



IN 395: Internship Seminar on Global Workplace Cultures

IES Abroad Rabat

Summer Internship Program

DESCRIPTION:

This experiential course combines a guided internship with a social action seminar to explore the Moroccan cultural, social, political and economic evolving dynamics to produce a unique multicultural global south experience through the lens of professional engagement. Students are placed with a wide range of organizations — including NGOs, businesses, media outlets, sustainability projects, education and migration organizations, policy-oriented research centers, and digital start-ups — to experience Morocco's dynamic social, economic, and cultural environment. The course philosophy is grounded in the idea that intercultural communication is a key dimension of global competence. Through professional immersion, students develop a deep awareness of local contexts, gaining the cultural sensitivity and adaptability needed to operate effectively across borders. Classroom discussions and field activities complement the internship by examining civil society, governance, education, migration, and development within Morocco's broader global connections. Students complete an internship portfolio including a professional report, a fieldwork analysis, and reflective assignments linking their practical experiences to academic and intercultural learning.

CREDITS: 3/6

CONTACT HOURS: 22/44

LANGUAGE OF INSTRUCTION: English

INSTRUCTOR/FACILITATOR: TBA

PREREQUISITES: None

ADDITIONAL COSTS: 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 ...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 – 35%



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

The final, due in week 8, will consist of a presentation (5-7 minutes) and executive summary (750-1000 words) describing and analyzing the overall internship experience as well as students' personal and professional development over the course of the semester. The paper should include:

- Company/organization description.
- 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.

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:

For our up-to-date attendance and exam policy, see: <https://moodle.iesabroad.org/mod/page/view.php?id=1004317>.

CONTENT:

Session	Content	Required Readings/Assignments
Session 1 for both groups May 18	• Introduction to course objectives and expectation-setting for student internships • Discussion of students' first observations, impressions, and questions	Readings (provided pre-departure): One reading related to thinking about culture and cultural analysis: • Gilbertson, A., Parris-Piper, N., & Robertson, N. (2021). <i>Decolonising the study tour: An ethnography of a student internship with a New Delhi NGO</i>. <i>Journal of Intercultural Studies</i>, 42(5), 577-593. • Mendez, Deirdre (2013). Cultural Analysis Toolkit: Navigating International Business Culture, The University of Texas at Austin CIBER: 3-44. • Bennett, M. J. (2017). <i>Development model of intercultural sensitivity</i>. In Kim, Y. (Ed.), <i>International Encyclopedia of Intercultural Communication</i>. Hoboken, NJ: John Wiley & Sons. Culture Map: https://vividmaps.com/culture-map/ One reading related to the career value of international experience; possible readings include: • 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 • 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." <i>Journal of Global Education and Research</i> 7, no. 1 (2023): 50-63. Available at: https://digitalcommons.usf.edu/cgi/viewcontent.cgi?article=1120&context=iger

		Journal Entry 1: Internship goals.
Session 2 for 6 credits students only May 22		For 6 credits: Covering the first chapter from Corps, P. (1997). <i>Culture Matters</i> . Washington DC: Peace corps information collection and Exchange. <i>Understanding Culture</i> , pp. 5-26.
Session 2 for both groups May 25	• 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 awareness.	Readings: • Lopez-Acevedo, G., Betcherman, G., Khellaf, A., & Molini, V. (2021). <i>Morocco's jobs landscape: identifying constraints to an inclusive labor market</i>. World Bank Publications. • Alfani, F., Clementi, F., Fabiani, M., Molini, V., & Valentini, E. (2023). What explains youth unemployment in Morocco? A look at Moroccans not in education, employment, or training. In <i>Morocco's Quest for Stronger and Inclusive Growth</i> (pp. 149-165). International Monetary Fund. • Sahmi, R., El Hachloufi, M., & Aboulethar, M. (2022). The Social and Solidarity Economy, a new solution to decrease unemployment in Morocco? <i>Review of Applied Socio-Economic Research</i>, 24(2), 140-164. Journal Entry 2: Cultural awareness.
Session 4 for 6 credits students only May 29	Take home assignment: read the chapter, summarize and post your critical perspective of the chapter on Moodle.	For 6 Credits: Covering Chapter 2: Corps, P. (1997). <i>Culture Matters</i> . Washington DC: Peace corps information collection and Exchange. <i>Fundamentals of Culture I</i> , pp. 30-65.
Session 3 for both groups June 1	• Discussion of concepts related to intercultural communication relevant to the host location. • Skill-building activity related to cross-cultural communication.	Readings: • Kabel, A. (2021). The neoliberal linguistic consensus: neoliberal multilingualism and linguistic governmentality in Morocco. <i>The Journal of North African Studies</i>, 28(4), 788–814. https://doi.org/10.1080/13629387.2021.1932481. • Forster, G., & Fenwick, J. (2015). The influence of Islamic values on management practice in Morocco. <i>European Management Journal</i>, 33(2), 143-156. • <i>Encountering Morocco: Fieldwork and Cultural Understanding</i>, David Crawford and Rachel Newcomb (ed), 2013. Indiana University Press. • Chapter 3: Thinking about Class and Status in Morocco \ David A. McMurray • Chapter 6: The Activist and the Anthropologist \ Paul A. Silverstein • Chapter 8: Shortcomings of a Reflexive Tool Kit; or, Memoir of an Undutiful Daughter \ Jamila Bargach.

		Journal Entry 3: Intercultural Communication.
Session 6 <i>for 6 credits</i> <i>students only</i> June 5	Take home assignment: read the chapter, summarize and post your critical perspective of the chapter on Moodle.	For 6 Credits: Covering Chapter 2: Corps, P. (1997). Culture Matters. Washington DC: Peace corps information collection and Exchange. Fundamentals of Culture II, pp. 67-101.
Session 4 for both groups June 8	• 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.) • Skill-building activity related to the analysis of power dynamics in student workplaces.	Readings: • SATER, J., 2010. Morocco: Challenges to Tradition and Modernity. New York and Abingdon: Routledge. • Cohen, S., & Jaidi, L. (2014). Morocco: Globalization and its consequences. Routledge. One reading on navigating local workplace culture; sample readings include: • 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 Workplace Culture.
Session 8 <i>for 6 credits</i> <i>students only</i> June 12		For 6 Credits: Covering Chapter 2: Corps, P. (1997). Culture Matters. Washington DC: Peace corps information collection and Exchange. Fundamentals of Culture III, pp. 103-140.
Session 5 for both groups June 15	• Discussion of host location's evolving social environment, with an emphasis on DEIA issues.	Readings: • Oumlil, K. (2025). Social Justice Agenda for Community Organizations in Morocco (Equity, Diversity, and Inclusion Reconsidered). <i>Diversity & Inclusion Research</i>, 2(3), e70022 • Mounir, F., Hanchane, S., & Soudi, K. (2025). Gender pay gaps in Morocco: urban-rural disparities across the wage distribution. <i>Development Studies Research</i>, 12(1), 2538557. • Ilahiane, H., & Sherry, J. (2008). Joutia: Street vendor entrepreneurship and the informal economy of information and communication technologies in Morocco. <i>The Journal of North African Studies</i>, 13(2), 243-255. • Cohen, S. (2004). Searching for a different future: The rise of a global middle class in Morocco. Duke University Press. Journal Entry 5: DEIA issues in host culture.

Session 10 <i>for 6 credits students only.</i> June 19		For 6 Credits: Covering Chapter 2: Corps, P. (1997). Culture Matters. Washington DC: Peace corps information collection and Exchange. Fundamentals of Culture IV, pp. 143-175.
Session 7 for both groups June 22	- Networking - International career paths 21st century careers Conversations with Moroccan Engineers	Readings: One reading on networking; sample readings include: - Suzanne Bearne, “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- Journal Entry 6: Networking.
Session 12 <i>for 6 credits students only.</i> June 26	Take home assignment: read the chapter, summarize and post your critical perspective of the chapter on Moodle.	For 6 Credits: Covering Chapter 2: Corps, P. (1997). Culture Matters. Washington DC: Peace corps information collection and Exchange. Fundamentals of Culture- Comparing American and Host Country Views, pp. 179-213.
Session 8 for both groups June 29	Discussion of host location’s evolving relation- ship to sustainability, with a focus on policies, challenges, initiatives, and potential solutions offered by the host location.	Readings: - Morocco’s journey towards achieving the SDGs: https://www.brookings.edu/articles/moroccos-journey-toward-achieving-the-sdgs-prioritizing-economic-resilience-and-social-transformation/ - Lahlou, M. (2025). Is the State of Morocco a Social State?. Revista Tecnológica-ESPOL, 37(1), 174-193. Journal Entry 7: Sustainability issues.
Session 9 for both groups July 3		Fieldtrip visit to either an NGO or Institution working on sustainability: Sustainability Policy in Morocco.

Session 10 for both groups July 7	International career Planning: Hard and Soft Skills assessment, resumes, interviews. Oral Activity: Oral account of the internship experience. Students share their experiences.	Assignment: Update resume to reflect internship experience (for the 3 credit students) <u>Final due</u> (for 3 credit students).
Session 16 for 6 credits students only July 10		Update Resume (for 6 credit students) <u>Final due</u> (for 6 credit students)
Session 11 for 3 credit students Session 17 for 6 credits students		Reflections on the whole experience in Morocco. Moroccan tea and cookies are served.

REQUIRED READINGS:

- 1- Sweitzer, H. F. & King, M. A. (2013). *The Successful Internship: Personal, Professional, and Civic Development in Experiential Learning*. Brooks/Cole, Cengage Learning. (Selected chapters).
- 2- Bennett, Milton, J., *Intercultural Competence for Global Leadership*. (2001). Edited compilation by author from article published in *Interkulturelles Management* and a presentation entitled, "An Intercultural Mindset and Skillset for Global Leadership."
- 3- Hooker, John. *Cultural Differences in Business Communication* (2008). In C.B. Paulson, S. F. Kiesling, and E.S. Rangle, eds, *Handbook of Intercultural Discourse and Communication*. <http://web.tepper.cmu.edu/jnh/businessCommunication.pdf>.
- 4- *Encountering Morocco: Fieldwork and Cultural Understanding*, David Crawford and Rachel Newcomb (ed), 2013. Indiana University Press. • Chapter 3: Thinking about Class and Status in Morocco \ David A. McMurray • Chapter 6: The Activist and the Anthropologist \ Paul A. Silverstein • Chapter 8: Shortcomings of a Reflexive Tool Kit; or, Memoir of an Undutiful Daughter \ Jamila Bargach.
- 5- Gilbertson, A., Parris-Piper, N., & Robertson, N. (2021). Decolonising the study tour: An ethnography of a student internship with a New Delhi NGO. *Journal of Intercultural Studies*, 42(5), 577-593.
- 6- Mendez, Deirdre (2013). *Cultural Analysis Toolkit: Navigating International Business Culture*, The University of Texas at Austin CIBER: 3-44.
- 7- Bennett, M. J. (2017). Development model of intercultural sensitivity. In Kim, Y. (Ed.), *International Encyclopedia of Intercultural Communication*. Hoboken, NJ: John Wiley & Sons.
- 8- Corps, P. (1997). *Culture Matters*. Washington DC: Peace corps information collection and Exchange.
- 9- 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>
- 10- James, Timothy. "Strategies for Success in Your Internship." (2021). Available at <https://www.linkedin.com/pulse/strategies-success-your-internship-timothy-james>
- 11- 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=iger>

- 12- Lopez-Acevedo, G., Betcherman, G., Khellaf, A., & Molini, V. (2021). *Morocco's jobs landscape: identifying constraints to an inclusive labor market*. World Bank Publications.
- 13- Alfani, F., Clementi, F., Fabiani, M., Molini, V., & Valentini, E. (2023). What explains youth unemployment in Morocco? A look at Moroccans not in education, employment, or training. In *Morocco's Quest for Stronger and Inclusive Growth* (pp. 149-165). International Monetary Fund.
- 14- Sahmi, R., El Hachloufi, M., & Aboulethar, M. (2022). The Social and Solidarity Economy, a new solution to decrease unemployment in Morocco?. *Review of Applied Socio-Economic Research*, 24(2), 140-164.
- 15- Kabel, A. (2021). The neoliberal linguistic consensus: neoliberal multilingualism and linguistic governmentality in Morocco. *The Journal of North African Studies*, 28(4), 788–814. <https://doi.org/10.1080/13629387.2021.1932481>.
- 16- Forster, G., & Fenwick, J. (2015). The influence of Islamic values on management practice in Morocco. *European Management Journal*, 33(2), 143-156.
- 17- SATER, J., 2010. *Morocco: Challenges to Tradition and Modernity*. New York and Abingdon: Routledge.
- 18- Cohen, S., & Jaidi, L. (2014). *Morocco: Globalization and its consequences*. Routledge.
- 19- Erin Meyer, "How Much Respect Do You Want?" *The Culture Map*, pp. 115-159.
- 20- Tomas Chamorro-Premuzic and Michael Sanger, "What Leadership Looks Like in Different Cultures," *Harvard Business Review*, May 6, 2016.
- 21- Oumlil, K. (2025). Social Justice Agenda for Community Organizations in Morocco (Equity, Diversity, and Inclusion Reconsidered). *Diversity & Inclusion Research*, 2(3), e70022.
- 22- Mounir, F., Hanchane, S., & Soudi, K. (2025). Gender pay gaps in Morocco: urban-rural disparities across the wage distribution. *Development Studies Research*, 12(1), 2538557.
- 23- Ilahiane, H., & Sherry, J. (2008). Joutia: Street vendor entrepreneurship and the informal economy of information and communication technologies in Morocco. *The Journal of North African Studies*, 13(2), 243-255.
- 24- Suzanne Bearne, "Students: how to make the most of internships or work experience," *The Guardian*, 31 July 2017.
- 25- Harris, L., & Rae, A. (2011). Building a personal brand through social networking. *Journal of Business Strategy*. Vol 32, No 5. pp. 14-21.
- 26- The Jimmy Fallon Effect: 10 Qualities of Great Networkers, <http://www.careerealism.com/networkers->
- 27- Morocco's journey towards achieving the SDGs: <https://www.brookings.edu/articles/moroccos-journey-toward-achieving-the-sdgs-prioritizing-economic-resilience-and-social-transformation/>
- 28- Lahlou, M. (2025). Is the State of Morocco a Social State?. *Revista Tecnológica-ESPOL*, 37(1), 174-193.
- 29- Cohen, S. (2004). *Searching for a different future: The rise of a global middle class in Morocco*. Duke University Press.