



IN395 INTERNSHIP SEMINAR ON GLOBAL WORKPLACE CULTURES

IES Abroad Summer Internship Program - IES Abroad Santiago

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. Interns will engage with their host city beyond their placement to help them expand their global awareness, develop their intercultural competence, and consider their roles in creating a more sustainable future.

CREDITS: 6

CONTACT HOURS: 44

LANGUAGE OF INSTRUCTION: English and/or Spanish

INSTRUCTOR/FACILITATOR: Alberto Catalán

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 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."

Weekly course-related excursions and guest lecturers will help engage students with the local community and expose them to diverse work sectors and models. A social event may be held outside of regular class hours to allow students to practice their networking skills.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Internship supervisor evaluation – 40%
- Participation – 10%
- Weekly journal entries – 10%
- Group project – 20%
- Final analytical paper – 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 and their workplace (500-750 words each) and the week's site visit or guest lecturer. A theme will be provided for each journal entry. The journals will not only help students prepare content for their final paper but also provide an opportunity for reflection.

Group Project

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 to the class in week 7, session 2 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

The final paper (1250-1500 words), due in week 8, will consist of a description and analysis of the overall internship experience and students' personal and professional development over the course of the semester. The paper should include:

- 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
- What students have learned from the experience
- 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.

Students will share an outline of their paper and seek instructor feedback in week 5.

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 critical thinking, teamwork, cultural understanding and communication, and career planning competencies.
- 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.
- Express a heightened awareness of one's role in creating a more sustainable future.

ATTENDANCE POLICY:

Class attendance is compulsory. Unexcused absences will be subject to a 5% reduction in the final grade per missed class.

CONTENT:

Week	Content	Required Readings/Assignments
Week 1 Session 1	• Introduction to course objectives and expectation-setting for student internships • Discussion of students' first observations, impressions, and questions • Activity related to review of pre-departure readings.	Readings (provided pre-departure): • Mendez, Deirdre (2013). <i>Cultural Analysis Toolkit: Navigating International Business Culture</i>, The University of Texas at Austin CIBER: 3-44. • Bennett, M. J. (2017). Development model of intercultural sensitivity. In Kim, Y. (Ed.), <i>International Encyclopedia of Intercultural Communication</i>. Hoboken, NJ: John Wiley & Sons • Culture Map: https://vividmaps.com/culture-map/ Additional readings: • How to avoid being the "Ugly American" when doing business abroad. Case study by Andrew Rosenbaum. Harvard Business School. Journal Entry 1: goals for your internship and how it may contribute to your future career
Week 1 Session 2	• Engaging with the host location:	One reading to prepare students for the scheduled site visit or guest speaker

Week	Content	Required Readings/Assignments
	Analyzing the assigned organization	
Week 2 Session 1	• 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 the general economic profile and the labor market in the host location • Skill-building activity related to developing cultural intelligence	Readings: • Early, Christopher P., & Mosakowski, Elaine. "Best Practice: Cultural Intelligence." <i>Harvard Business Review</i>, 2004, pp. 139-146. • Erin Meyer, "The Head or the Heart," <i>The Culture Map</i>, pp. 163-173 One reading on the host location economy and/or labor market; sample readings include: • "OECD Economic Surveys Chile." World Economic Forum, December 2022. Available at https://www.oecd-ilibrary.org/economics/oecd-economic-surveys-chile_19990847 Journal Entry 2: Cultural Intelligence
Week 2 Session 2	• Engaging with the host location: Analyzing the assigned organization	One reading to prepare students for the scheduled site visit or guest speaker
Week 3 Session 1	• 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," <i>The Culture Map</i>, pp. 29-49 • Erin Meyer, "Disagreeing Productively," <i>The Culture Map</i>, 195-218 Journal Entry 3: Intercultural Communication
Week 3 Session 2	• Engaging with the host location: Analyzing the assigned organization	One reading to prepare students for the scheduled site visit or guest speaker
Week 4 Session 1	• 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	Readings: • Doing business in Chile http://www.southamerica.cl/Chile/Business.htm • Culture in Chile

Week	Content	Required Readings/Assignments
	respect, authority, decision-making, leadership, power dynamics, etc.) Skill-building activity related to the analysis of power dynamics in student workplaces	https://www.everyculture.com/Bo-Co/Chile.html Additional readings: - Erin Meyer, "How Much Respect Do You Want?" <i>The Culture Map</i>, pp. 115-159. - Tomas Chamorro-Premuzic and Michael Sanger, "What Leadership Looks Like in Different Cultures," <i>Harvard Business Review</i>, May 6, 2016. Journal Entry 4: Navigating the workplace.
Week 4 Session 2	Engaging with the host location: Analyzing the assigned organization	One reading to prepare students for the scheduled site visit or guest speaker.
Week 5 Session 1	Discussion of host location's evolving social environment, with an emphasis on DEIA issues	Readings: - CHILE: 'There is social consensus that the arbitrary exclusion of diverse families is unacceptable' https://www.civicus.org/index.php/media-resources/news/interviews/5606-chile-there-is-social-consensus-that-the-arbitrary-exclusion-of-diverse-families-is-unacceptable - How to Overcome the Challenges of DEIA https://www.societyfordiversity.org/challenges-of-dei Journal Entry 5: DEIA and/or social issues in host culture
Week 5 Session 2	Engaging with the host location: Analyzing the assigned organization	One reading to prepare students for the scheduled site visit or guest speaker
Week 6 Session 1	Discussion of host location's evolving relationship to sustainability, with a focus on policies, challenges, initiatives, and potential solutions offered by the host location	Readings: - Overview of the UN Sustainable Development Agenda and SDGs 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/

Week	Content	Required Readings/Assignments
		Journal Entry 6: Sustainability Issues
Week 6 Session 2	Engaging with the host location: Analyzing the assigned organization	One reading to prepare students for the scheduled site visit or guest speaker
Week 7 Session 1	- Networking - International career paths 21st century careers - Conversations with alumni	Readings: Choose 1 reading on networking: - Suzanne Bearne, "Students: how to make the most of internships or work experience," The Guardian, 31 July 2017. - The Jimmy Fallon Effect: 10 Qualities of Great Networkers, https://www.workitdaily.com/networkers-qualities-jimmy-fallon. Journal Entry 7: Networking
Week 7 Session 2	Group presentations and peer evaluation	
Week 8 Session 1	- Workshop on leveraging 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	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 Assignments: - Update resume to reflect internship experience. - Final Analytical Assignment due

Week	Content	Required Readings/Assignments
Week 8 Session 2	Wrap-up session Intern-led discussion on: • Lessons learned, personally and professionally. • Insights gained about the wider host location culture • Overall summer abroad experience	

REQUIRED READINGS (SAMPLE):

- 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>
- Bearne, Suzanne. "Students: how to make the most of internships or work experience," *The Guardian*, 31 July 2017.
- Doing business in Chile. (s. f.). South America Travel Guide. <http://www.southamerica.cl/Chile/Business.htm>
- Early, Christopher P., & Mosakowski, Elaine. "Best Practice: Cultural Intelligence." *Harvard Business Review*, 2004, pp. 139-146.
- *Globalization feature - How to avoid being the «Ugly American» when doing business abroad*, s. f. <https://hbswk.hbs.edu/archive/globalization-feature-how-to-avoid-being-the-ugly-american-when-doing-business-abroad>
- James, Timothy. "Strategies for Success in Your Internship." (2021). Available at <https://www.linkedin.com/pulse/strategies-success-your-internship-timothy-james>.
- The Jimmy Fallon Effect: 10 Qualities of Great Networkers, <http://www.careerealism.com/networkers-qualitiesjimmy-fallon/#KOyUIDOZ6tbUwvKr.99> Accessed 23rd May 2019.
- 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: PublicAffairs. 2014
- OECD Economic Surveys: Chile. (s. f.). OECD iLibrary. https://www.oecd-ilibrary.org/economics/oecd-economic-surveys-chile_19990847
- 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/?sh=161fae6f2b73>.
- 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 Jimmy Fallon Effect: 10 Qualities Of Great Networkers. (2024). *Work it Dayly*. <https://www.workitdaily.com/networkers-qualities-jimmy-fallon>
- UN Sustainable Development Agenda and Sustainable Development Goals (SDGs) overview. Available at <https://sdgs.un.org/goals>.

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). Available at https://www.researchgate.net/publication/331963388_Global_Citizenship_Development_Effects_of_Study_Abroad_and_Other_Factors#:~:text=The%20results%20indicated%20that%20students,activities%2C%20and%20campus%20life%20characteristics.
- 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

Appendix B: IES Abroad Santiago Rubric for Final Assignment

Criteria	Excellent (3)	Good (2)	Fair (1)	Unsatisfactory (0)
Company Description	Detailed, clear, and comprehensive description	Clear and sufficient description	Some details but lacks depth	Incomplete or unclear description
Description of Sector	Thorough explanation with contextual understanding	Adequate explanation with some context	Basic explanation, minimal context	Incomplete or lacks proper context
Job Position Description	In-depth details on all aspects, including cultural differences	Clear description with some details	Basic description, missing some key aspects	Vague or lacks proper detail
Description of Main Tasks, Duties, Responsibilities	Comprehensive list with clear responsibilities	Clear list with main responsibilities	Partial list with some key responsibilities missing	Incomplete or vague description
Learning Outcome	Deep insight into learning outcomes with examples	Clear understanding of learning outcomes	Basic understanding of learning outcomes	Minimal or unclear learning outcomes
Professional Development	Comprehensive connection to career	Clear connection to career and resume	Some connection, but it lacks depth	Little to no connection to career



	and resume impact			impact
Recommendations for Improvement	Insightful and practical recommendations	Clear and practical recommendations	Some recommendations, but lacks depth or practicality	Minimal or impractical recommendations
Concluding Remarks	Clear and reflective conclusion on personal goals	Adequate reflection on personal goals	Basic reflection, lacks depth	Minimal or unclear reflection on personal goals