



**IN/CM 395 INTERNSHIP SEMINAR:
COMMUNICATION, MEDIAS &
AUDIOVISUALS**
IES Abroad Barcelona

DESCRIPTION: This course provides an introduction to the cultural context of the internship placement, through the examination of cultural issues in the workplace, with a particular focus on preparation for entering the work environment. Writing and discussion topics also introduce the concept of skill-building in cross-cultural competencies, including cross-cultural communication, teamwork, and conflict mediation. The course prepares students for culturally appropriate résumé development and interviewing skills to facilitate proper placements through on-line classroom discussions, enabling students to better process what they experience at the internship host organizations.

CREDITS: 3 credits

CONTACT HOURS: 25 hours

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

ADDITIONAL COST: None

METHOD OF PRESENTATION:

The seminar provides a robust learning environment with active discussion of readings, integration of internship experiences, and field studies. The seminar meets for 18 contact hours. Students spend 100-170 clock hours at the internship placement site, depending on the needs of the host company and the requirements of the program.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Course Participation - 10%
- Weekly internship journal - 10%
- Teachers' diary - 10%
- Group presentation - 10%
- Internship supervisor evaluation - 40%
- Final Analytical Paper- 20%

Class participation

Students will be expected to come to class prepared, and to participate actively in class.

Weekly internship journal

Weekly Journal entries track your learning and development at the placement. Entries should include work activities, critical incidents that gave you insight into the work environment, observations of how leadership is exercised, and reading responses. Each journal entry should be 2-3 paragraphs/200 words.

Teachers' diary

Students will create a filmed teacher's diary to reflect on their experience as an intern in a communication, medias and audiovisual company.

Group presentation

Students will prepare their presentation based on their observation of a specific topic related to the context, culture, and/or career relevant to their experience in Barcelona.

Internship supervisor evaluation

Students' workplace supervisors will evaluate several aspects such as attendance, punctuality, interest and efficiency of the student.

Final Analytical Paper

It will be divided into two parts and will be an opportunity for the students to evaluate their overall internship experience as well as their personal and professional development over the course of the semester. This is also an opportunity to reflect upon the ways in which their own values, experiences, interests, beliefs, and cultural preferences have influenced their learning experience while living and working abroad. The paper should include a description of their observations, differences noted between their home and host cultures that may have played a role in work situations and how they think their global competence has been strengthened by what they have learned from their experiences.

First part - This will consist of a description, analysis and commentary of the student's internship. The format of this part of the final paper will be a report of minimum 1500-2000 words and maximum of 4000 words (font size should be 12pt Times New Roman, double spaced). It must include, at least, 1 citation source and you can follow a scheme similar to the following:

- a) Description of the company
- b) Description of the sector to which it belongs. Research and compare this sector in both countries, Spain and the USA.
- c) Description of your job position e.g. knowledge, competences and abilities needed. Cultural differences in time management, organization structure, hierarchy, decision making, communication styles, among others.
- d) Description of your main tasks, duties and responsibilities.

Second Part - The format of the second part of the final paper will be a report of minimum 1000-1500 words and maximum of 4000 words. It must include the following items:

- e) How would you describe the experience of working in a team with people from different cultures?
- f) What have you learned from this internship?
- g) How will this internship enrich your resume? How will you apply it to your professional career?
- h) Recommendations to improve the internship and yourself.
- i) Conclusions.

LEARNING OUTCOMES:

By the end of this course and the internship placement, students will be able to:

1. Apply written and oral communication skills that are appropriate to the work environment.
2. Demonstrate career search skills including preparing a résumé and cover letter, conducting Skype interviews, networking and using social media tools such as LinkedIn to create a professional network.
3. Describe and analyze cultural differences in the workplace based on critical incidents.
4. Demonstrate ability to analyze personal professional strengths and weaknesses.
5. Demonstrate knowledge and skills required to work on cross-cultural teams.
6. Synthesize the experiences of the internship placement in a revised résumé.

ATTENDANCE POLICY:

As a member of our class community, you are expected to be present and on time every day. Attending class has an impact on your learning and academic success. For this reason, attendance is required for all IES Barcelona classes, including course-related excursions. There will be no penalty for the first unjustified absence in the Internship Seminar. A second unjustified absence will result in three percentage points being deducted from the final grade. A third unjustified absence will result in a maximum grade of C for the course. A fourth unjustified absence will result in a grade of F. Absences will only be justified, and assessed work, including exams, tests and presentations rescheduled, in cases of documented medical or family emergencies.

Attendance at the internship placement, at the times agreed with the placement supervisor, is mandatory. Any unavoidable absences, due to documented medical or family situations, must be communicated immediately to both the placement supervisor and to the Internship Department. Any hours missed must be made up during the semester, in agreement with the placement supervisor.

CONTENT:



On-line Sessions:

Session 01 – Intro to Course Content & Placement Process

(30 min) Introduction to the course content and requirements; introduction to the internship placement steps and requirements. Skype conversation with the Internship Coordinator.

Session 02 – Editing and Customizing your Résumé and Cover Letters

(1.5 hours) Students will customize their documents for the specific internship placements they are applying to. The Internship Coordinator will provide templates and resources to complete this session

On-site Sessions:

Session	Content	Required readings
Session 1	Introduction to the course. Goals and Expectations. Introduction to the Local Environment. Spanish labour market, its current situation. Labour relations in Spain. Group creation.	• Mix, D.E. (2018). Spain and its Relations with the United States: In Brief. Congressional Research Service. • Kendrick, D.T. (2012). Culture shock: Spain vs. the US. Psychology Today. • Muro, D. (2018). The Stillbirth of the Catalan Republic. Current History.
Session 2	History, Politics and Economy of the Host City Centers will add readings on current local cultural, political, social, workplace issues appropriate for the local environment	• García Cabeza, M. (2019). Barcelona. Wiley Blackwell Encyclopedia of Urban and Regional Studies, pp. 93-98. • Font, X. (2017). How to Stop City Breaks Killing our Cities. The Conversation. • The New Barcelona Post (2017). Barcelona: The City of Entrepreneurial Marvels.
Session 3	Cultural Assessment Toolkit Learn how to identify cultural features without falling into the trap of stereotyping. Understand the impact of stereotypes and cultural differences on judgment and decision making. Groups created in first on-site Session re-form for group and class discussions – including ongoing Cultural Analysis Project. Presentation of the group	• Mendez, D. (2013). Cultural Analysis Toolkit: Navigating International Business Culture, The University of Texas at Austin CIBER: 3-44.

	project.	
Session 4	Be creative in a creative company. Student will learn how to highlight their experience in a creative Spanish company through previous student experiences, collected in video format, and up to date media tools such as LinkedIn, Video CV etc.	• Habets, O., Van der Heijden, B., Ramzy, O., Stoffers, J., & Peters, P. (2021). Employable through social media: an intervention study. <i>Sustainability</i>, 13(9), 5093. • Pizza, Andy J. (Host). (5 October 2022) 383 - 3 Steps for Creating the Work that Gets You The Work You're Perfect For. [Podcast episode] Creative Pep Talk. https://www.creativepeptalk.com/
Session 5	Knowing the company from the outside. How is the company seen from outside? Based on communication strategy, use of social medias, videos, web page design and sponsorship what image is projected? What can internship student contribute towards this projected image? How do social medias and audiovisual materials influence the vision of the company itself? An example: <i>Casa Batlló, Barcelona.</i>	• Luttmann, I. (2002). Postema, Joris: Stop Filming Us. Niederlande, 2020. Film. 95 Min. <i>Anthropos</i>, 117(1), 268-271.

Session 6	Stereotypes and Cultural Intelligence (Internship reflection + group project) Discuss the observations you have made at your internship workplace using the Cultural Assessment Toolkit as a framework. What have you learned from observation, conversation, written materials and/or meetings? What are your own preferences and what challenges do you face in this new environment? What strategies are you using to achieve your goals?	• Early, P.C., & Mosakowski, E. (2004). Cultural intelligence. <i>Harvard Business Review</i>, 82(10), 139-146. https://hbr.org/2004/10/cultural-intelligence. • Wojcieszak, M. (2014). Aversive Racism in Spain: Testing and extending the theory. <i>International Journal of Public Opinion Research</i>, 27(1), 22-45. • Marconi, V. (2015). Catalan society less discriminatory than most, say Muslim residents. <i>Catalan News Agency</i>.
Session 7	Knowing the company from the inside What is the companies internal communication strategy and what are the most useful tools for a better organization of work. From face to face to digitally mediated collaborative work.	• Bauters, M., Pejoska, J., Durall, E., Saarikivi, K., Wikström, V., Falcon, M., & Martikainen, S. (2021). Are you there? Presence in collaborative distance work. <i>Human Technology</i>, 17(3), 261-293.
Session 8	Observe & Understand Different Job Contexts (company visit) Visit a local work site to observe different job contexts. Discuss similarities and differences in your own work place and those of your classmates.	
Session 9	International Careers & Local Job Opportunities (guest speakers) Learn about opportunities to internationalize your career, including resources available to job seekers in the local environment.	• Adam, H., Obodaru, O., Lu, J.G., Maddux, W., & Galinsky, A. (2018). How Living Abroad Helps You Develop a Clearer Sense of Self. <i>Harvard Business Review</i>.

Session 10	Incorporate Your Internship into Your Career Search Workshop on incorporating your internship experience into your résumé and describing it in a job application and during an interview.	• IES Abroad (n.d.). How to Put Study Abroad on a Résumé, Cover Letter & LinkedIn. Available at https://www.iesabroad.org/alumni/market-study-abroad-toolkit/resume-cover-letter-linkedin • IES Abroad (n.d.). How to Talk About Study Abroad in an Interview. Available at https://www.iesabroad.org/alumni/market-study-abroad-toolkit/study-abroad-interview
Session 11	Articulating your internship Experience	• Gardner, P., Gross, L., & Stieglitz, I. (2008). Unpacking Your Study Abroad Experience: Critical Reflection for Workplace Competencies. Collegiate Employment Research Institute, Michigan State University, March 2008). • IES Abroad (n.d.). How to Market Your Study Abroad Experience Toolkit. https://www.iesabroad.org/alumni/market-study-abroad-toolkit
Session 12	Lessons Learned: Group Presentations	
Exam	Final Paper Due	

REQUIRED READINGS:

- Adam, H., Obodaru, O., Lu, J.G., Maddux, W., & Galinsky, A. (2018). How Living Abroad Helps You Develop a Clearer Sense of Self. *Harvard Business Review*.
- Bauters, M., Pejaska, J., Durall, E., Saarikivi, K., Wikström, V., Falcon, M., & Martikainen, S. (2021). Are you there? Presence in collaborative distance work. *Human Technology*, 17(3), 261-293.
- de Janasz, S. C., & Forret, M. L. (2008). Learning the art of networking: A critical skill for enhancing social capital and career success. *Journal of Management Education*, 32, 629–650. doi:10.1177/1052562907307637
- Davis D. "Bringing language to life in second-year Spanish" in *New Directions for Teaching & Learning* [serial online]. Fall 2009/2009(119):17-23. Available from: Academic Search Premier, Ipswich, MA. Accessed April 19, 2013
- Early, P.C., & Mosakowski, E. (2004). Cultural intelligence. *Harvard Business Review* (October, 2004): 1-8. Available: <https://hbr.org/2004/10/cultural-intelligence>. Accessed: 11 November 2016.
- Font, X. (2017). How to Stop City Breaks Killing our Cities. *The Conversation*.
- García Cabeza, M. (2019). Barcelona. *Wiley Blackwell Encyclopedia of Urban and Regional Studies*, pp. 93-98
- Gardner, P., Gross, L., & Stieglitz, I. (2008). Unpacking Your Study Abroad Experience: Critical Reflection for Workplace Competencies. Collegiate Employment Research Institute, Michigan State University, March 2008).
- Habets, O., Van der Heijden, B., Ramzy, O., Stoffers, J., & Peters, P. (2021). Employable through social media: an intervention study. *Sustainability*, 13(9), 5093.
- IES Abroad (n.d.). How to Market Your Study Abroad Experience Toolkit. <https://www.iesabroad.org/alumni/market-study-abroad-toolkit>
- IES Abroad (n.d.). How to Put Study Abroad on a Résumé, Cover Letter & LinkedIn. Available at <https://www.iesabroad.org/alumni/market-study-abroad-toolkit/resume-cover-letter-linkedin>
- IES Abroad (n.d.). How to Talk About Study Abroad in an Interview. Available at <https://www.iesabroad.org/alumni/market-study-abroad-toolkit/study-abroad-interview>

study-abroad-toolkit/study-abroad-interview

- IES Abroad (n.d.) How to Network After Study Abroad. Available at <https://www.iesabroad.org/alumni/market-study-abroad-toolkit/how-to-network>
- Kendrick, D.T. (2012). Culture shock: Spain vs. the US. *Psychology Today*.
- Luttmann, I. (2002). Postema, Joris: Stop Filming Us. *Niederlande*, 2020. Film. 95 Min. *Anthropos*, 117(1), 268-271.
- Mendez, D. (2013). Cultural Analysis Toolkit: Navigating International Business Culture, The University of Texas at Austin CIBER: 3-44.
- Pizza, Andy J. (Host). (5 October 2022) 383 - 3 Steps for Creating the Work that Gets You The Work You're Perfect For. [Podcast episode] Creative Pep Talk. <https://www.creativepeptalk.com/> Pizza, Andy J. (Host). (5 October 2022) 383 - 3 Steps for Creating the Work that Gets You The Work You're Perfect For" [Podcast episode] Creative Pep Talk. <https://www.creativepeptalk.com/>
- Premier, Ipswich, MA. Accessed February 15, 2013.
- Mix, D.E. (2018). Spain and its Relations with the United States: In Brief. Congressional Research Service.
- Muro, D. (2018). The Stillbirth of the Catalan Republic. *Current History*.
- The New Barcelona Post (2017). Barcelona: The City of Entrepreneurial Marvels.
- United Nations Inter-Agency Task Force on Social and Solidarity Economy (TFSSE) (2014). Social and Solidarity Economy and the Challenge of Sustainable Development.
- Wojcieszak, M. (2014). Aversive Racism in Spain: Testing and extending the theory. *International Journal of Public Opinion Research*. First published online: March 31, 2014.