



IN 395 INTERNSHIP SEMINAR: INTERCULTURAL MANAGEMENT AND GLOBAL LEADERSHIP

IES Abroad Freiburg
European Union Program Syllabus

SEMESTER: Spring 2025

DESCRIPTION: This course provides students with an opportunity to integrate their internship experiences with the study of culture and leadership at the organizational level. The focus will be on working effectively in multi-cultural teams, and developing cross-cultural competencies, communication skills, and leadership potential. A particular emphasis is placed throughout on the European context. Students will also reflect on their own capacity for leadership across cultures and develop action plans for continued growth and learning. By the end of the internship program, students will not only have been exposed to valuable developmental cross-cultural and leadership experiences but will also have learned how to market these skills to enhance their future professional careers.

CREDITS: 3

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

INSTRUCTOR: Simon Maerz

PREREQUISITES: None

METHOD OF PRESENTATION: This course is run as a seminar and incorporates lectures, role plays, workshop activities, discussions of readings and internship experiences. Session readings will be supplemented with local and topical articles as well as current research

REQUIRED WORK AND FORM OF ASSESSMENT:

- Active participation in seminar - 20%
- Reflective internship journal - 20%
- Final internship paper - 20%
- Final presentation – 10%
- On-site evaluation by work supervisor- 30%

Course Participation

Students are expected to have completed reading assignments before class and to play an active role in class discussions, simulations, and other activities. They will be required to give a short presentation profiling their internship placement in terms of its national and organizational culture, as well as main areas of activity.



Grading Rubric for Student Participation

A	Excellent participation The student's contributions reflect an active reading of the assigned bibliography. Skillfully synthesizes the main ideas of the readings and raises questions about the applications and implications of the material. Demonstrates, through questions and comments, that he or she has been capable of relating the main ideas in the readings to the other information discussed in the course, and with his or her own life experience. The student makes informed judgments about the readings and other ideas discussed in class, providing evidence and reasons. He/she respectfully states his/her reactions about other classmates' opinions, and is capable of contributing to the inquiry spiral with other questions. The student gets fully involved in the completion of the class activities.
B	Very good participation The student's contributions show that the assigned materials are usually read. Most of the time the main ideas are identified, even though sometimes it seems that applications and implications of the information read were not properly reflected upon. The student is able to construct over others' contributions, but sometimes seems to interrupt the shared construction to go over tangents. He/she is respectful of others' ideas. Regularly involved in the activities but occasionally loses concentration or energy.
C	Regular participation The participant evidences a regular reading of the bibliography, but in a superficial way. He/she tries to construct over others' ideas, but commonly provides comments that indicate lack of preparation about the material. Frequently, contributions are shallow or unarticulated with the discussion in hand.
F	Insufficient participation Consistently, the participant reads in a shallow way or does not read at all. Does not participate in an informed way, and shows lack of interest in constructing over others' ideas.

Reflective Internship Journal

Self-reflection is essential to developing one's understanding as intern in a foreign culture along with the skills and traits required for mastering complex new situations. The journal entries will track student learning and development at the internship placement. Entries should include work activities as well as observations of organizational culture, working styles, and teamwork. Students should reflect on their experiences and learning. Students use a given template for reflection and are asked to follow the method.

Final Internship Report

The paper consists of a description, analysis, and commentary of the placement site. It should include a description of the company/organization; an account of the main internship tasks and responsibilities; an analysis of working styles, organizational culture, and teamwork observed during the internship; and a conclusion with personal insights and reflections on their experience. The Paper should be 7-10 pages long, Times New Roman 12; double-spaced, and is to be submitted electronically. Due date: Check-in session after completion of the internship.

Final Presentation

The final presentation will be based on the academic paper and will be delivered in the final session. Students should conclude with their personal "take-away" from the internship experience.



LEARNING OUTCOMES:

By the end of the internship program students will be able to:

- Apply communication skills appropriate to cultural environment
- Recognize and appreciate cultural diversity in the workplace
- Understand leadership in an organizational and cross-cultural context
- Grasp the differences of working in a European context
- Demonstrate ability to analyze personal professional strengths and weaknesses
- Express the internship experience verbally and in a resume

ATTENDANCE POLICY:

All IES courses require attendance and participation. Attendance is mandatory per IES policy. Any unexcused absence will incur a penalty on your final course grade (1 absence - 1%, 2nd absence -2%, 3rd absence – 3%). Any student who has more than three (3) unexcused absences will receive an “F” as the final grade in the course. Any student who misses more than 25% of a course, whether the absences are excused or are unexcused, will receive an “F” as the final grade in the course.

Absences due to sickness, religious observances, and family emergencies may be excusable at the discretion of the Center Director.

In the case of an excused absence, it is the student’s responsibility to inform the Academic Dean of the absence with an Official Excused Absence Form, as well as any other relevant documentation (e.g. a doctor’s note), and to keep a record thereof. The absence form must be turned in as soon as possible before the class, in the case of a planned absence, or immediately upon return to the Center, in the case of an unplanned absence, in order for the absence to be considered excused. It is also the student’s responsibility to inform the professor of the missed class. Students can collect and submit the Official Excused Absence Form from the office of the Academic Dean.

ACADEMIC INTEGRITY CODE:

Students are expected to abide by the IES Abroad Code of Academic Integrity. The detailed IES Abroad academic integrity code can be accessed on Moodle.

All work submitted by a student for academic credit should constitute the student's own original work. Regardless of the quality of work, plagiarism will result in a failing grade for the course and/or an academic review and possible expulsion from the program. Plagiarism may be broadly defined as “copying of materials from sources, without acknowledging having done so, claiming other’s ideas as one’s own without proper reference to them, buying materials such as essays/exams, and using AI-generated content without disclosure.”

As AI tools continue to evolve, learning how to use them responsibly is an important emerging skill. Some of our courses allow students to explore the use of generative artificial intelligence (GAI) tools such as ChatGPT for some assignments and assessments. The instructor of each course will communicate whether GAI may be used in a course and provide specific guidelines and procedures for its appropriate use.

TESTS, QUIZZES, OR PRESENTATIONS MISSED DURING UNEXCUSED ABSENCES CANNOT BE MADE UP!

ASSIGNMENTS NOT HANDED IN ON THE DUE DATE WILL BE SUBJECT TO A 3% PENALTY PER DAY POST-DUE DATE (except for students with an excused absence).

Updated information on your course and readings can be found on the Moodle platform at <https://moodle.iesabroad.org/>

CONTENT:

Week	Content	Assignments and Readings
I: Internship Applications and Interviews (during the semester)		
Session 1 Wednesday, January 29th (14:00-15:30)	Applying for an Internship: A European Approach In this session, we look at communication patterns across cultures. Students will be given instructions for completing a European style CV and cover letter/motivation letter as a homework assignment. We will dive into the nature of culture and cultural shock.	Required Readings: Roberts, Kevin et al., 1999, Culture Shock Website: http://www.europass-info.de/?id=283
Session 2 Wednesday, February 12th (16:45-18:15)	Preparing your revised CV/Cover letters to be sent off. + Preparing for the Interview: Cultural Differences Students will explore culturally different approaches to conducting interviews and will learn how to present themselves appropriately for the cultural context of their internship placement. In addition, they will assess their learning agility mindset.	Required Readings: - Hofstede, Geert, and Gert Jan Hofstede. Cultures and Organizations: Software of the Mind. New York: McGraw-Hill, 2005, pp. 115-116. Recommended Readings: - Bolles, Richard. What Color is your Parachute? 2016: A Practical Manual for Job Hunters and Career Changers. Berkeley: Ten Speed Press, 2015. http://jobsearch.about.com/od/interviewsnetworking/u/jobinterviews.htm
Session 3 Friday, February 21st (12:30-14:00)	Interviews: Testing your Skills Students will be given the opportunity to test their communication skills and their ability to present themselves effectively in a realistic interview situation. For students seeking internship placements in Germany, this session will offer the opportunity for a trial run before the real interview.	<i>See Moodle</i>
II: Internship Seminar (after the semester & during the internship)		

Session 4 Tuesday, May 13th (16:45-18:15)	Setting the Cultural Context: Working in the EU In this session, we look at how working relationships and management styles vary across cultures in general, while focusing on the EU in particular. Students will reflect on their own cultural orientation and values, and will also work on developing culturally appropriate behaviors and communication skills for their internship placements.	Required Readings: - Adler, Nancy, and Allison Gundersen. International Dimensions of Organizational Behaviour. OH: South-Western, 2008. Chapters 1 & 2, Pp. 18-65. - Ganon, Martin, and Rajnandini Pillai (Eds.). "American Football" in Understanding Global Cultures: Metaphorical Journeys through 29 Nations, Clusters of Nations, Continents, and Diversity. CA: Sage, 2010. Pp. 249-272. Recommended Readings: - Fischer, Roger and Ury, William. Getting to Yes: Negotiating Agreement without Giving In. New York: Penguin, 2011. - Kohls, Robert. The Values Americans Live By. Retrieved from: http://www.claremontmckenna.edu/pages/faculty/alee/extra/American_values.html - Lewis, Richard. When Teams Collide: Managing the International Team Successfully. UK: Nicholas. - Brealey, 2012. Ch 7: Communicating in English. Pp. 197-218.
Session 5 Tuesday, May 20th (16:45-18:15)	Managing Multi-cultural Teams in a European Context International team leaders, according to Richard Lewis, need to be "experienced in cross-border business, adaptable, unbiased, flexible but fair, a motivator, an HR expert, and something of a psychologist." We explore the complexities of international teamwork and focus on the competencies necessary to work effectively with European team members.	Required Readings: - Lewis, Richard. When Teams Collide: Managing the International Team Successfully. UK: Nicholas. - Brealey, 2012. Ch 4, pp. 77-103, & Ch 5. Pp. 104-184 (skim relevant sections). Recommended Readings:

		- Adler, Nancy, and Allison Gundersen. "Managing Multicultural Teams," in International Dimensions of Organizational Behavior. OH: South-Western, 2008. Chapter 5. Pp 126-149. - Hofstede, Geert, and Gert Jan Hofstede. Cultures and Organizations: Software of the Mind. New York: McGraw-Hill, 2005, Chapter 7. Pp. 241-278. Useful websites: http://news.bbc.co.uk/2/hi/country_profiles/
Session 6 Tuesday, May 27th (16:45-18:15)	Leadership and Culture in the Organizational Context In this session, we assess how culture and leadership inform and impact international organizations. Students will explore the concept of organizational culture and will apply their learning to describe the specific culture of their internship organizations.	Required Readings: - Morgan, Gareth. Images of Organization. Chapter 5: Creating Social Reality: Organizations as Cultures. 2006. Pp. 115-140. Recommended Readings: - Hofstede, Geert, and Gert Jan Hofstede. Cultures and Organizations: Software of the Mind. New York: McGraw-Hill, 2005, Chapter 8. Pp. 279-315. - Adler, Nancy, and Allison Gundersen. "Leading Globally," in International Dimensions of Organizational Behavior. OH: South-Western, 2008. Chapter 6. Pp 157-174.
Session 7 Tuesday, June 3rd (16:45-18:15)	Representations of National Leadership as a Social Construct In this session, we will shift our focus to political leadership. In particular, we will analyze selected European leaders within their cultural context and explore to what degree they represent their country's values, beliefs, and attitudes.	Required Reading: Alexander, Jeffrey. Heroes, Presidents, and Politics. Contexts (publication of American Sociological Association), 2010. Retrieved from

		http://contexts.org/articles/fall-2010/heroes-presidents-and-politics/ - Chhokar, Jagdeep, Felix Brodbeck, and Robert House (Eds.). Culture and Leadership in 25 Societies: Integration, Conclusions, and Future Directions, in Culture and Leadership Across the World: The Globe Book of In-depth Studies of 25 Societies. New York, NY: Lawrence Erlbaum Associates, 2007. Pp. 1037-1038, 1051-1066 (skim this only). Recommended Readings: - Nye, Joseph S., Jr. "Soft Power, Hard Power and Leadership." Transcript of Seminar Given at Harvard Kennedy School, November 6, 2006. Retrieved from: http://www.hks.harvard.edu/netgov/files/talks/docs/11_06_06_seminar_Nye_HP_SP_Leadership.pdf
Session 8 Tuesday, June 10th (16:45-18:15)	My Internship Organization: A Closer Look In preparation for their internship, students will research their internship organization and together with information from previous sessions, will give a brief presentation in class. In particular, they will be looking at the: - national context (i.e., decisive historical events, politics, society, culture) - organizational culture (history, mission statements, brochures, website) - main activities (what does this organization do? What is their core purpose?)	Required Reading: - Ganon, Martin, and Rajnandini Pillai. Understanding Global Cultures: Metaphorical Journeys through 29 Nations, Clusters of Nations, Continents, and Diversity. CA: Sage, 2010. - Chhokar, Jagdeep, Felix Brodbeck, and Robert House (Eds.). Culture and Leadership in 25 Societies: Integration, Conclusions, and Future Directions, in Culture and Leadership Across the World: The Globe Book of In-depth

	Students will consider the potential challenges that may face and will conclude with ideas on how they can make a practical contribution to their internship organization.	Studies of 25 Societies. New York, NY: Lawrence Erlbaum Associates, 2007. Useful websites: • http://www.tatsachen-ueber-deutschland.de/5.0.html • http://www.europarl.europa.eu/portal/en
III: After Internship		
Session 9 Tuesday, June 17th (16:45-18:15)	Check-in Session In this session, we will practice how to express and promote the internship experience verbally and in résumé format to optimize future career opportunities. In particular, we will utilize the concept of the elevator pitch in which students present their improved competencies and skills in a succinct and polished fashion. The final paper is due in this session.	Recommended Reading: • Duarte, Nancy. HBR Guide to Persuasive Presentations: Inspire Action, Engage your Audience, Sell your Ideas. MA: Harvard Business School Publishing, 2012. • Reynolds, Garr. Presentation Zen: Simple Ideas and Presentation Design and Delivery. Berkeley: New Riders, 2008. Useful websites: • http://www.alumni.hbs.edu/careers/pitch/ http://prezi.com/
Session 10 Tuesday, June 24th (16:45-18:15)	Wrap-up and feedback session	
Session 11 Friday, June 27th - tbc	Final Presentations Final presentations will be based on academic paper and will be delivered in this session. Students are encouraged to make a professional presentation using a presentation tool such as Prezi or PowerPoint, for example, to equip themselves with a finished product to show their university or interested future study-abroad candidates at home. Presentations should conclude with a personal “take-away” statement relating to internship experience.	



REQUIRED READINGS:

Adler, Nancy, and Allison Gundersen. *International Dimensions of Organizational Behaviour*. OH: South-Western, 2008. Chapters 1 & 2, Pp. 18-65.

Alexander, Jeffrey. *Heroes, Presidents, and Politics*. Contexts (publication of American Sociological Association). Retrieved from <http://contexts.org/articles/fall-2010/heroes-presidents-and-politics/>

Chhokar, Jagdeep, Felix Brodbeck, and Robert House (Eds.). *Culture and Leadership in 25 Societies: Integration, Conclusions, and Future Directions*, in *Culture and Leadership Across the World*

The Globe Book of In-depth Studies of 25 Societies. New York, NY: Lawrence Erlbaum Associates, 2007.

Duarte, Nancy. *HBR Guide to Persuasive Presentations: Inspire Action, Engage your Audience, Sell your Ideas*. MA: Harvard Business School Publishing, 2012.

Fischer, Roger and Ury, William. *Getting to Yes: Negotiating Agreement without Giving In*. NY: Penguin, 2011.

Ganon, Martin, and Rajnandini Pillai. *Understanding Global Cultures: Metaphorical Journeys through 29 Nations, Clusters of Nations, Continents, and Diversity*. CA: Sage, 2010.

Hofstede, Geert, and Gert Jan Hofstede. *Cultures and Organizations: Software of the Mind*. New York: McGraw-Hill, 2005, pp. 115-162 pp. 241-278.

Lewis, Richard. *When Teams Collide: Managing the International Team Successfully*. UK: Nicholas Brealey, 2012. Ch 4 & 5.

Morgan, Gareth. *Images of Organization*. Chapter 5: *Creating Social Reality: Organizations as Cultures*. 2006. Pp.115-140.

Reynolds, Garr. *Presentation Zen: Simple Ideas and Presentation Design and Delivery*. Berkeley: New Riders, 2008.

Websites:

http://news.bbc.co.uk/2/hi/country_profiles/

<http://www.europass-info.de/?id=283>

<http://www.europarl.europa.eu/portal/en>

<http://www.tatsachen-ueber-deutschland.de/5.0.html>

<http://www.alumni.hbs.edu/careers/pitch/>

<http://prezi.com/>

RECOMMENDED READINGS:

Adler, Nancy, and Allison Gundersen. *International Dimensions of Organizational Behavior*. OH: South-Western, 2008. Chapter 5 & 6, Pp 126-149 & 157-174.



Bolles, Richard. *What Color is your Parachute: A Practical Manual for Job-Hunters and Career Changers*. Berkeley: Ten Speed Press, 2015.

Chhokar, Jagdeep, Felix Brodbeck, and Robert House (Eds.). *Culture and Leadership in 25 Societies: Integration, Conclusions, and Future Directions*, in *Culture and Leadership Across the World: The Globe Book of In-depth Studies of 25 Societies*. New York, NY: Lawrence Erlbaum Associates, 2007.

Fischer, Roger and Ury, William. *Getting to Yes: Negotiating Agreement without Giving In*. New York: Penguin, 2011.

Hofstede, Geert, and Gert Jan Hofstede. *Cultures and Organizations: Software of the Mind*. New York: McGraw-Hill, 2005. Pp. 241-278 & 279-315.

Kohls, Robert. The Values Americans Live By. Retrieved from: http://www.claremontmckenna.edu/pages/faculty/alee/extra/American_values.html

Lewis, Richard. *When Teams Collide: Managing the International Team Successfully*. UK: Nicholas Brealey, 2012. Ch 7: Communicating in English. Pp. 197-218

Nye, Joseph S., Jr. "Soft Power, Hard Power and Leadership." Transcript of Seminar Given at Harvard Kennedy School, November 6, 2006. Retrieved from: http://www.hks.harvard.edu/netgov/files/talks/docs/11_06_06_seminar_Nye_HP_SP_Leadership.pdf

Websites

<http://jobsearch.about.com/od/interviewsnetworking/u/jobinterviews.htm>

SHORT BIO OF INSTRUCTOR:

Hi, my name is Simon März. I studied and/or worked in different English-speaking and European countries. I will tell you more about that in the first session. I am very much looking forward to not only walking this beautiful road of working and living in a different culture with you, but also making it fun through stories, exercises, exciting readings, and a good dose of laughter.