



IN 397 - GLOBAL INTERNSHIP SEMINAR

IES Abroad Berlin

DESCRIPTION:

This course constitutes the academic compendium for an internship placement that is coordinated and supervised by IES Abroad. It provides a global context for local internship placements by examining cross-cultural issues in the workplace with the aim of developing globally minded future leaders. The course introduces students to theoretical tools for identifying, examining, and effectively negotiating different professional environments. Local course-related trips and guest speakers help students to develop cultural intelligence about their host communities and different professional cultures. Readings, lectures, and activities aim to sharpen students' critical capacities for cross-cultural analysis and enable them to build competencies related to communication, relationship development, leadership, collaboration, and conflict management in intercultural environments. The class discussions provide students with opportunities to share their first-hand experiences, while the course instructor encourages them to situate and contextualize different perspectives and work realities. Skill-building exercises and student presentations will train students to hone and effectively communicate the competencies they develop.

CREDITS: 3 credits

CONTACT HOURS: 25 hours. Students also spend 80-120 hours at their internship placement, depending on the needs of the institution.

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: none

ADDITIONAL COST: none

METHOD OF PRESENTATION:

Instruction will include class discussions, lectures, and conversations with professionals. Student presentations and class activities and exercises will facilitate engagement with course concepts and promote self-reflection and skill-building. Students will hear from guest speakers, participate in course-related trips, and clarify internship expectations with their Internship Coordinator.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Active participation - 10%
- Internship journal - 20%
- Student presentations - 10%
- Final analytical paper - 30%
- Evaluation of on-site work by placement supervisor using IES Abroad metric - 30%

Active Participation

The evaluation of class participation will consider student's active and thoughtful participation in live class discussions and course-related trips. Active participation requires actively contributing to class discussions, demonstrating effort in exercises and group discussions. Active participation also requires completing readings and associated activities on time and in a thorough, thoughtful way. A rubric for participation is available on Moodle and will be shared with students.

Internship Journal

Journal entries are an important tool for helping students track their learning and development at their placements, allowing them to record their experiences at their internships, feelings, and cultural observations over the course of the semester. Each entry should be a minimum of 500 words and should respond to the week's prompt, which will be tied to class topics and will ask students to make connections between course discussions and their experiences outside class. Journal entries will receive personal feedback from the instructor intended to help students negotiate their workplace contexts and support them in tying their first-hand experiences to themes addressed in class.



Student Presentations

Students will be asked to give three 3 to 5-minute presentations over the course of the semester based on class activities that ask them to apply class concepts and frameworks to their internship. The presentations will require students to contextualize their work placements or organizations and to synthesize their internship experiences and communicate them effectively. Guidelines will be shared with students and available on Moodle.

Final Paper

The final output for the class is an analytical paper. The paper is an opportunity for students to evaluate their overall internship experience and placement workplaces in relation to the theoretical concepts discussed in class and to assess their personal and professional development in relation to global competencies. The paper should be 1500-2000 words in length and should include at least two sources external to course readings to help support and contextualize their ideas.

Evaluation of On-site Work

In consultation with the students' internship coordinators, internship placement supervisors will utilize the IES Abroad rubric to assess student performance and their development of practical and soft skills over the course of the placement.

LEARNING OUTCOMES:

By the end of the course students will be able to:

- Build a conceptual toolkit for analyzing workplace cultures and contextualizing first-hand experiences
- Identify and compare cultural differences and their implications for workplaces and global teams
- Evaluate their own biases, expectations, strengths, and weaknesses in relation to professional contexts, especially with regard to communication styles, professional relationships, leadership, and conflict management.
- Synthesize, communicate, and contextualize their internship placements and experiences in an effective way
- Develop awareness of the complexity of interdependent global networks and greater mindfulness of their own positions and impacts in relation to these interconnected flows

ATTENDANCE POLICY:

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

ACADEMIC INTEGRITY:

Students are expected to abide by the IES Abroad Academic Integrity Code.

CONTENT:

Session 90 minutes except first session*	Content	Readings and Assignments
Session 1 *45 minutes	Local Introduction • Get to know your local peers and internship coordinators • Discuss internship expectations, communication process, and objectives	• No assignments for first session
Session 2	History, Politics & Economy of Host City • Identify the factors defining the job market, politics, and socio-economic structure of your host city and country. • How is your internship organization embedded in the	Reading: • Selected readings related to local economy, job market, political and/or socio-economic context (on Moodle) Assignment: • After class, create an entry "Host City Profile" on Moodle

	local, national, and European socio-economic system?	
Session 3	Introduction to Global Internship Seminar - Outline course expectations and structure - What are soft skills? - Small group discussions "What is Global Citizenship?" - Ideas for Global Citizenship	Reading: "How Europeans See America," <i>New York Times</i>, Oct. 25, 2019 (video, 4:35 min.): https://www.nytimes.com/2019/10/28/opinion/europeans-view-americans.html - IESE Business School (2015). "Why You Need Cultural Intelligence (And How to Develop It)," <i>Forbes</i>, March 24. (4pp.) - Ming-Hui Huang, Roland Rust, Vojislav Maksimovic, "The Feeling Economy: Managing in the Next Generation of Artificial Intelligence," <i>California Management Review</i> 16.4 (2019): 43-65. - The Adecco Group (2017), "The Soft Skills Imperative," White Paper. (12pp.) Assignments: - Prepare 3 min. presentation based on your entry for the Host City Profile to present in class - Journal entry 1 due (goals and expectations)
Session 4	Creating a Cultural Analysis Toolkit I Introduction to the Cultural Analysis Toolkit, the Developmental Model of Intercultural Sensitivity, and Hofstede's model of organizational culture	Reading: - Mendez, Deirdre (2013). "Cultural Analysis Toolkit: Navigating International Business Culture," <i>The University of Texas at Austin CIBER</i>: 3-44. "Introduction to the Developmental Model of Intercultural Sensitivity (DMIS)" (instructor course pack, 6pp.) "Hofstede on Organizational Culture" (instructor course pack, 7pp.) Assignments: - View instructor lecture "What is culture?" - Take the self-assessment in the "Cultural Analysis Toolkit" on page 30. - Complete DMIS reading response on Moodle - Complete "Cultural Analysis Toolkit Quiz" on Moodle - Journal entry 2 due
Session 5	Creating a Cultural Analysis Toolkit II - Highlight key points from the cultural dimension models and criticisms of them - Identify cultural biases commonly relevant to international internship experiences	Reading: - Jackson. T. (2011), "From Cultural Values to Cross-Cultural Interfaces: Hofstede Goes to Africa," <i>Journal of Organizational Change Management</i>, 24.4: 532-558. Assignment: - Complete "Jackson Reading Response" on Moodle - Complete "Personal Cultural Profile" (600-750 words) on Moodle - Journal entry 3 due
Session 6	Discuss how culture can impact expectations about relationships with others	Reading: - Meyer, Erin (2014), "The Head or the Heart: Two Types of Trust and How They Grow," <i>The Culture Map</i>, pp. 163-194. - Abdel-Magied, Yassmin (2014), "What does my headscarf mean to you?" <i>TEDxSouthbank</i>, (video, 14 min.)

	- Identify how stereotypes and unconscious biases can influence relationships - Discuss student workplaces and compare differences emerging in different work environments	Assignment: - Complete “Peach vs. Coconut” activity on Moodle - Take Implicit Bias Test at https://implicit.harvard.edu/implicit/ - Journal entry 4 due (trust and relationships)
	Mid-term: Giving an Account of Your Internship Placement Student presentations: students will contextualize their internship organizations in relation to local economy and sector and present to the class	Assignment: - Complete “Workplace Encyclopedia” on Moodle. - Complete “Mid-term Self-assessment” activity on Moodle. - Prepare 5-minute presentation based on the encyclopedia entry to be given in class.
	Fall/Spring Break – no session	
Session 7	Local Site Visit A business visit will be organized to serve as a case study regarding the local economy, business culture, or job market	Reading: - Readings related to the company visit and its sector (to be provided) Assignment: - Post to Moodle Forum
Session 9	Strengthening Intercultural Communication - Elaborate how communication styles can influence verbal and non-verbal communication - Outline the differences between high-context vs. low-context orientations toward communication and their practical implications	Reading: - Meyer, Erin (2014), “Listening to the Air,” <i>The Culture Map</i>, pp. 29-60. “‘Good Communication’ in the Anglo-American World” (instructor course pack, 6pp.) Assignment: - Complete “Lost in Translation: Communication Style Analysis” (includes 28 min. of video clip viewing and response) on Moodle - Journal entry 5 due
Session 10	Cultural Orientations toward Leadership and Hierarchy - Explore how leadership is defined and enacted across different cultures - Outline different cultural orientations toward leadership, management, and organizational hierarchies	Reading: - Chamorro-Premuzic, Tomas and Michael Sanger (2016). “What Leadership Looks Like in Different Cultures,” <i>Harvard Business Review</i>, May 6. (5pp.) - Meyer, Erin (2014), “How Much Respect Do You Want?” <i>The Culture Map</i>, pp. 115-142. Assignment: - Post to “What is Leadership?” Forum on Moodle - Journal entry 6 due (hierarchy and formality)
Session 11	Contextualizing Power, Influence, and Decision-making Discuss the impact of cultural differences on conceptions and expressions of power, respect, and authority	Reading: Meyer, Erin (2014), “Who Decides and How?” <i>The Culture Map</i>, pp. 143-163. Assignment:

		- Complete “Who Decides and How?” response activity on Moodle - Journal entry 7 due
Session 12	Managing Relationships Across Cultures - Identify how cultural differences related to conflict, collaboration and communication style can affect workplace relationships - Discuss issues that have emerged in students’ internship placements and compare	Reading: - Meyer, Erin (2014), “Disagreeing Productively,” <i>The Culture Map</i>, pp. 195-218. - Kogan, Eugene B. (2020) “3 Effective Strategies to Manage Workplace Conflict,” <i>Harvard Division of Continuing Education Professional Development Blog</i>, March 17. (7pp.) Assignment: - Journal entry 8 due (conflict)
Session 13	Finals: Giving an Account of Your Internship Experience - Student presentations: students will summarize and synthesize key learnings from their internship and identify key areas of skill development or growth - Course wrap-up	Reading: - Bearne, Suzanne (2017), “Students: how to make the most of internships or work experience,” <i>The Guardian</i>, 31 July. (4pp.) - Drucker, Peter (1999), “Managing Oneself,” <i>Best of the Harvard Business Review</i>. (12pp.) Assignment: - Complete “Resume Revision Workshop” exercise on Moodle - Complete “Soft Skills Self-Assessment” on Moodle - Complete “Giving an Account of my Experience” on Moodle - Prepare a 5-minute presentation based on these activities to be given in class - Journal entry 9 due (self-reflections) Final paper due (Thursday, 1PM)

REQUIRED READINGS:

- Abdel-Magied, Yassmin (2014), “What does my headscarf mean to you?” *TEDxSouthbank* (video 13 min), https://www.ted.com/talks/yassmin_abdel_magied_what_does_my_headscarf_mean_to_you?language=en
- Bearne, Suzanne (2017), “Students: How to Make the Most of Internships or Work Experience,” *The Guardian*, July 31, <https://www.theguardian.com/careers/2017/jul/31/work-experience-advice-research-professional-profile>
- Chamorro-Premuzic, Tomas and Michael Sanger (2016), “What Leadership Looks Like in Different Cultures,” *Harvard Business Review*, May 6.
- Drucker, Peter (1999), “Managing Oneself,” *Best of Harvard Business Review*.
- Hofstede, Geert (1980), *Culture’s Consequences. International Differences in Work Related Values*. Beverly Hills, London: Sage [“Hofstede on Organizational Culture”, prepared by instructor based on publication: 5 pages].
- “How Europeans See America,” *New York Times*, Oct. 25, 2019 (video)
- Huang, Ming-Hui, Roland Rust, Vojislav Maksimovic (2019), “The Feeling Economy: Managing in the Next Generation of Artificial Intelligence,” *California Management Review* 16.4: 43-65.
- IESE Business School (2015), “Why You Need Cultural Intelligence (And How To Develop It),” *Forbes*, March 24, <https://www.forbes.com/sites/iese/2015/03/24/why-you-need-cultural-intelligence-and-how-to-develop-it/?sh=3cc5c0ed17d6>
- Jackson, T. (2011), “From Cultural Values to Cross-Cultural Interfaces: Hofstede Goes to Africa,” *Journal of Organizational Change Management*, 24.4: 532-558.

- Kogan, Eugene B. (2020), "3 Effective Strategies to Manage Workplace Conflict", *Harvard School for Continuing Education Professional Development Blog*, March 17, <https://blog.dce.harvard.edu/professional-development/3-effective-strategies-manage-workplace-conflict>
- Mendez, Deirdre (2013), *Cultural Analysis Toolkit: Navigating International Business Culture*. The University of Texas at Austin CIBER: 3-44.
- Meyer, Erin (2014), *The Culture Map*, New York: PublicAffairs
- Milton J. Bennett (1986), "A Developmental Approach to Training for Intercultural Sensitivity," *International Journal of Intercultural Relations* 10, 2 (1986): 179-95 and Milton J. Bennett, "Towards Ethnorelativism: A Developmental Model of Intercultural Sensitivity," in M. Paige (Ed.), *Education for the Intercultural Experience*, Yarmouth, ME: Intercultural Press (1993) ["Introduction to the Developmental Model of Intercultural Sensitivity," prepared by instructor based on publications]
- Ming-Hui Huang, Roland Rust, Vojislav Maksimovic, "The Feeling Economy: Managing in the Next Generation of Artificial Intelligence," *California Management Review* 16.4 (2019): 43-65.
- The Adecco Group (2017), "The Soft Skills Imperative," White Paper.
- Van Der Zee, Karen and Joep Hofhuis (2018), "Conflict Management Styles Across Cultures" in *International Encyclopedia of Intercultural Communication*, Young Y. Kim (Ed.), (Hoboken, NJ: Wiley-Blackwell).

RECOMMENDED READINGS:

- Biermeier-Hanson, Benjamin, Mengqiao Liu, and Marcus W. Dickson (2015), "Alternate Views of Global Leadership: Applying Global Leadership Perspectives to Leading Global Teams," in *Leading Global Teams*, Wildman, Jessica L. and Griffith, Richard (Eds.), (New York: Springer).
- Cooke, B. & Zaby, A. (2015). Skill Gaps in Business Education: Fulfilling the Needs of Tech Startups in Berlin. *Journal of Higher Education Theory and Practice* Vol. 15(4). pp. 97-112.
- Felix, C., Aparicio, S. and Urbano, D. (2019). "Leadership as a driver of entrepreneurship: an international exploratory study". *Journal of Small Business and Enterprise Development*. Vol. 26 No. 3. pp. 397-420.
- Forman, Tami (2018). "What Motivates You?" *Forbes*, Jan 18, <https://www.forbes.com/sites/tamiforman/2018/01/18/what-motivates-you/?sh=5cc8d3635a46>
- Lee, Y. Y., & Falahat, M. (2019). The Impact of Digitalization and Resources on Gaining Competitive Advantage in International Markets: Mediating Role of Marketing, Innovation and Learning Capabilities. *Technology Innovation Management Review*, 9(11), pp. 26-39.
- Mogi, Ken (2019), "What is Ikigai, and Why is it Important?" (video, 3:47), July 25, <https://ikigaitribe.com/ikigai/ikigai-explained-by-a-neuroscientist/>
- Rohrbeck, René (2020). Continuous Foresight: Leading Through Uncertainty. ThinkCast – Gartner Podcast: <https://www.gartner.com/en/podcasts/thinkcast/continuous-foresight-leading-through-uncertainty>
- Todd, Benjamin (2018), "The Highest Impact Career Paths Our Research Has Identified So Far," *80,000 Hours*, Aug, <https://80000hours.org/articles/high-impact-careers/>
- University of Illinois at Urbana Champaign Counseling Center [2021], "Being Assertive in a Multicultural World," <https://counselingcenter.illinois.edu/brochures/being-assertive-multicultural-world>
- Williamson, Garcia, "The New World Order: Jobs for a Post-Pandemic Future," *London School of Economics Blog*, May 2020, <https://blogs.lse.ac.uk/careers/2020/05/04/new->

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