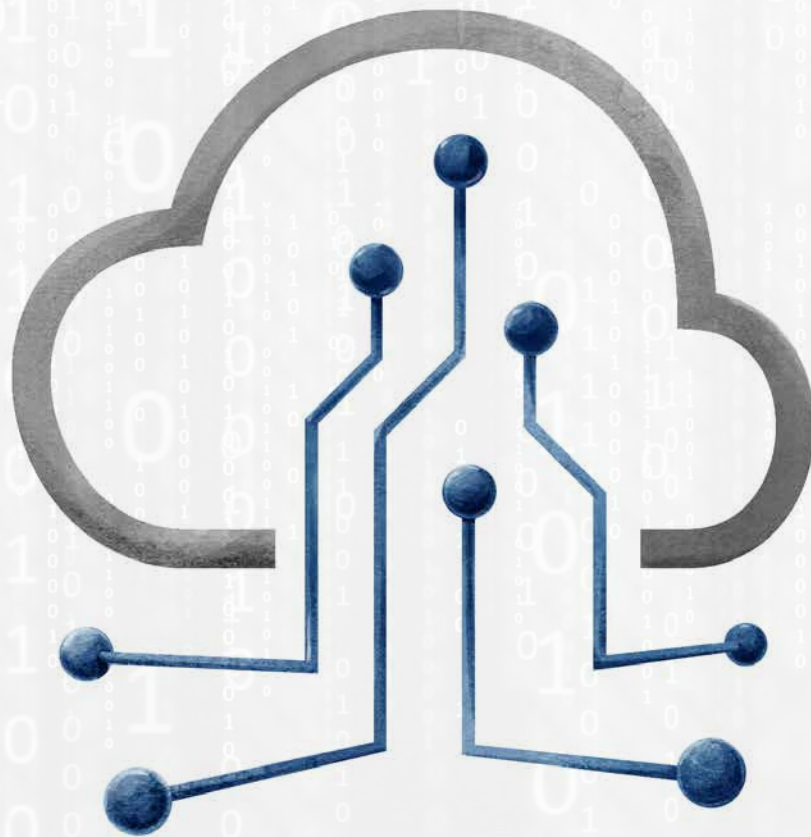


Mobility and Globalization in ICT Apprenticeships

An International Module for ICT Apprenticeships –
Insights from the New York City Pilot Program

Marc K. Peter, Adrian Krebs, Robin Rööfli & Johan P. Lindeque

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Project Report, FHNW School of Business & TIE International,
October 2023

www.fhnw.ch/business
www.tie-international.com

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Project overview and goals

This project proposal was initially developed in 2019 by TIE International (Adrian Krebs, Barbara Surber and Robin Rösli) in collaboration with ETH Global (Dr. Jürg Brunnschweiler) and the FHNW School of Business (Prof. Marc K. Peter) for a pilot project to investigate whether and how talented Swiss ICT (information and communications technology) apprentices and their employers could benefit from an international module in New York/USA.

The projects' vision – Mobility and Globalization in ICT Apprenticeships – was for apprentices in New York to work as volunteers for high-tech start-ups, supported by two IT master's students from ETH Zurich who accompanied them on the trip and acted as supervisors to support the apprentices in personal and professional matters. The following objectives were identified:

- to determine whether there is a need for an international module (in this case, in New York) for ICT apprentices,
- to develop a concept for an ICT international module abroad in cooperation with ETH Zurich,
- to coordinate its feasibility with selected states (cantons) in Switzerland, and
- to report findings in a white paper (this publication).

The team was certain that a project of this kind would serve as a pioneer initiative for ICT apprenticeships in Switzerland.

Initial learnings regarding the proposed Swiss ICT apprenticeship and its potential were discussed in two workshops (9 April 2019, 2 July 2019), organized by the FHNW School of Business and with representatives from numerous Swiss associations and firms (e.g., Accenture, Cognizant, ETH, FHNW, Greater Zurich Area, ICT-Berufsbildung Schweiz, Julius Baer, UBS), which led to the identification of challenges and opportunities faced by ICT apprenticeships. One of the conclusions reached was that new work and educational models are required to transform apprenticeship curricula for the digital age. In a digital, global, and connected world, "(...) apprentices shall be exposed to global collaboration and foreign cultures in the third and fourth year of their apprenticeship. This global option, an apprentice exchange (as opposed to a student exchange) of one to twelve months, would benefit apprentices and host organizations alike" (Peter, Kraft & Krebs, 2019, page 8).

However, there were concerns over the English language skills of Swiss apprentices: One workshop participant explained that their apprentices all speak English on a daily basis, but that they are shy when they first join the business. An international program would benefit apprentices tremendously. A current example of this practice is apprentices joining the Swiss business of Cognizant, who are already sending apprentices to overseas assignments, including trips to India and Spain, as part of their onboarding program" (Peter, Kraft & Krebs, 2019, page 8).

“The exchange is a good opportunity to see that Switzerland is not the only country in the world.” Apprentice comment from post stay survey, December 2022

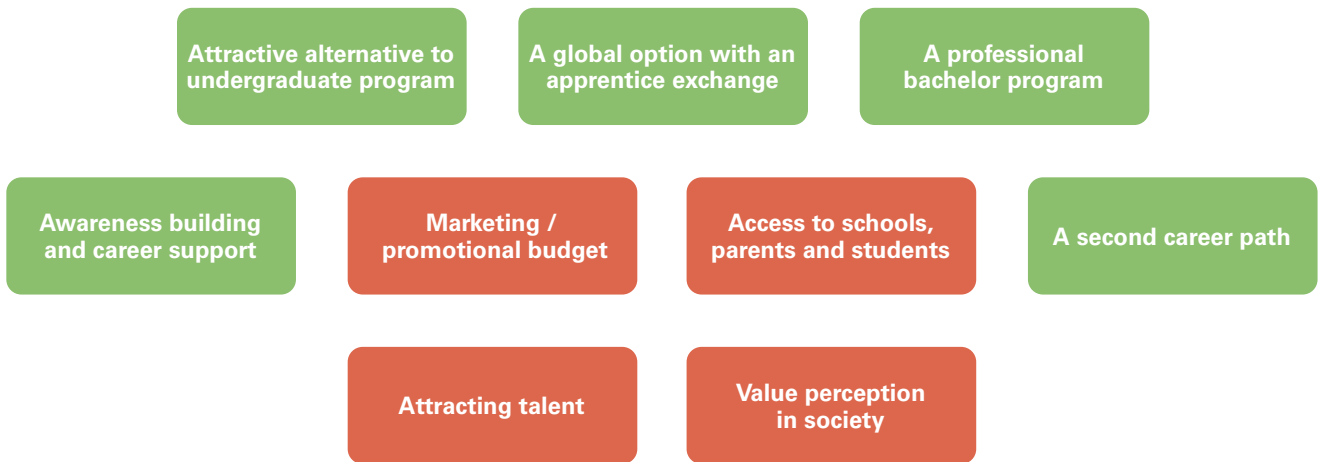


Figure 1: Challenges (red) and opportunities (green) of the Swiss IT vocational training program (Peter, Kraft & Krebs, 2019).

In investigating the opportunity of an apprenticeship module based in New York, the project team wanted to provide input to practice and research how ICT vocational training could be structured to add value in a digital world. This project sought to better understand how

learners/students could benefit from an international apprenticeship exchange, and to what extent an international experience would increase the attractiveness of ICT apprenticeships, especially regarding the promotion of female students.

“To be able to communicate together and understand the cultural differences.”

Apprentice comment from post stay survey, December 2022

“ ... in Switzerland we plan a meeting a week in advance and in America you do within the next few hours.”

Apprentice comment from post stay survey, December 2022

Vocational training and the Swiss ICT apprenticeship

The vocational training scheme has a long tradition in Switzerland with over 230 vocational and professional education programs currently provided. In 2018, over 220,000 Swiss residents attended a vocational training program, referred to as apprentices, and almost 250,000 residents were university students, referred to as undergraduate students (BFS, 2018a). Once an apprentice graduates with a federal certificate, they can continue with further studies, leading to a diploma and eventually a master's degree. Indicating the important status apprenticeships enjoy in Switzerland, debates have recently

emerged over acknowledging the apprenticeship scheme by awarding the professional bachelor degree (Peter, Kraft & Krebs, 2019).

The IT vocational training program takes four years to complete (Figure 2). Apprentices spend one to two days per week in a vocational training school (such as TIE International) and have the choice of various ICT specializations. Various models exist for the first two years; in some cases, apprentices already work on practical application from year 2 onwards.

Year 1	Year 2	Year 3	Year 4
Foundation year	Maintenance and support	Practical application / on-the-job experience	Practical application / on-the-job experience
	Projects		

Figure 2: The Swiss ICT vocational training program (Peter, Kraft & Krebs, 2019, page 3).

The central project of this report included a trip with selected apprentices to New York, planned for the end of 2019/beginning of 2020. Due to COVID-19, a group of six selected ICT apprentices from TIE International could finally travel to New York in October 2022 for a 4-week module (from 6 October 2022 to 4 November 2022) that included volunteer work at several local start-ups. The apprentices experienced business practice abroad, substantially improved their English language skills and their knowledge of American culture, and gained many important soft skills. The pilot project provided evidence that an international module adds value to both the apprentices and their employers, who will benefit from gaining higher skilled employees.

This project report concludes the pilot project. We would like to express our gratitude to the Hasler Foundation which supported this project; and we thank all the TIE International apprentices, including Chiara Korrodi, Simon Maggini, Florin Matter, Noemi Neuenschwander, Thomas Topuz and Sven Zeindler, as well as the ETH students Tamara Gini and Philippe Schläpfer, for their com-

mitment to this pilot project, for their willingness to collaborate within a new international setting, and their participation in the surveys.

Based on this report, we hope that future projects will be possible in this field, and that all stakeholders in ICT apprenticeships will be supportive of such new endeavors.

Marc K. Peter, Adrian Krebs, Robin Rösli & Johan P. Lindeque
October 2023

Literature:

- Peter, M.K., Kraft, C. & Krebs A (2019): *The Swiss IT apprenticeship in a disruptive, global and agile world*. White Paper Think Tank Digital Transformation, September, Olten/Switzerland: FHNW School of Business.
- TIE International (2019): *Pilotprojekt «Mobilität und Globalisierung in der ICT-Berufslehre»*. September. Bern, Zug und Zürich/Schweiz: TIE International.

The New York City pilot program

Background

While the concept of “a semester abroad” is well-known and established in university education, it is almost non-existent in vocational education and training. Obtaining insights into new cultures, broadening your horizon, enlarging personal networks, and experiencing the world are only a few of the reasons that make studying abroad an enriching experience (Landis & Bhawuk, 2020). It is likely that these same reasons would also motivate apprentices in vocational training, because apprentices taking an international module as part of their apprenticeship could similarly benefit from broadening their horizons and building a network of professional contacts in another country or continent. These perceived benefits might even apply to a greater extent to apprentices in comparison to university students, because apprentices are already entrenched in professional activities by working for organizations.

TIE International is a Swiss organization that aims to promote and offer ICT apprenticeships in novel ways and has actively engaged in the development of an international module for apprentices. The international exchange module initially developed to launch in 2019 was delayed by the COVID-19 crisis and finally put into practice in 2021, with a one month stay in New York/USA, where six ICT apprentices gained experience of start-ups and business practices abroad.

A major motivating factor in visiting New York City (NYC) is its sheer size, its many business opportunities and with that, its economic influence. NYC has about the same number of residents as the whole of Switzerland, a fact that is difficult to comprehend, especially for young people.

Placing young adults in this new environment, far away from home, forces them to rethink their worldviews and adapt to a different culture. They learn how to live independently, which in many cases not only includes doing their own laundry and cooking, but also how to manage different assignments and to organize their workday independently. NYC is different to other large cities such as Berlin, London, or Paris, not only because it is on a different continent, but because of its large market size and the high density of innovation projects (Bateman, 2022). An English-speaking market outside Europe seems to be much more attractive to both apprentices and business professionals, because of its market potential and use of the English language.

Importantly for the apprentices, there are significant differences between the work culture of Swiss firms, and that of American firms in NYC. In Switzerland, organizations often provide rules about how work tasks need to be completed, and this makes it easy for apprentices to fulfill the requirements.

In NYC, the apprentices were presented with a rather brief description of the outcome, and then they were free to contribute their own ideas and to “make it happen”. While this is a great opportunity and can strengthen their self-confidence, it takes some time to get used to this approach. It goes without saying that in this setting, apprentices faced new and different challenges to what they are used to at home in Switzerland.

“... I could improve many of my skills that I learned in school or at TIE International.”

Apprentice comment from post stay survey, December 2022

International module set-up

Based on the project framework developed in 2019, six apprentices aged 17 to 20 were given the opportunity to work as volunteers and live in NYC for a month in October/November 2022, delayed due to restrictions imposed by COVID-19. Four of them came from the German-speaking part of Switzerland and two from the Italian-speaking regions. Two master's students from ETH Zurich accompanied them on the trip and acted as supervisors to support the group in personal and professional matters.

In collaboration with five organizations (two start-up firms, three government organizations), the apprentices visited businesses (e.g. UBS and J.P. Morgan) and engaged in the exchange of information on ICT and apprenticeship related topics, and completed project work, including the creation of videos for social media and the development of web applications and 3D simulations.



Methodological Considerations for Monitoring Development

Before their departure, the apprentices completed a simple survey with selected questions from TIE International. To ensure that good research practice was followed, the guidance of Bortz & Döring (2002) was applied that measured the apprentices' skills in various areas. Additionally, they were asked to state their expectations. Following their stay in NYC, the apprentices completed a nearly identical survey to identify any changes to their perceptions.

“Within our group I think we handled the teamwork and the communication quite well...”

Apprentice comment from post stay survey, December 2022



Swiss apprentices comparing teaching systems in Switzerland to those of the USA with apprentices at J.P. Morgan (1 November 2022)

Insights from the pilot

According to the statements provided by the six apprentices, they gained experience and insights from working independently and in a fast-paced business and cultural environment that is very different to that of the Swiss experience.

They learned to be agile and to react to new inputs without losing sight of the final goal of their project or task. By making design choices on their own, without having to consult with their boss or client, they gained self-confidence and learned to trust their own instincts. Specifically, they learned how to deal with underspecified tasks and how to engage with business professionals who may not have the same level of technical knowledge.

Over the course of the international module in NYC, the apprentices became more open-minded and accepted the values apparent in another work culture, even though they are very different from the “Swiss way of working”.

For them, it was initially very difficult to adapt to the new work environment. But after about a week, the apprentices became independent and were able to get involved in the projects and use their ICT skills obtained in the first two to three years of their apprenticeship.

Learning to adapt to a new environment is seen as extremely valuable, especially by international organizations in Switzerland. When building a relationship with a new client based in a different country, it is good to be aware of potential cultural differences, how to navigate business challenges, and how to communicate. The apprentices experienced the application of these required skills in international collaborations and through that developed an important new skill set for the final year/s of their ICT apprenticeships.



Figure 3: Word cloud from post stay survey (see Appendix); all words with at least six mentions (December 2022).

“I learned that having my personal space at home is way more important for me than I thought it would be.”

Apprentice comment from post stay survey, December 2022

Connecting internationally is another advantage that will help the apprentices in their future careers. Doing this at an early stage of their business life (at the ages of 17 to 20) allows the apprentices to build expertise in acting professionally and to build business relationships at the start of their careers. In addition, they identified the need for professional communication, both within the (project) team and with the organization (client).

As part of the international module, they also had to distinguish between professional and private activities among the same cohort of individuals, as they spent most of their time with the same people. In addition, the six apprentices stayed in one apartment, which meant they had to connect and organize daily household chores. The apartment was relatively small compared to Swiss standards, but for NYC it was deemed large. Living in an international city for a month also included applying soft skills and building resilience in order to tolerate a different way of living, including challenges such as commuting to work and public transport.

While they didn't gain many new technical skills, they could improve their existing ICT skills in a new setting. With regard to their soft skills, the apprentices clearly became more flexible and accepting towards different cultures, values, and ways of working in a new business setting.

In terms of their English language skills, the apprentices could practice their English daily. The apprentices from the Italian-speaking region of Switzerland, who were not previously exposed to English at the same level as the German-speaking apprentices, were now also forced to communicate in English, which made them feel more comfortable with the English language. Their self-esteem was strengthened by their exposure to business practices in an international context and in applying their English language skills.

Our survey before and after the international module in NYC identified a number of notable changes in their knowledge of American (US) culture, in their professional communication skills, and in their assessment of their personal skills (see Table 1).

Their perceived knowledge of American (US) culture improved from 4.2 to 6.5 (average on a scale of 1 (no expertise/knowledge) to 10 (full expertise/knowledge)), indicating a large improvement of perceived knowledge of American culture, supporting future international collaboration in the USA. The six ICT apprentices evaluated their professional communication skills in English to have improved slightly, from 6.7 to 7.5 (on a scale of 1–10), indicating the benefit of exposure to an English language business setting.

The team noticed a decrease in all perceived personal skills (all questions relating to the understanding and application of personal skills) following the apprentices' time in NYC. As an example, the apprentices' perceived presentation skills dropped slightly from 7 pre stay to 6.7 post stay. During the international module, the apprentices had to hold at least one formal presentation as well as a couple of informal presentations. Some of the apprentices noticed that their presentation skills weren't at the required level; meaning that presentation skills were initially evaluated too optimistically. Arguably, this indicates another benefit of an international module, as it aligns their initial personal perception of their soft skills with the reality they experienced, thus supporting their personal development.

Survey questions	Pre stay	Post stay
How well do you know American culture in general?	4.2	6.5
How well are you able to professionally communicate in English?	6.7	7.5
How well do you understand/apply teamwork?	7.5	7.7
How well do you understand/apply holding presentations?	7	6.7
How well do you understand/apply networking?	6.2	5.5
How well do you understand/apply dealing with feedback?	7.5	7.4
How well do you understand/apply contributing to a team?	7.8	7
How well do you understand/apply being self-confident?	7.7	7
How well do you understand/apply taking responsibility?	8.2	8
How well do you understand/apply being able to deal with conflict?	7.8	7.5

Table 1: Evaluation of six apprentices pre stay (survey in October 2022) and post stay (survey in December 2022) / average score on scale of 1 (no expertise/knowledge) to 10 (full expertise/knowledge).

Two ETH students coordinated the work packages in NYC for all six apprentices and their various project customers. They supported apprentices with project planning, how to structure their tasks, and how to report progress. In addition, they facilitated meetings with organizations and customers. Based on feedback from the organizing body TIE International, this in turn benefit-

ed the ETH students, since it provided them with practical experience in collaborating with local customers in NYC. Following an adjustment period that created a collaboration framework between students and apprentices, feedback was very positive, and the apprentices highly appreciated the interaction with and support from the ETH students.

“Compared to the Swiss, the Americans are very agile in their work.”

Apprentice comment from post stay survey, December 2022

Literature:

Bateman, B. (2022): *Which are the world's most innovative cities in 2022?* WEF World Economic Forum, 2 February. www.weforum.org/agenda/2022/02/innovative-global-cities-talent-property/.

Landis, D. & Bhawuk, D. P. (Eds.) (2020): *The Cambridge Handbook of Intercultural Training*. Cambridge/UK: Cambridge University Press.

Conclusion and recommendations

Several factors ensure a successful apprenticeship abroad module, such as the one presented in this report with six apprentices in NYC over a period of four weeks. To successfully organize and realize this apprenticeship exchange model required holistic project planning (travel, transport, living arrangements, communication rules and infrastructure) and the identification of local project partners (organizations which provide insights into their work practice and can provide small project work to apprentices). An important success factor is the inclusion of extra time and human resources every day, and for each task, to deal with the changeable nature of workplace dynamics within American culture.

Having English as the international business language also benefited collaboration and friendship among the Swiss apprentices. Apprentices from the Italian speaking region in the South of Switzerland would rarely meet a German speaking apprentice from the Northwest, e.g., Basel, during their apprenticeship. An international module, however, brings students from all the Swiss regions/states together, and English is the common language that allows them to collaborate. The insights gained from the NYC pilot are what motivates the project team to recommend the provision of international modules to all Swiss states (cantons) and, in future, closer collaboration with regional partners.

Over the past few months TIE International, which runs the ICT apprenticeship scheme, has experienced that future apprentices enroll based on the fact that international modules are offered, thus increasing the market attractiveness of the ICT provider.

In evaluating our goals from the project framework initially developed in 2019, we conclude that there is a need for an international module for ICT apprentices (in this case, in New York). It provides many benefits to the learner/student (e.g., to build awareness of other cultural settings, to collaborate in a foreign business work setting, to improve English language skills and to build self-esteem), but also benefits their future employers, as they gain better skilled team members. The experience of TIE International also suggests that it can benefit recruitment. The support provided by the master's students to the apprentices was instrumental, as the support from more mature students in business and personal matters positively contributed to the success of the exchange.

It is widely recognized that a "university semester abroad" or going abroad to study an international language can benefit personal development. With the publication of this project report, we conclude a successful pilot project that aims to support mobility and globalization in ICT apprenticeships.

Our recommendations are the following:

- First, we propose that ICT apprenticeships should, in one form or another, include an international module in their curricula.
- Secondly, we also suggest that other apprenticeships in the Swiss (or European) system might benefit from an international exchange or international module that exposes learners/students to a different cultural environment and business setting, thus improving their soft skills, building self-esteem, and developing talents for the job market.
- Thirdly, the success factors to implement such an international module in an (ICT) apprenticeship are 1) project planning and 2) local project partners (organizations). We recommend considering these for the planning and implementation of international exchanges/modules in apprenticeship curricula.

“New York is much more noisy, chaotic and busy (than cities in Switzerland).”

Apprentice comment from post stay survey, December 2022

Project team

TIE International



Adrian Krebs
CEO
adrian@tie-international.com



Robin Rösli
CFO
robin@tie-international.com

ETH Zurich



Tamara Gini
MSc Student
tgini@epost.ch



Philippe Schläpfer
MSc Student
phil.schlaepfer@bluewin.ch

FHNW School of Business



Prof. Dr. Marc K. Peter
Head of Competence Center
Digital Transformation
marc.peter@fhnw.ch



Dr Johan P. Lindeque
Head of ScienceLab /
Head of Focus Topic
“SME Internationalization”
johan.lindeque@fhnw.ch

Appendix

Comments from the survey pre international module in NYC (October 2022) (n=6)

Why should apprentices spend a month working on a project abroad (in this case New York)?

- Never had the opportunity of working in an international team
- Not used to communicate in English (or any language different from German)
- Get to know how to work in an international environment
- Learn different cultures & habits
- Networking
- Have some fun
- Work on English skills
- Organize themselves in a new environment
- Represent Switzerland and the educational system
- CV booster

What's important within an international collaboration?

- Good communication
- Respect the different cultures
- Be open to different working hours
- Be flexible

What do you think are difficulties that often arise in international collaborations?

- Language barrier
- No understanding of the different cultures

What kind of difficulties/problems might arise in New York?

- Problems with orientation (getting lost in the city)
- Language/communication could be challenging
- It could also be a problem that they don't know how much we're capable of as apprentices because they don't know what apprentices are

What do you hope to learn professionally?

- Improve English
- Learn new technologies
- Getting to know new/different workflows
- Learn how to adapt to new cultures
- Learn how to work in a Startup environment fully in English

What soft skills do you hope to learn?

- Working in an international team
- Communication
- Presentation skills
- Pitching in English
- Improve teamwork skills

Have you ever spent a longer time (> 2 weeks) in a big city? (a city comparable in size to London or larger) If yes, name it.

- Berlin (1 answer)

What do you think are the biggest differences between New York City and cities in Switzerland (Zurich, Lucerne, Lugano, etc.)?

- Swiss cities are cleaner, less loud and less noisy
- The possibilities (?)
- NYC is more structured
- People and relationships
- How clean the city is
- Orientation
- The crowds / more people / more "active" city

What do you want to learn yourself? What do you want to get out of it?

- Improve English skills
- Improve personal network
- Being more independent / more confident
- Learn/understand the culture in general & American working culture
- How to work in a startup environment

What is your goal for the stay?

- Improve English skills
- Improve personal network
- Ask the people I will work with about their life in New York
- I want to find out how big the differences (in the work life) between Switzerland and New York is
- Learn/understand the culture in general & American working culture
- Meeting new interesting people

Comments from the survey post international module in NYC (December 2022) (n=6)

Why should apprentices spend a month working on a project abroad (in this case New York)?

- Learning a new language and working culture, international experience
- To improve their English, learn to be agile (learn American work culture) and visit new places.
- To get more working experience, to learn new skills, to learn English and to have some fun and learn what it takes to live in an Apartment together.
- Here we get the chance to learn not only the working methods but also the American culture. A stage like this allows us to develop on different levels.
- I think getting to know how other people in other countries and cultures work is very important to get a feeling for their mindset and work culture. It could improve the collaboration in the company especially international.
- The exchange is a good chance to expand the experiences and to get an impression of business life in a huge city like New York. In addition, to see how different life is and what you have to do without, as well as profit.

Why are international collaborations and projects important?

- To learn a new working culture and enhance technical and soft skills.
- In order to meet new people, expand your network, learn how to work with people from different cultures and time zones.
- To get to know new skills and languages.
- To promote globality, internationality and individuality.
- To get to know the work culture in other companies in other countries and get a feeling for the mindset people in a different country have.
- The exchange is a good opportunity to see that Switzerland is not the only country in the world. It also gives you the opportunity to get to know the difference in working culture.

What's important within an international collaboration?

- Communication between the two parties.
- Be very flexible because of the cultural difference.
- To be able to communicate together and understand the cultural differences.
- Communication on different levels.
- To be aware of the work culture differences and keep up a good regular communication.
- Good communication is always a very important part of an international collaboration.

What do you think are difficulties that often arise in international collaborations?

- Communication between the two parties.
- The approach with people, for example in Switzerland we plan a meeting a week in advance and in America you do within the next few hours.
- Cultural differences and the communication barrier
- That we are in different time zones and can't discuss small things quickly. The ways of working from the individual countries also differ at several levels.
- bad communication due to time zone differences
- As always bad communication within the project is a difficulty that often can arise.

What kind of difficulties/problems did you encounter in New York?

- Communication between the two parties.
- During the presentation for J.P. Morgan, otherwise I had no difficulty.
- The time zone difference, because sometimes we couldn't get an answer to a question for the whole day and had to wait.
- Orientation in a completely different country.
- A lack of communication within all of us and some of the companies. Personally the noise and the lack of personal space was a problem too.
- We also had this problem during our tasks. Also during the GZA project and with the time difference.

What did you learn professionally?

- Unity Basics and animations.
- The speed to write web application with angular.
- How to be flexible and what it means to work for different companies than (my) company (in) Switzerland.
- Audio recordings and working under time pressure.
- I improved my planning skills and gained more experience in realizing a video project. In general I didn't learn a lot of new things, but I could improve many of my skills that I learned in school or at TIE International. A new thing I did was record a voiceover for a video, which we ended up having some complications with, but it was a great learning opportunity.
- During the exchange I was able to improve my communication with international clients. I also learned to work in a team and to organize projects together. Besides, I improved the creation of mockups and expanded my knowledge in the gaming area (Unity).

What Soft-Skills did you learn?

- Pitching and presenting in English.
- I improved my English and living in an apartment with other people.
- A bit of presentation skills but also how to be flexible.
- To live together with others – improve my English skills.
- I definitely improved my English-speaking skills while staying here. A lot of the communication soft-skills I think I already had because I have to work very close with our customers at TIE. Within our group I think we handled the teamwork and the communication quite well and were able to live and work together and not take the difficulties that we might had at work with us at home (we managed to keep work and living together two different things).
- As said before I learn(ed) to work with international clients and work in a multi-cultural team.

What do you think are the biggest differences between New York City and cities in Switzerland (Zurich, Lucerne, Lugano, etc.)?

- Organization, NY is more spontaneous.
- New York is much more noisy, chaotic and busy.
- The possibilities and the busyness.
- Compared to the Swiss, the Americans are very agile in their work. A lot of things are very short-term and are changed over a few seconds.
- It is way bigger and louder in New York and I am not at all familiar with the city grid, which was a problem for the orientation within the city. Also the people are different and I don't know their mindset as well as I know the Swiss way of thinking so I just tried to stay out of any complications.
- In New York is everything bigger and louder :) More traffic, more clients, more competition.

What did you learn yourself? What did you get out of it?

- Unity basics and animations.
- I improved my English, approached PWAs, learned how to live in groups, saw how Americans work.
- A lot of skills regarding living and cooking, some new IT-skills like unity and my English skills.
- Socially, I could not only make new friends from the month but also get to know the culture better. For example, at events like the football game. On a professional level, I had the chance to work on projects that challenged me and led to me learning new things and jumping over my shadow to do things I haven't done before.
- I learned that having my personal space at home is way more important for than as I thought it would be. But I did learn more about the American way of thinking and got to feel the fast pace live here in New York. You have to be really agile and open for last minute change which is sometimes hard for me.
- During the exchange I was able to improve my communication with international clients. I also learned to work in a team and to organize projects together. Besides, I improved the creation of mockups and expanded my knowledge in the gaming area (Unity).

Did you reach your goal for the stay?

- I've got an introduction to a new technology (Unity), but the projects didn't really fit my skillset at best (full stack development).
- In part, I improved my English and saw to American culture, but I would have liked to work with Americans.
- Tourist wise: Yes. But I have not set any professional goals.
- Yes and no. I definitely improved my English skills. However, we did not work for Americans and so I did not have the exchange during work. However, (it) would have been very nice.
- I didn't really set a goal I want to achieve, but the experience here definitely reached my expectations and I am proud of the video we got to produce. I would have loved to learn more about the American way of advertising though.
- Before the exchange, I had the goal to improve my English. Since we often spoke English in the group and had some English customers, this definitely improved. Unfortunately, we had little contact with other employees during the work.

What learnings or experiences will you be able to use in the future?

- English skills improved, Unity
- I will be able to use progressive web apps (PWA), my English and learn to live in groups
- A lot of skills regarding living and cooking, some new IT-skills like unity and my English skills
- How to create good audio recordings and how to film in different locations with the same sound.
- I will be able to use my improved video experience in the future and also use my knowledge of this new work mindset for collaborations in the future. Also the improved English talking skills i am going to be able to use and all the new people I met will maybe be helpful one day in the future.
- Not sure yet. maybe my communication with international clients.

“I had the chance to work on projects that challenged me and led to me learning new things.”

Apprentice comment from post stay survey, December 2022

Robin Rööfli · 1st
TIE International | WEF Global Shaper | Jungfreisinnige | University of St...
1h · 🌐

Four inspiring weeks in New York City have come to an end 🇺🇸 The six ICT apprentices made full use of the opportunity to volunteer in several local companies across a wide range of industries. They gained insights into the American culture and learned how to interact with people from different backgrounds.

Among other events, we had the opportunity to meet up with US apprentices, talk about the differences in our educational program and learn from each other. [Barbara Chang](#) & [Tony Gaston](#) - thanks for this great opportunity!

Please follow our blog at <https://lnkd.in/ejwizC85>

A big "thank you" to [Consulate General of Switzerland in New York, Greater Zurich Area](#), [UBS](#), [Swiss Life](#), [ETH Zürich](#) & all our supporters.

🌐 Serge Frech and 20 others · 1 repost

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Source: LinkedIn, 14 November 2022

Marc K. Peter, Adrian Krebs, Robin Rösli & Johan Lindeque:

Mobility and Globalization in ICT Apprenticeships.

An International Module for ICT Apprenticeships – Insights from the New York City Pilot program.

Project Report, October 2023

- TIE International
- ETH Zurich
- FHNW School of Business
- Hasler Stiftung

www.tie-international.com

