IN395 INTERNSHIP SEMINAR ON GLOBAL WORKPLACE CULTURES
IES Abroad Summer Internship Program

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.

CREDITS: 3

CONTACT HOURS: 22

LANGUAGE OF INSTRUCTION: English

INSTRUCTOR/FACILITATOR: TBA

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."

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 analytical paper – 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

Global brilliance begins here.®
Institute for the International Education of Students
Africa | Asia Pacific | Europe | Latin America

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 analytical Paper

The final paper (1250-1500 words), due in week 8, will consist of a description and analysis of the overall internship experience as well as 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 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:

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

CONTENT:

Week	Content	Required Readings/Assignments
Week 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, e.g., Personal Cultural Profile Assignment. Take the self-assessment on p. 34 of the *Cultural Analysis Toolkit* and complete the "Personal Cultural Profile" assignment on Moodle (600-750 words).	Readings (provided pre-departure): One reading related to thinking about culture and cultural analysis; possible readings include: • Mendez, Deirdre (2013). *Cultural Analysis Toolkit: Navigating International Business Culture*, The University of Texas at Austin CIBER: 3-44. • Bennett, M. J. (2017). Development model of intercultural sensitivity. In Kim, Y. (Ed.), *International Encyclopedia of Intercultural Communication*. Hoboken, NJ: John Wiley & Sons

Global brilliance begins here.®
Institute for the International Education of Students
Africa | Asia Pacific | Europe | Latin America

Week	Content	Required Readings/Assignments
		• Hofstede, Trompenaars, etc.; critique of these approaches • 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." *Review of Education* 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 • 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 • 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=jger • Fong, Jennifer. "An evaluation of an education abroad program on the intercultural learning and cross-cultural adaptability skills of university undergraduates." *Higher Education Evaluation and Development* 14, no. 2 (2020): 55-68. Available at https://www.emerald.com/insight/content/doi/10.1108/HEED-01-2020-0002/full/html Assignments: Personal Cultural Profile Assignment • Sample: Take the self-assessment on p. 34 of the *Cultural Analysis Toolkit* and complete the "Personal Cultural Profile" assignment on Moodle (600-750 words). Journal Entry 1: Internship goals

Week	Content	Required Readings/Assignments
Week 2	- 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 intelligence	Readings: Two readings related to general workplace characteristics and culture in host location; sample readings include: "Ireland's Work Culture." available at https://dublin.ie/work/why-work-in-dublin/work-culture/ - Gleeson, Colin. "Company culture: Seeking the right fit." The Irish Times (September 23, 2022). Available at https://www.irishtimes.com/news/education/company-culture-seeking-the-right-fit-1.4654300 - Scroope, Chara. "Irish Culture." SBS International Education Services, 2017. Available at https://culturalatlas.sbs.com.au/irish-culture - Erin Meyer, "The Head or the Heart," *The Culture Map*, pp. 163-173 One reading on the host location economy and/or labor market; sample readings include: "OECD Economic Surveys Ireland." World Economic Forum, December 2022. Available at https://read.oecd-ilibrary.org/economics/oecd-economic-surveys-ireland-2022_46a6ea85-en#page1 "Competitiveness Bulletin - Ireland's performance in the latest Institute for Management Development (IMD) World Competitiveness Yearbook." National Competitiveness and Productivity Council, June 2023. Available at https://www.competitiveness.ie/publications/2023/bulletin%2023-1%20imd%20world%20competitiveness%20rankings.pdf - Extracts from "Graduate Outcomes – Class of 2021." Higher Education Authority, November 2022. Available at https://hea.ie/statistics/graduate-outcomes-data-and-reports/graduate-outcomes-2021/ Journal Entry 2: Cultural intelligence
Week 3	Discussion of concepts related to intercultural communication relevant to the host location (i.e., high context vs. low	Readings: Two readings related to intercultural communication and communication styles in the host location; sample readings include:

Week	Content	Required Readings/Assignments
	context, expressivism and emotion, feedback styles, etc.) • Skill-building activity related to cross-cultural communication	• Erin Meyer, "Listening to the Air," *The Culture Map*, pp. 29-49 • Erin Meyer, "Disagreeing Productively," *The Culture Map*, 195-218 Journal Entry 3: Intercultural communication
Week 4	• 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: One reading on the evolving political profile of the host location; sample readings include: • Gallagher, Michael. "The results analyzed: the definitive end of the traditional party system?." In *How Ireland Voted 2020: The End of an Era*, pp. 165-196. Cham: Springer International Publishing, 2021. • Müller, Stefan, and Aidan Regan. "Are Irish voters moving to the left?." *Irish Political Studies* 36, no. 4 (2021): 535-555. Available at https://www.tandfonline.com/doi/full/10.1080/07907184.2021.1973737 • Politics section of The Irish Times newspaper, available at https://www.irishtimes.com/politics One reading on navigating local workplace culture; sample readings include: • Erin Meyer, "How Much Respect Do You Want?" *The Culture Map*, pp. 115-159. • Tomas Chamorro-Premuzic and Michael Sanger, "What Leadership Looks Like in Different Cultures," *Harvard Business Review*, May 6, 2016. Journal Entry 4: Navigating workplace culture
Week 5	• Discussion of host location's evolving social environment, with an emphasis on DEIA issues	Readings: Two readings on social issues in the host location; sample readings include: • Extracts from *Report of the Citizens' Assembly on Gender Equality*, The Citizens' Assembly, June 2021. Available at https://citizensassembly.ie/wp-content/uploads/2023/02/report-of-the-citizens-assembly-on-gender-equality.pdf • *The 2023 Rainbow Europe Map: Ireland* available at https://rainbow-europe.org/#8639/0/0 • Extracts from *Monitoring Report on Integration 2022*, The Economic and Social Research Institute, March 2023. Available at

Week	Content	Required Readings/Assignments
		https://www.esri.ie/system/files/publications/JR3_1.pdf ● New to the Parish section of the Irish Times newspaper. Available at https://www.irishtimes.com/tags/new-to-the-parish/ ● News articles related to contemporary social issues in host location Journal Entry 5: DEIA and/or social issues in host culture
Week 6	● 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: Two readings on sustainability challenges and initiatives in the host location; sample readings include: ● 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/ ● Hirst, Sophie. "These Are the Most Eco-Forward Cities in the U.S., According to New Research." Greenmatters.com. April 11, 2023. Available at https://www.greenmatters.com/travel/most-sustainable-cities-in-the-us ● Extracts from Dublin City Development Plan 2022 to 2028, available at https://www.dublincity.ie/residential/planning/strategic-planning/dublin-city-development-plan/development-plan-2022-2028 ● Ireland's SDG Champions Report, available at https://www.gov.ie/pdf/?file=https://assets.gov.ie/258687/846472b3-c0db-4c64-b74e-b016417bb07f.pdf#page=null Journal Entry 6: Sustainability issues
Week 7	● Networking ● International career paths ● 21st century careers ● Conversations with alumni	Readings: Minimum 1 reading on networking; sample readings include: ● Suzanne Bearne, "Students: how to make the most of internships or work experience," The Guardian, 31 July 2017.

Global brilliance begins here.®
Institute for the International Education of Students
Africa | Asia Pacific | Europe | Latin America

Week	Content	Required Readings/Assignments
		• 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-qualitiesjimmy-fallon/#KOyUIDOZ6tbUwvKr.99 Accessed 23rd May 2019. Journal Entry 7: Networking

Week 8	● Workshop on leveraging the 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
	● Students share "lessons learned" from their internship experiences
		Readings:
		Minimum 2 readings on career planning, motivation, or resume writing; sample readings include:
		● 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
		● "Competencies for a Career-Ready Workforce." *National Association of Colleges and Employers*, April 2021. Available at https://www.naceweb.org/uploadedfiles/files/2021/resources/nace-career-readiness-competencies-revised-apr-2021.pdf
		
		Assignments:
		• Update resume to reflect internship experience
		• Final Analytical Assignment due

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.
- Bennett, M. J. (2017). Development model of intercultural sensitivity. In Kim, Y. (Ed.), *International Encyclopedia of Intercultural Communication*. Hoboken, NJ: John Wiley & Sons.

Global brilliance begins here.®
Institute for the International Education of Students
Africa | Asia Pacific | Europe | Latin America

- Chamorro-Premuzic, Tomas and Michael Sanger, "What Leadership Looks Like in Different Cultures," *Harvard Business Review* (May 6, 2016). Available at https://hbr.org/2016/05/what-leadership-looks-like-in-different-cultures.
- "Competencies for a Career-Ready Workforce." *National Association of Colleges and Employers*, April 2021. Available at https://www.naceweb.org/uploadedfiles/files/2021/resources/nace-career-readiness-competencies-revised-apr-2021.pdf
- "Competitiveness Bulletin - Ireland's performance in the latest Institute for Management Development (IMD) World Competitiveness Yearbook." National Competitiveness and Productivity Council, June 2023. Available at https://www.competitiveness.ie/publications/2023/bulletin%202023-1%20imd%20world%20competitiveness%20rankings.pdf
- 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
- Dublin City Development Plan 2022 to 2028, available at https://www.dublincity.ie/residential/planning/strategic-planning/dublin-city-development-plan/development-plan-2022-2028
- Fong, Jennifer. "An evaluation of an education abroad program on the intercultural learning and cross-cultural adaptability skills of university undergraduates." *Higher Education Evaluation and Development* 14, no. 2 (2020): 55-68. Available at https://www.emerald.com/insight/content/doi/10.1108/HEED-01-2020-0002/full/html
- Gallagher, Michael. "The results analyzed: the definitive end of the traditional party system?" In *How Ireland Voted 2020: The End of an Era*, pp. 165-196. Cham: Springer International Publishing, 2021.
- Gleeson, Colin. "Company culture: Seeking the right fit." The Irish Times (September 23, 2022). Available at https://www.irishtimes.com/news/education/company-culture-seeking-the-right-fit-1.4654300
- "Graduate Outcomes – Class of 2021." Higher Education Authority, November 2022. Available at https://hea.ie/statistics/graduate-outcomes-data-and-reports/graduate-outcomes-2021/
- Harris, L., & A. Rae. (2011). Building a personal brand through social networking. Journal of Business Strategy. Vol 32, No 5. pp. 14-21.
- Hirst, Sophie. "These Are the Most Eco-Forward Cities in the U.S., According to New Research." Greenmatters.com. April 11, 2023. Available at https://www.greenmatters.com/travel/most-sustainable-cities-in-the-us.
- 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.
- 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=jger.
- 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
- *Monitoring Report on Integration 2022*, The Economic and Social Research Institute, March 2023. Available at https://www.esri.ie/system/files/publications/JR3_1.pdf
- Müller, Stefan, and Aidan Regan. "Are Irish voters moving to the left?." *Irish Political Studies* 36, no. 4 (2021): 535-555. Available at https://www.tandfonline.com/doi/full/10.1080/07907184.2021.1973737
- "OECD Economic Surveys Ireland." World Economic Forum, December 2022. Available at https://read.oecd-ilibrary.org/economics/oecd-economic-surveys-ireland-2022_46a6ea85-en#page1
- 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.
- *Report of the Citizens' Assembly on Gender Equality*, The Citizens' Assembly, June 2021. Available at https://citizensassembly.ie/wp-content/uploads/2023/02/report-of-the-citizens-assembly-on-gender-equality.pdf
- Scroope, Chara. "Irish Culture." SBS International Education Services, 2017. Available at https://culturalatlas.sbs.com.au/irish-culture.
- 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.
- 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