IN 395 – LEADING ACROSS CULTURES: INTERNSHIP SEMINAR
IES Abroad Rome

DESCRIPTION:
This seminar provides an introduction to the cultural context for the internship placement by examining cultural issues in the workplace with a particular focus on preparation for entering the work environment. Writing and discussion topics also introduce the concept of skill-building in cross-cultural competencies including effective communication, teamwork, and conflict mediation. The course draws on classroom discussions to enable students to process what they experience at the internship host organizations.

CREDITS: 3 credits

CONTACT HOURS: 18 hours

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

ADDITIONAL COST: None

METHOD OF PRESENTATION:
The seminar provides a robust learning environment with active discussion of readings, integration of internship experiences, and field studies. The seminar meets for 18 contact hours. Students spend 10 hours/week at the internship placement site.

REQUIRED WORK AND FORM OF ASSESSMENT:
- Class participation based on assigned readings - 20%
- Class presentation - 10%
- Field journals - 15%
- Short analytical paper based on a seminar topic and related to the internship experience - 25%
- On-site evaluation by work supervisor - 30%

Internship Journal
Field journals track the student's learning and development at the placement. Entries should include work activities, critical incidents that gave insight into the work environment, observations of how leadership is exercised, and reading responses. Students should write 3 direct journal entries. Each entry should be about 2 typewritten pages, double-spaced (400-550 words).

Analytical Paper
Using the Cultural Analysis Toolkit, the student is required to conduct an analysis of how one or more of the topics discussed during the seminar were evident in the workplace. The paper should include a description of the student's observations, differences noted between his/her home and host cultures that may have played a role in the situation, and what he/she learned from the experience. The paper should be 6-8 typewritten pages, double-spaced.

LEARNING OUTCOMES:
By the end of the course, students will be able to:
- Apply written and oral communication skills that are appropriate to the work environment.
- Demonstrate career search skills including preparing a résumé and cover letter, conducting Skype interviews, networking and using social media tools such as LinkedIn to create a professional network.
- Describe and analyze cultural differences in the workplace based on critical incidents.
- Demonstrate ability to analyze professional strengths and weaknesses.
- Demonstrate knowledge and skills required to work on cross-cultural teams.
- Synthesize the experiences of the internship placement in a revised résumé.

STUDENT RESPONSIBILITIES:
Students are required to participate in all seminar meetings. Students must receive instructor's prior permission for any excused absence and more than one absence will result in a negative impact on the final grade, regardless of the reason for the absence.

Once the application process has been completed, the Internship Coordinator will match the student with a possible host organization and arrange an interview. When the student and the host organization agree to the match, both parties sign an agreement detailing the project(s) to be completed by the student. During the internship, each student will have a supervisor on site at the host organization. Students will submit weekly status reports to their supervisors and to the Internship Coordinator. Internship Coordinators will check in with students regularly and should be contacted by students immediately when issues arise at the placement site.

Students are expected to report to work on time and to be professionally dressed every day they are scheduled to work. Students may not ask employers to change their schedule or to leave work early unless prior permission is received from the IES Internship Coordinator. If a student cannot report to work due to illness, s/he should notify their supervisor and the IES Internship Coordinator immediately. Unexcused absences, extended breaks or lunch hours, and leaving the work site early are all causes for Administrative Review, as stipulated in IES Abroad Student Policies.

ATTENDANCE POLICY:
Attendance is mandatory for all IES classes, including field studies. If a student misses more than one class, 2 percentage points will be deducted from the final grade for every additional absence. **Please note: 4 percentage points will be deducted from the final grade in case of an absence on a scheduled Academic Day Trip.** Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical emergencies or family emergencies. IES Abroad will only consider extreme emergency cases and will strictly adhere to this policy.

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.

CONTENT:

Session	Content	Assignments
Session 1	**Communicating Across Cultures** • Communication styles, cultural intelligence, and how to be effective in culturally diverse environments	• Early, P. Christopher and Mosakowski, Elaine (2004). Best Practice: Cultural Intelligence in *Harvard Business Review*: 139-146 • Rosenbaum, Andrew. How to avoid being the ugly American when doing business abroad. Harvard Business School. **Deliverable**: Quiz on cultural features; personal culture profile (400-550 words)
Session 2	**Building Trust, Part I & II** • Using the Myers Briggs Type Indicator as a theoretical underpinning, determine your personal communication, decision-making, and leadership preferences, how you use them, and how they may be perceived by others • Using the Skillscan cards, identify the skills you're capable of using, the ones you most enjoy using, the ones you most want in your work, and the ones you're using specifically in your internship in Rome • Use the Skillset chart to identify career options that best valorize your skillset and specific skills that you need to build/strengthen in order to reach your career goals	• "Why soft skills matter?" Available at: https://www.mindtools.com/pages/article/newCDV_34.htm • "The Five Communication Styles" Available at: http://www.clairenewton.co.za/my-articles/the-five-communication-styles.html • "Quiz: What is your communication Style?" Available at: https://www.leadershipiq.com/blogs/leadershipiq/39841409-quiz-whats-your-communication-style **Directed Journal Entry:** Describe your own communication style and what you can do to adapt to the communication style of your supervisor and host culture.
Session 3	**Observe & Understand Different Job Contexts** • Visit to a local work site to observe different job contexts • Discuss similarities and differences in your own work place • **Site visit TBD**	

Session	Content	Assignments
Session 4	**Cultural Differences at the Workplace: the Cultural Analysis Toolkit** • While using the toolkit, the group will analyze and then discuss some "cultural features" • Keys to interpreting differences in the workplace	• Schneider, Susan C. & Barsoux, Jean- Louis (2002). Culture and organization. In *Managing Across Cultures*: 77-91. Harlow: Prentice Hall Europe • Trompenaars, F. & Hampden-Turner, C. (1998). How we manage time. In Riding the waves of culture: 123-142. New York: McGraw-Hill • Mendez, Deirdre (2013). Cultural Analysis Toolkit: Navigating International Business Culture, *The University of Texas at Austin CIBER:* 3-44 (in class reading). **Group work:** cultural assessment of the city of Rome
Session 5	**Visit to one of the student placements**	
Session 6	**Teamwork** • The impact of cultural values and beliefs, including leadership styles, in creating a successful team • Outdoor activity: treasure hunt	
Session 7	**Conflict Negotiation and Mediation** • Role play of mediating a conflict at the workplace, using appropriate communication style and influence • Ethics as an absolute and a cultural construct: identifying ethical positions that are common across cultures and culture-specific views on ethical challenges	• Rupal, J. (2008), Importance of Ethics in Business, *Atharva Institute of Management Studies.* Mumbai. Available: http://ezinearticles.com/?Importance-of-Ethics-in-Business&id=1212419 Accessed: October 26, 2012. • Lewicki, Roy J., Saunders, David M. & Barry, Bruce (2009), Negotiation: Readings, Exercises & Cases, *Chapter 5: Negotiation Across Cultures.* McGraw-Hill/Irwin; 6 edition • Hal Gregersen, Mastering Difficult Situations Through Negotiation - In Life And At Work in *Forbes*. Available at: https://www.forbes.com/sites/halgregersen/2016/05/02/mastering-difficult-situations-through-negotiation-in-life-and-at-work/#436c6ba753c1 • Matt Richtel, Work up a Sweat and Bargain Better in *The New York Times*. Available at: http://www.nytimes.com/2013/11/10/business/work-up-a-sweat-and-bargain-better.html?_r=0 **Directed Journal Entry:** Describe an ethical challenge you have observed in your internship and differences in the way your home and host culture perceive the situation.

Session	Content	Assignments
Session 8	**Visit and Tour of Eataly**	• Wagner Bernhard. How Eataly conquered Italy and why America will be next in *GRubbStreet*. Available at: http://www.grubstreet.com/2012/07/eataly-expansion-details-roma-usa.html • Italy's small food-makers. Export or Die in *The Economist*. Available at: http://www.economist.com/news/business/21637397-businesses-are-looking-abroad-customers-and-saviours-export-or-die • Robin Thornley. Culture & Food Habits of Italy in *Usa Today*. Available at: http://traveltips.usatoday.com/culture-food-habits-italy-11428.html
Session 9	**Class Presentations** • Students will present their internship experience to the class, the seminar instructor, and the internship coordinator	
Session 10	**How to Incorporate Your Internship Experience Into Your Résumé** • Describing your internship experience in a job application and during an interview	• Auzenne, M., & Horstman, M. Your Résumé Stinks! Available: http://www.manager-tools.com/2005/10/your-résumé-stinks • Cross, Rob and Thomas, Robert. Managing Yourself: A Smarter Way to Network, Rob Cross and Robert Thomas (HBR July-August 2011) Available: http://hbr.org/2011/07/managing-yourself-a-smarter-way-to-network **Directed Journal Entry:** What do you think are the three main new skills you have acquired from your internship? Think critically. These may be hard skills such as learning how to use social media for an organization, or they may be "soft skills" such as working with people from different cultures.
Session 11	**Visit of the Colosseum with a guide with the Archeological Superintendence of Rome**	

REQUIRED READINGS:

- Auzenne, M., & Horstman, M. Your Résumé Stinks! Available: http://www.manager-tools.com/2005/10/your-résumé-stinks Accessed: 30 October, 2012. (podcast). 2005.
- Cross, Rob and Thomas, Robert. Managing Yourself: A Smarter Way to Network, Rob Cross and Robert Thomas (HBR July-August 2011) Available: http://hbr.org/2011/07/managing-yourself-a-smarter-way-to-network
- Early, P. Christopher and Elaine Mosakowski. Best Practice: Cultural Intelligence in Harvard Business Review: 139-146, 2004.
- Lewicki, Roy J., Saunders, David M. & Barry, Bruce. Negotiation: Readings, Exercises & Cases, Chapter 5: Negotiation Across Cultures. McGraw-Hill/Irwin; 6 edition, 2009.

- Mendez, Deirdre. Cultural Analysis Toolkit: Navigating International Business Culture, The University of Texas at Austin CIBER: 3-44. 2013.
- Rosenbaum, Andrew. How to avoid being the ugly American when doing business abroad. Harvard Business School.
- Rupal, J. Importance of Ethics in Business, Atharva Institute of Management Studies. Mumbai, 2008. Available: http://ezinearticles.com/?Importance-of-Ethics-in-Business&id=1212419 Accessed: October 26, 2012.
- Schneider, Susan C. & Barsoux, Jean- Louis. Culture and organization. In *Managing Across Cultures*: 77-91. Harlow: Prentice Hall Europe, 2002.
- Trompenaars, F. & Hampden-Turner, C. (1998). How we manage time. In *Riding the waves of culture*: 123-142. New York: McGraw-Hill
- Wagner Bernhard. How Eataly conquered Italy and why America will be next in *GRubbStreet*. Available at: http://www.grubstreet.com/2012/07/eataly-expansion-details-roma-usa.html
- Italy's small food-makers. Export or Die. in *The Economist*. Available at: http://www.economist.com/news/business/21637397-businesses-are-looking-abroad-customers-and-saviours-export-or-die