



IN395 INTERNSHIP SEMINAR ON GLOBAL WORKPLACE CULTURES

IES Abroad Summer Internship 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.

CREDITS: 3

CONTACT HOURS: 22

LANGUAGE OF INSTRUCTION: English

INSTRUCTOR/FACILITATOR: TBA

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, students spend at least 200 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."

A social event may be planned to provide students with the opportunity to practice their networking skills.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Internship supervisor evaluation – 40%
 - Participation – 10%
 - Weekly journal entries – 15%
 - Final analytical paper – 35%
- First Part: 15%*
-Second Part: – 20%

Internship supervisor evaluation

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

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. A rubric for participation will be posted on Moodle (see Appendix A).

Weekly journal entries

The weekly journals will consist of prompted entries asking students to reflect on their workplace activities, document observations, track their learning and development, and connect course topics and concepts to their personal experience (250-500 words each). A theme will be provided for each journal entry. The journals will not only help students prepare content for their final paper, but they also will provide an opportunity for reflection.

Final analytical Paper

The final paper (2250-2500 words) 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. The paper should include:

First Part 1000 words

- Company description
- Description of the sector to which it belongs
- Description of the job position, e.g., knowledge, competencies, and abilities needed, cultural differences in time management, organizational structure, hierarchy, decision making, communication styles, etc.
- Description of main tasks, duties, and responsibilities

Second Part 1500 words

- What students have learned from the experience
- How would you describe the experience of working in a team with people from different cultures?
- How the internship will enrich their resume and apply to their professional career
- Recommendations to improve the internship and their performance
- Concluding remarks about their personal goals (outlined in week 1) and to what extent these were achieved by the end of their experience

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 how their internship experiences have impacted their competencies in critical thinking, teamwork, cultural understanding and communication, and career planning.
- Identify and present, in both writing and speaking, their host organizations and the contributions they made there.
- Demonstrate a deeper understanding of the complexity of issues and challenges facing their location and organization in a global context.

ATTENDANCE POLICY:

As a member of our internship community, you are expected to be punctual both for the internship seminar and for work. Attending the seminar has an impact on your learning and your academic and professional success. For this reason, attendance is required for the internship seminar, including course-related excursions.

Any student who fails to attend the seminar will **have 5 percentage points deducted from their final grade for the first unjustified absence**, and a **further 10 points deducted for the second unjustified absence. A third unjustified absence will result in a failing grade.** Attendance is required for the entire seminar session. Arriving more than 15 minutes late on two occasions will result in the student being marked as absent on the second occasion, with the associated penalties. Absences will only be justified, and assessed work, including exams, tests and presentations rescheduled, in cases of documented medical or family emergencies.

CONTENT:

Week	Content	Required Readings/Assignments
Orientation Session Week 0	Internship Orientation Session (15 minutes) Introduction to the Cultural Analysis Toolkit	Readings: Mendez, Deirdre (2013). <i>Cultural Analysis Toolkit: Navigating International Business Culture</i>, The University of Texas at Austin CIBER: 3-44. Assignments: Personal Cultural Profile Assignment. Take the self-assessment on p. 34 of the Cultural Analysis Toolkit and complete the “ Cultural Self Assessment ” assignment
Session 1 Week 1	Introduction to the Course - Objectives and expectation-setting for student internships - Discussion of students’ first observations, impressions, and questions - Activity related to reviewing the orientation week assignment	Readings: - Mendez, Deirdre (2013). <i>Cultural Analysis Toolkit: Navigating International Business Culture</i>, The University of Texas at Austin CIBER: 3-44. - Di Pietro, Giorgio. "International internships and skill development: A systematic review." <i>Review of Education</i> 10, no. 2 (2022): e3363. Available at https://bera-journals.onlinelibrary.wiley.com/doi/full/10.1002/rev3.3363 Assignments: Journal Entry 1: Internship goals
Session 2 Week 1	Observe and Understand Different Job Contexts - Overview of host location’s evolving political profile - Discussion of key concepts related to navigating workplace culture in the host location (i.e., approaches to respect, authority, decision-making, leadership, power dynamics, etc.)	Company Visit Readings: - A Diverse world, Intercultural Guide. Language and Terminology Service, Universitat Politècnica de Catalunya. Barcelona, 2020. - Viorica BUDA, Mariana; Social and Cultural Values of Catalans – between Identity and Reality. <i>Journal of Identity and Migration Studies</i> Volume 16, number 2, 2022. - Llopis Cardona, Ana, Iris Hübscher, and Adrián Cabedo Nebot. 2024. A Multimodal Approach to Catalan Pragmatic Markers:

	Skill-building activity related to the analysis of power dynamics in student workplaces	An Exploratory Study. Languages 9: 125. https://doi.org/10.3390/languages9040125 Assignments: Journal Entry 2: Navigating workplace culture
Session 3 Week 2	Introduction to the Local Environment - Discussion of key cultural concepts related to navigating workplace culture in the host location (i.e., trust-building, professional relationships, approaches to conflict, etc.) - Outline general economic profile and labor market in host location - Skill-building activity related to developing cultural intelligence	Readings: - García Cabeza, M. (2019). Barcelona. Wiley Blackwell Encyclopedia of Urban and Regional Studies, pp. 93-98. - Nugent, C. (2021). Can Barcelona Fix Its Love-Hate Relationship With Tourists After the Pandemic? Time Magazine - Barcelona in figures 2023. Barcelona Activa, Ajuntament de Barcelona. Main economic indicators of the Barcelona area Assignments: Journal Entry 3: Cultural intelligence
Session 4 Week 3	Intercultural Communication /Cultural Analysis - Discussion of concepts related to intercultural communication relevant to the host location (i.e., high context vs. low context, expressivism and emotion, feedback styles, etc.) - Skill-building activity related to cross-cultural communication	Readings: - Erin Meyer, "Listening to the Air," The Culture Map, pp. 29-49 - Erin Meyer, "Disagreeing Productively," The Culture Map, 195-218 - Kooyers, Jessie, "The United States and Spain: A Comparison of Cultural Values and Behaviors and Their Implications for the MultiCultural Workplace" (2015). Honors Projects. 399. http://scholarworks.gvsu.edu/honorsprojects/399 - Buda, MV. (2022). Social and Cultural Values of Catalans – between Identity and Reality. Journal of Identity and Migration Studies Volume 16, number 2, Assignments: Journal Entry 4: Intercultural communication
Session 5 Week 4	DEIA (Diversity, Equity, Inclusion, and Anti-racism) in the workplace Discussion of host location's evolving social environment, with an emphasis on DEIA issues	Readings: - Rodríguez-García D. The Persistence of Racial Constructs in Spain: Bringing Race and Colorblindness into the Debate on Interculturalism. Social Sciences. 2022; 11(1):13. https://doi.org/10.3390/socsci11010013 - Women Matter Spain 2023 - McKinsey & Company Assignments: Journal Entry 5: DEIA and/or social issues in host culture
Session 6 Week 5	Sustainability Discussion of host location's evolving relationship to sustainability, with a focus on	Readings: Barcelona city hall sustainability. Available at https://www.barcelona.cat/en/living-in-bcn/environment-and-sustainability

	policies, challenges, initiatives, and potential solutions offered by the host location	The Urban Sustainability Exchange website features a report entitled Growing a social and solidarity economy to regenerate neighborhoods in Barcelona, Spain. Available at https://use.metropolis.org/case-studies/growing-a-social-and-solidarity-economy-to-regenerate-neighborhoods#casestudydetail Assignments: Journal Entry 6: Sustainability issues
Session 7 Week 6	Networking and Global Careers - Networking - International career paths 21st century - Careers Conversations with alumni	Readings: - Bearne, Suzanne. "Students: how to make the most of internships or work experience," The Guardian, 31 July 2017. - Harris, L., & Rae, A. (2011). Building a personal brand through social networking. Journal of Business Strategy. Vol 32, No 5. pp. 14-21. - The Jimmy Fallon Effect: 10 Qualities of Great Networkers. http://www.careerealism.com/networkers-qualitiesjimmy-fallon/#KOyUIDOZ6tbUwvKr.99 Accessed 23rd May 2019. Assignments: Journal Entry 7: Networking
Session 8 Week 7	Career planning: Professional Interviews and résumé - Workshop on leveraging the international internship experience in career planning - Hard and soft skill self-assessment - Résumés - Interviews - Skill-building activity related to giving an effective oral account of the internship experiences - Students share "lessons learned" from their internship experiences	Readings: - Hajo Adam, Otilia Obodaru, Jackson G. Lu, William Maddux, and Adam Galinsky. "How Living Abroad Helps You Develop a Clearer Sense of Self." Harvard Business Review, May 22, 2018. Available at https://hbr.org/2018/05/how-living-abroad-helps-you-develop-a-clearer-sense-of-self - 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/markcperna/2022/04/08/an-internship-advantage-is-powerful-heres-how-to-make-it-a-win-win/?sh=161fae6f2b73 "Competencies for a Career-Ready Workforce." National Association of Colleges and Employers, April 2021. Available at https://www.naceweb.org/uploadedfiles/files/2021/resource/s/nace-career-readiness-competencies-revised-apr-2021.pdf Assignments: Update resume to reflect internship experience Final Analytical Assignment due
Session 9 Week 8	Wrap-up session	

REQUIRED READINGS:

- A Diverse world, Intercultural Guide. Language and Terminology Service, Universitat Politècnica de Catalunya. Barcelona, 2020.
- Adam, Hajo, Otilia Obodaru, Jackson G. Lu, William Maddux, and Adam Galinsky. "How Living Abroad Helps You Develop a Clearer Sense of Self." *Harvard Business Review*, May 22, 2018. Available at <https://hbr.org/2018/05/how-living-abroad-helps-you-develop-a-clearer-sense-of-self>
- Barcelona city hall sustainability. Available at <https://www.barcelona.cat/en/living-in-bcn/environment-and-sustainability>
- Barcelona in figures 2023. Barcelona Activa, Ajuntament de Barcelona. [Main economic indicators of the Barcelona area](#)
- Bearne, Suzanne. "Students: how to make the most of internships or work experience," *The Guardian*, 31 July 2017.
- Buda, MV. (2022). Social and Cultural Values of Catalans – between Identity and Reality. *Journal of Identity and Migration Studies* Volume 16, number 2
- "Competencies for a Career-Ready Workforce." *National Association of Colleges and Employers*, April 2021. Available at <https://www.naceweb.org/uploadedfiles/files/2021/resources/nace-career-readiness-competencies-revised-apr-2021.pdf>
- Di Pietro, Giorgio. "International internships and skill development: A systematic review." *Review of Education* 10, no. 2 (2022): e3363. Available at <https://bera-journals.onlinelibrary.wiley.com/doi/full/10.1002/rev3.3363>
- García Cabeza, M. (2019). [Barcelona](#). *Wiley Blackwell Encyclopedia of Urban and Regional Studies*, pp. 93-98.
- Harris, L., & A. Rae. (2011). Building a personal brand through social networking. *Journal of Business Strategy*. Vol 32, No 5. pp. 14-21.
- Kooyers, Jessie, "The United States and Spain: A Comparison of Cultural Values and Behaviors and Their Implications for the MultiCultural Workplace" (2015). Honors Projects. 399. <http://scholarworks.gvsu.edu/honorsprojects/399>
- Llopis Cardona, Ana, Iris Hübscher, and Adrián Cabedo Nebot. 2024. A Multimodal Approach to Catalan Pragmatic Markers: An Exploratory Study. *Languages* 9: 125. <https://doi.org/10.3390/languages9040125>
- The Jimmy Fallon Effect: 10 Qualities of Great Networkers, <http://www.careerealism.com/networkers-qualitiesjimmy-fallon/#KOyUIDOZ6tbUwvKr.99> Accessed 23rd May 2019.
- The Urban Sustainability Exchange website features a report entitled Growing a social and solidarity economy to regenerate neighborhoods in Barcelona, Spain. Available at <https://use.metropolis.org/case-studies/growing-a-social-and-solidarity-economy-to-regenerate-neighborhoods#casestudydetail>
- Mendez, Deirdre. *Cultural Analysis Toolkit: Navigating International Business Culture*. The University of Texas at Austin CIBER: 3-44. 2013.
- Meyer, Erin. *The Culture Map*. New York: Public Affairs. 2014.
- Nugent, C. (2021). [Can Barcelona Fix Its Love-Hate Relationship With Tourists After the Pandemic? Time Magazine](#)
- 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/markcperna/2022/04/08/an-internship-advantage-is-powerful-heres-how-to-make-it-a-win-win/?sh=161fae6f2b73>
- Rodríguez-García D. The Persistence of Racial Constructs in Spain: Bringing Race and Colorblindness into the Debate on Interculturalism. *Social Sciences*. 2022; 11(1):13. <https://doi.org/10.3390/socsci11010013>
- Viorica BUDA, Mariana; Social and Cultural Values of Catalans – between Identity and Reality. *Journal of Identity and Migration Studies* Volume 16, number 2, 2022.
- Women Matter Spain 2023 - McKinsey & Company

RECOMMENDED READINGS:

- Bayo S. The Charnegroes: Black Africans and the Ontological Conflict in Catalonia. *Social Sciences*. 2021; 10(7):257. <https://doi.org/10.3390/socsci10070257>
- Bennett, M. J. (2017). Development model of intercultural sensitivity. In Kim, Y. (Ed.), *International Encyclopedia of Intercultural Communication*. Hoboken, NJ: John Wiley & Sons
- Chamorro-Premuzic, Tomas and Michael Sanger, "What Leadership Looks Like in Different Cultures," *Harvard Business Review* (May 6, 2016). Available at <https://hbr.org/2016/05/what-leadership-looks-like-in-different-cultures>.
- De Luca, C., J. Langemeyer, S. Vaño, F. Baró, and E. Andersson. 2021. Available at [Adaptive resilience of and through urban ecosystem services: a transdisciplinary approach to sustainability in Barcelona. Ecology and Society 26\(4\):38. https://doi.org/10.5751/ES-12535-260438](https://doi.org/10.5751/ES-12535-260438)
- Fong, Jennifer. "An evaluation of an education abroad program on the intercultural learning and cross-cultural adaptability skills of university undergraduates." *Higher Education Evaluation and Development* 14, no. 2 (2020): 55-68. Available at <https://www.emerald.com/insight/content/doi/10.1108/HEED-01-2020-0002/full/html>
- "Graduate Outcomes – Class of 2021." Higher Education Authority, November 2022. Available at <https://hea.ie/statistics/graduate-outcomes-data-and-reports/graduate-outcomes-2021/>
- 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
- Hirst, Sophie. "These Are the Most Eco-Forward Cities in the U.S., According to New Research." *Greenmatters.com*. April 11, 2023. Available at <https://www.greenmatters.com/travel/most-sustainable-cities-in-the-us>.
- James, Timothy. "Strategies for Success in Your Internship." (2021). Available at <https://www.linkedin.com/pulse/strategies-success-your-internship-timothy-james>
- Lambert Snodgrass, Lisa, Mehdi Ghahremani, and Margaret Hass. "Live-Learn-Work: Experiential Learning and Cultural Intelligence in the Internship Abroad." *Journal of Global Education and Research* 7, no. 1 (2023): 50-63. Available at <https://digitalcommons.usf.edu/cgi/viewcontent.cgi?article=1120&context=jger>.
- Lyons, M. (2023). The Valladolid Debate on the Rights of Indigenous People. Was the subjugation of indigenous peoples a just means to expedite Christianity? On 15 August 1550, a humanist scholar and a Dominican friar debated. *History Today* <https://www.historytoday.com/archive/months-past/valladolid-debate-rights-indigenous-people>
- SDG 11: Sustainable Cities and Communities. Available at <https://www.globalgoals.org/goals/11-sustainable-cities-and-communities/>.
- Smith, David. "Why Studying Abroad Could Be The Key to Career Success." *Forbes* (12 July 2019). Available at www.forbes.com/sites/forbescoachescouncil/2019/07/12/why-studying-abroadcould-be-the-key-to-career-success/#a1e941257778.
- "The Future of Jobs Report 2023." World Economic Forum, April 2023. Available at www3.weforum.org/docs/WEF_Future_of_Jobs_2023.pdf
- UN Sustainable Development Agenda and Sustainable Development Goals (SDGs) overview. Available at <https://sdgs.un.org/goals>.
- United Nations Inter-Agency Task Force on Social and Solidarity Economy (TFSSE) (2014) available at [Social and Solidarity Economy and the Challenge of Sustainable Development](https://www.un.org/development/desa/policy/inter-agency-task-force-on-social-and-solidarity-economy-tfsse-2014/).
- West, Charlotte. "Leveraging Global Experiences in the Job Market." *International Educator*, Jan-Feb 2017: 18-24. Available at https://www.nafsa.org/sites/default/files/ektron/files/underscore/ie_janfeb17_job_market.pdf

Appendix A: IES Abroad Rubric for Participation

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)	Unsatisfactory (0)
Frequency of Participation	Actively participates in class by contributing to the quality of the discussion	Participates in class by following the topic of the debate but without standing out	Occasional participation with little contribution to the discussion	Rarely participates; contributes the least to the discussion	Does not participate in any class
Quality of Contributions	The student can argue and relate ideas and content seen in class. Their thinking is creative, and they can relate abstract concepts to everyday examples	Contributions are good: relevant and well-reasoned	Contributions are acceptable but occasionally lack depth or relevance	Contributions are limited in quality and relevance	Contributions are irrelevant or incoherent
Class Preparation	Comes to class well-prepared, having reviewed materials and completed assignments; contributes to meaningful discussions	Usually comes prepared, but occasionally may not have reviewed materials or completed assignments	Rarely comes prepared, often unprepared for class discussions	Consistently unprepared for class; hinders meaningful contributions	Never comes prepared for class