



IN395 INTERNSHIP SEMINAR

IES Abroad Summer Internship Program
(Dublin 6-Credit Program)

DESCRIPTION:

The internship seminar provides interns with a framework to analyze, reflect on, and leverage their international internship experiences. Discussion topics will focus on preparing interns for entering an international work environment with an emphasis on skill-building in critical thinking, teamwork, cultural intelligence, cross-cultural communication, and career planning. The seminar will introduce students to concepts and valuable context for navigating the general characteristics of workplaces in the host location and for adapting to their placement organization's workplace culture. Interns will also learn to identify and situate their host organization and location in relation to evolving economic, political, and social issues. In addition, the seminar will explore how IES Abroad's Global Pillars (Sustainable Living, Equitable Living, and Human Well-Being) can provide a prism through which to consider contemporary issues and challenges in the host location in a global context. Weekly course-related excursions/field trips and guest speakers will also help interns to engage with the local community and expose them to diverse work sectors and models.

CREDITS: 6 credits

CONTACT HOURS: 44 hours

LANGUAGE OF INSTRUCTION: English

INSTRUCTOR: Séamus White

PREREQUISITES: None

METHOD OF PRESENTATION:

The seminar will provide a robust learning environment with active discussions and reflections on internship experiences, seminar topics, and assigned tasks and readings. Every class session will engage students in discussing their evolving internship experiences, observations, and questions related to living and working in the host location, and the challenges they encounter. Interns will be expected to actively exchange ideas, viewpoints, and insights as the semester progresses and to contribute topics of interest about which they are curious or would like to deepen their knowledge. In addition to the seminar contact hours, which include compulsory excursions/field trips, students spend at least 176 clock hours at the internship placement site. Students who fail to complete the requisite number of hours at the placement will earn an automatic grade of "F."

REQUIRED WORK AND FORM OF ASSESSMENT:

- Internship supervisor evaluation – 40%
- Seminar-related tasks (participation, weekly journal entries, group project, final analytical paper) – 60%

Internship supervisor evaluation (40%)

The internship supervisor will use a rubric to assess students' performance in both practical job skills (deadlines, attendance, quality of work, communication, and initiative) and soft skills (enthusiasm and approach to work, critical thinking, intercultural understanding, receptivity to feedback, and job knowledge at the end of their assignment).

Participation (10%)

Students are expected to participate in class discussions and to share personal observations and experiences related to their internships and life in the host location. Their contributions should reflect their preparation for and engagement with course content.

Weekly journal entries (10%)

In weekly journal entries of a minimum of 250 words, students will reflect on their workplace activities, document observations, track their learning and development, and connect course topics and concepts to their personal experience. Full details to be provided in class.

Group Project (20%)

In consultation with their instructor, students craft a research question on a topic related to social or sustainability issues in their city and then present their findings in the final class through a StoryMap, Miro storyboard, guidebook, video, podcast, etc. (15-minute presentation, with groups of no more than 4 students). Students will be evaluated based on their active engagement with peers as they present.

Final analytical paper (20%)

The final paper, due in week 8, will consist of a description and analysis of the overall internship experience as well as students' personal and professional development over the course of the semester. Full details to be provided in class.

LEARNING OUTCOMES:

By the end of the seminar series, interns will be able to:

- Analyze and differentiate general aspects of workplace culture in their host location from both the institutional or structural level and the societal or group level (i.e., how people think, act, and interact).
- Identify and examine how workplace cultures impact workplace dynamics and professional expectations and explain how they operate in their specific host organization.
- Evaluate their workplace performance and contribution and how their internship experiences have impacted their competencies in critical thinking, teamwork, cultural understanding and communication, and career planning.
- Demonstrate a deeper understanding of the complexity of issues and challenges facing their location and organization in a global context.
- Express a heightened awareness of one's role in creating a more sustainable future

ATTENDANCE POLICY:

Class attendance, including on field trips, is compulsory. Unexcused absences will be subject to a 10% reduction in final grade per missed class or field trip.

CONTENT:

Week	Content	Required Readings/Assignments
Week 1 Session 1	• Formation of seminar discussion groups ◦ First observations, impressions, and questions • Introduction to seminar objectives and expectations • Introduction to general characteristics of the Irish workplace (interns to consult Week 2 readings and resources for further discussion)	Readings (provided before Week 1): • Bennett, M.J. and Hammer, M., 2017. Developmental model of intercultural sensitivity in <i>The International Encyclopedia of Intercultural Communication</i> 1 (10). • Di Pietro, G., 2022. International internships and skill development: A systematic review. <i>Review of Education</i>, 10(2), p.e3363. Assignment: • Submit Journal Entry 1 by Monday of Week 2 - details on Moodle
Week 1 Session 2	• Engaging with the host location: ◦ For example, a treasure hunt in business and/or cultural quarters to engage with locals	Resources: • Historical development of Dublin. Available at https://www.dublincivictrust.ie/dublins-buildings

Week	Content	Required Readings/Assignments
Week 2 Session 1	- Weekly group catchup and workplace culture observations/experiences - General introduction to Ireland - geography, demographics, key data, etc.	Readings and resources: "Ireland's work culture". Available at https://dublin.ie/work/why-work-in-dublin/work-culture - Flanagan, G. 'Ah sure, you know yourself': why Irish people never say what they mean. Available at https://www.rte.ie/brainstorm/2023/0224/1338677-ireland-language-talk-conversation-in-direct-politeness/ - Gleeson, Colin. "Company culture: Seeking the right fit." The Irish Times (September 23, 2022). Available at https://www.irishtimes.com/news/education/company-culture-seeking-the-right-fit-1.4654300 - Census 2022. Available at https://www.cso.ie/en/statistics/population/censusofpopulation2022/ Assignment: - Submit Journal Entry 2 by Monday of Week 3 - details on Moodle
Week 2 Session 2	- Engaging with a local social enterprise - For example: Secret Street Tours - a unique nonprofit social enterprise that employs tour guides who have been affected by homelessness	Resources: Understanding Homelessness. Available at https://www.simon.ie/understanding-homelessness/

Week	Content	Required Readings/Assignments
Week 3 Session 1	- Weekly group catchup and workplace culture observations/experiences - Focus on Ireland's economy and labor market	Readings and resources: - Key Irish economic indicators. Available at https://www.cso.ie/en/ - Impact of EU membership on the Irish economy. Available at https://ireland.representation.ec.europa.eu/about-us/benefits-eu-membership-ireland_en "Graduate Outcomes – Class of 2022." Higher Education Authority, November 2023. Available at https://hea.ie/statistics/graduate-outcomes-data-and-reports/graduate-outcomes-survey-2022/ - Economy section of The Irish Times. Available at https://www.irishtimes.com/business/economy/ - Economy section of the website of RTÉ (Ireland's public service broadcaster). Available at https://www.rte.ie/news/economy-at-a-glance/ Assignment: - Submit Journal Entry 3 by Monday of Week 4 - details on Moodle
Week 3 Session 2	- Engaging with the local economy - For example, a visit to Dublin's Silicon Docks area to learn about Ireland's contemporary digital and financial economy	Readings and resources: Hardy, P. "A guide to working in the Dublin tech scene". Available at https://www.information-age.com/guide-to-working-in-dublin-tech-scene-19849/
Week 4 Session 1	- Weekly group catchup and workplace culture observations/experiences - Focus on intercultural communication and cultural intelligence and intercultural communications - Skill-building activities on developing cultural intelligence and intercultural communication skills	Readings and resources: - Siripipatthanakul, S., Sitthipon, T. and Jaipong, P., 2023. A review of cultural intelligence for today's globalised world. <i>World</i>, 1(1). - Szkudlarek, B., Osland, J.S., Nardon, L. and Zander, L., 2020. Communication and culture in international business—Moving the field forward. <i>Journal of World Business</i>, 55(6), p.101126. - Culture Map: https://vividmaps.com/culture-map/ Assignment: - Submit Journal Entry 4 by Monday of Week 5 - details on Moodle

Week	Content	Required Readings/Assignments
Week 4 Session 2	- Engaging with Northern Ireland - optional tour - Interns will learn about Northern Ireland's recent troubled history from locals who were directly involved in and impacted by civil conflict - Interns will also engage with how Northern Ireland society is evolving	Readings: - Blakemore, E. "What were the Troubles that ravaged Northern Ireland?". Available at https://www.nationalgeographic.com/history/article/the-troubles-of-northern-ireland-history - Landow, C. and McBride, J., 2021. Moving past the troubles: The future of Northern Ireland peace. <i>Council on Foreign Relations Backgrounder</i>, 23. Available at https://www.cfr.org/backgrounder/moving-past-troubles-future-northern-ireland-peace
Week 5 Session 1	- Weekly group catchup and workplace culture observations/experiences - Focus on Irish politics, including current issues and challenges	Readings and resources: - Gallagher, Michael. "The results analyzed: the definitive end of the traditional party system?." In <i>How Ireland Voted 2020: The End of an Era</i>, pp. 165-196. Cham: Springer International Publishing, 2021. - Müller, Stefan, and Aidan Regan. "Are Irish voters moving to the left?." <i>Irish Political Studies</i> 36, no. 4 (2021): 535-555. Available at https://www.tandfonline.com/doi/full/10.1080/07907184.2021.1973737 - Politics section of The Irish Times. Available at https://www.irishtimes.com/politics/ - Politics section of the website of RTÉ (Ireland's public service broadcaster). Available at https://www.rte.ie/news/politics/ Assignment: - Submit Journal Entry 5 by Monday of Week 6 - details on Moodle
Week 5 Session 2	- Engaging with local culture - For example, a visit to Experience Gaelic Games to learn about the role of Gaelic Games in Irish culture and society - Interns will play Gaelic Games as a team-building exercise	Resources: About the Gaelic Athletic Association. Available at https://www.gaa.ie/the-gaa/about-the-gaa

Week	Content	Required Readings/Assignments
Week 6 Session 1	- Weekly group catchup and workplace culture observations/experiences - Focus on recent social change in Ireland as they relate to issues of diversity, equity, inclusion, and accessibility (DEIA)	Readings and resources: - The Irish Times report on Equality, Diversity and Inclusion in the Irish Workplace. Available at https://www.irishtimes.com/tags/edi-special-report/ - The World Economic Forum's Global Gender Gap Report. Available at https://www.weforum.org/publications/global-gender-gap-report-2023/digest/ - The Rainbow Europe Map ranking 49 countries in Europe on their LGBTI equality laws and policies. Ireland ranking available at https://www.rainbow-europe.org/#8639/0/ <i>Monitoring Report on Integration 2022</i>, The Economic and Social Research Institute, March 2023. Available at https://www.esri.ie/publications/monitoring-report-on-integration-2022 Assignment: - Submit Journal Entry 6 by Monday of Week 7 - details on Moodle
Week 6 Session 2	- Engaging with local NGOs promoting DEIA - For example, a visit to Pavee Point Traveller & Roma Centre to learn about how the organization is working to promote equality and human rights.	Resources: Irish Traveller Movement - itmtrav.ie

Week	Content	Required Readings/Assignments
Week 7 Session 1	- Weekly group catchup and workplace culture observations/experiences - Focus on sustainable living, equitable living, and human well-being in Ireland - challenges, policies and initiatives	Readings and resources: - Overview of the UN Sustainable Development Agenda and SDGs (Sustainable Development Goals). Available at https://sdgs.un.org/goals - Focus on SDG 11: Sustainable Cities and Communities. Available at https://www.globalgoals.org/goals/11-sustainable-cities-and-communities/ - The UN's Human Development Report. Available at https://hdr.undp.org/content/human-development-report-2023-24 - Ireland's SDG Champions Report. Available at https://www.gov.ie/pdf/?file=https://assets.gov.ie/258687/846472b3-c0db-4c64-b74e-b016417bb07f.pdf#page=null - Ireland's Human Development Index. Available at https://hdr.undp.org/data-center/specific-country-data#/countries/IRL - Environmental, social and governance (ESG) resources for Irish companies. Available at https://www.ibec.ie/influencing-for-business/ibec-campaigns/esg Assignment: - Submit final analytical paper by Monday of Week 8 - details on Moodle
Week 7 Session 2	- Engaging with the host labor market - For example, a visit the Windmill Lane Recording Studios to observe and engage with different job contexts	Resources: Windmill Lane - windmilllane.com

Week	Content	Required Readings/Assignments
Week 8 Session 1	- Final group discussion on “lessons learned” from internship experiences - Workshop on leveraging the international internship experience in career planning - Hard and soft skill self-assessment - Networking - Résumés - Interviews	Readings and resources: - Kavanagh, Ruairi. “How to network and plan for the future”, Jun 22, 2023. Available at https://gradireland.com/careers-advice/skills-for-getting-a-job/how-network-and-plan-future - Engel, Isabel. “Career expert’s 4 best networking tips for new graduates: It’s ‘about quality, not quantity’”, May 16, 2023. Available at https://www.cnbc.com/2023/05/16/-career-experts-best-networking-tips-for-new-graduates.html - Perna Mark C. “An Internship Advantage Is Powerful. Here’s How To Make It A Win-Win.” Forbes, April 8, 2022. Available at https://www.forbes.com/sites/markperna/2022/04/08/an-internship-advantage-is-powerful-heres-how-to-make-it-a-win-win/ - National Association of Colleges and Employers’ resources on career readiness and development. Available at https://www.nacweb.org/ Assignment: - Update résumé to reflect internship experiences
Week 8 Session 2	Group presentations and peer evaluation	Assignment: Groups present findings of their research project to class

REQUIRED READINGS:

- Bennett, M.J. and Hammer, M., 2017. Developmental model of intercultural sensitivity in *The International Encyclopedia of Intercultural Communication* 1 (10).
- Blakemore, E. “What were the Troubles that ravaged Northern Ireland?”. Available at <https://www.nationalgeographic.com/history/article/the-troubles-of-northern-ireland-history>
- Di Pietro, G., 2022. International internships and skill development: A systematic review. *Review of Education*, 10(2), p.e3363.
- Engel, Isabel. “Career expert’s 4 best networking tips for new graduates: It’s ‘about quality, not quantity’”, May 16, 2023. Available at <https://www.cnbc.com/2023/05/16/-career-experts-best-networking-tips-for-new-graduates.html>
- Flanagan, G. ‘Ah sure, you know yourself’: why Irish people never say what they mean. Available at <https://www.rte.ie/brainstorm/2023/0224/1338677-ireland-language-talk-conversation-indirect-politeness/>
- Gallagher, Michael. “The results analyzed: the definitive end of the traditional party system?”. In *How Ireland Voted 2020: The End of an Era*, pp. 165-196. Cham: Springer International Publishing, 2021.
- Gleeson, Colin. “Company culture: Seeking the right fit.” *The Irish Times* (September 23, 2022). Available at <https://www.irishtimes.com/news/education/company-culture-seeking-the-right-fit-1.4654300>
- “Graduate Outcomes – Class of 2022.” Higher Education Authority, November 2023. Available at <https://hea.ie/statistics/graduate-outcomes-data-and-reports/graduate-outcomes-survey-2022/>

- Hardy, P. "A guide to working in the Dublin tech scene". Available at <https://www.information-age.com/guide-to-working-in-dublin-tech-scene-19849/>
- Landow, C. and McBride, J., 2021. Moving past the troubles: The future of Northern Ireland peace. *Council on Foreign Relations Backgrounder*, 23. Available at <https://www.cfr.org/backgrounder/moving-past-troubles-future-northern-ireland-peace>
- Kavanagh, Ruairi. "How to network and plan for the future", Jun 22, 2023. Available at <https://gradireland.com/careers-advice/skills-for-getting-a-job/how-network-and-plan-future>
- Müller, Stefan, and Aidan Regan. "Are Irish voters moving to the left?." *Irish Political Studies* 36, no. 4 (2021): 535-555. Available at <https://www.tandfonline.com/doi/full/10.1080/07907184.2021.1973737>
- Monitoring Report on Integration 2022, The Economic and Social Research Institute, March 2023. Available at <https://www.esri.ie/publications/monitoring-report-on-integration-2022>
- Perna Mark C. "An Internship Advantage Is Powerful. Here's How To Make It A Win-Win." *Forbes*, April 8, 2022. Available at <https://www.forbes.com/sites/markperna/2022/04/08/an-internship-advantage-is-powerful-heres-how-to-make-it-a-win-win/>
- Siripipatthanakul, S., Sitthipon, T. and Jaipong, P., 2023. A review of cultural intelligence for today's globalised world. *World*, 1(1).
- Szkudlarek, B., Osland, J.S., Nardon, L. and Zander, L., 2020. Communication and culture in international business—Moving the field forward. *Journal of World Business*, 55(6), p.101126.

REQUIRED ONLINE RESOURCES TO CONSULT:

- Central Statistics Office - cso.ie
- Culture Map - vividmaps.com/culture-map/
- Dublin Civil Trust - dublincivictrust.ie
- Gaelic Athletic Association - gaa.ie
- Ireland in the EU - ireland.representation.ec.europa.eu
- Ireland's public service broadcaster - rte.ie
- Irish Business and Employers Confederation - ibec.ie
- Irish Government - gov.ie
- Irish Times - irishtimes.com
- Living in Dublin - dublin.ie
- Rainbow Europe - rainbow-europe.org
- Simon Community - simon.ie
- Irish Traveller Movement - itmtrav.ie
- UN's Human Development Report - hdr.undp.org
- UN SDGs (Sustainable Development Goals) - sdgs.un.org/goals
- US National Association of Colleges and Employers - naceweb.org
- Windmill Lane - windmilllane.com
- World Economic Forum - weforum.org

RECOMMENDED READINGS:

- "The Future of Jobs Report 2023." World Economic Forum, April 2023. Available at www3.weforum.org/docs/WEF_Future_of_Jobs_2023.pdf
- Galbraith, Diane, and Sunita Mondal. "The Potential Power of Internships and the Impact on Career Preparation." *Research in Higher Education Journal* 38 (2020). Available at <https://files.eric.ed.gov/fulltext/EJ1263677.pdf>
- Helyer, Ruth and Dionne Lee. "The Role of Work Experience in Future Employability of Higher Education Graduates." *Higher Education Quarterly*, Volume 68, No. 3, July 2014, pp 348–372. Available at doi.org/10.1111/hequ.12055
- Sherman, P., Cofield, B. and Connolly, N., 2020. "The Impact of Short-term Study Abroad on Global Citizenship Identity and Engagement". *Journal of Global Citizenship & Equity Education*, 7(1).