



## IN395 INTERNSHIP SEMINAR ON GLOBAL WORKPLACE CULTURES IES Abroad 2024 Summer Remote 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:** Brandi DeMont

**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 80 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."

### **REQUIRED WORK AND FORM OF ASSESSMENT:**

- Internship supervisor evaluation – 40%
- Course engagement – 10%
- Weekly journal entries – 15%
- Group project – 15%
- Final analytical paper – 20%

#### **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).

#### **Course engagement**

Students are expected to participate in class discussions and to share personal observations and experiences related to their internships and to the reality of remote working. 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.



### **Group project**

In consultation with their instructor, students will craft a research question on a topic related to one of the week's themes and then present their findings to the class in week 8. This will be a 15-minute presentation, with groups of no more than 4 students. As part of the assignment, each group will create a team using a project management software (Trello, Miro, Monday, Notion, etc.) where they will track their progress throughout the 8 weeks.

Even though this is a group project, each student will be graded individually. If a student in the group is found to have not participated in the preparations and/or delivery of the presentation, that student's grade for the project will reflect such lack of engagement.

### **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 program. 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

### **LEARNING OUTCOMES:**

By the end of the seminar series, interns will be able to:

- Analyze and differentiate general aspects of remote workplace culture in their host location from both the institutional or structural level (policies, laws, rules) and the societal or group level (i.e., how people think, act, and interact).
- Identify and examine how remote work impacts interpersonal dynamics and professional expectations
- 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 organization 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:**

As a member of our internship community, you are expected to be punctual both for the internship seminar and for work. Attending the seminar has an impact on your learning and your academic and professional success. For this reason, attendance is required for the internship seminar. If a student misses more than one class without justification, 5 percentage points will be deducted from the final grade for every additional absence. Five unjustified absences will result in a failing grade. Attendance is required for the entire seminar session. Arriving more than 15 minutes late on two occasions will result in the student being marked as absent on the second occasion, with the associated penalties. Absences will be justified, and assessed work (including exams, tests, and presentations) rescheduled, only in cases of documented medical or family emergencies.

## CONTENT:

Week	Content	Required Readings/Assignments
<b>Week 1</b> <b>May 29</b>	<ul style="list-style-type: none"> <li>• Introduction to course and internship expectations</li> <li>• Discussion of students' first observations, impressions, and questions</li> <li>• Review of Cultural Analysis Toolkit</li> <li>• Goal-setting activity</li> </ul>	<p>Readings:</p> <ul style="list-style-type: none"> <li>• Mendez, Deirdre (2013). <i>Cultural Analysis Toolkit: Navigating International Business Culture</i>, The University of Texas at Austin CIBER: 3-44.</li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Take the self-assessment on p. 34 of the Cultural Analysis Toolkit</li> <li>• <b>Journal Entry 1: Internship goals</b></li> </ul>
<b>Week 2</b> <b>June 5</b>	<ul style="list-style-type: none"> <li>• Discussion of key cultural concepts related to navigating remote work (i.e., trust-building, professional relationships, approaches to conflict, etc.)</li> <li>• Outline general economic profile and labor market in host location and/or remote</li> <li>• Skill-building activity related to developing cultural intelligence</li> <li>• Comparative discussion of students' personal cultural profiles</li> </ul>	<p>Readings:</p> <p>Two readings related to general workplace characteristics and culture in host location:</p> <ul style="list-style-type: none"> <li>• Erin Meyer, "The Head or the Heart," <i>The Culture Map</i>, pp. 163-173</li> <li>• Michael Schachner, "On why cultural dimension scores don't apply to individuals and why that doesn't matter (so much)" Available at <a href="https://www.linkedin.com/pulse/why-cultural-dimension-scores-dont-apply-individuals-doesnt-michael-64wzf/?trackingId=MoxsHlIn6PipNAvFwIWw2A%3D%3D">https://www.linkedin.com/pulse/why-cultural-dimension-scores-dont-apply-individuals-doesnt-michael-64wzf/?trackingId=MoxsHlIn6PipNAvFwIWw2A%3D%3D</a></li> </ul> <p>One reading on the host location economy and/or labor market; sample readings include:</p> <ul style="list-style-type: none"> <li>• Selection of contemporary news articles related to the remote economy and labor market (to be posted in Moodle)</li> </ul> <p><b>Journal Entry 2: Cultural intelligence</b> <b>Due in class:</b> "Personal Cultural Profile" assignment found on Moodle for Week 2 (600-750 words)</p>
<b>Week 3</b> <b>June 12</b>	<ul style="list-style-type: none"> <li>• Discussion of concepts related to intercultural communication relevant to the host location (i.e., high context vs. low context, expressivism and emotion, feedback styles, etc.)</li> <li>• Skill-building activity related to cross-cultural communication</li> </ul>	<p>Readings:</p> <p>Two readings related to intercultural communication and communication styles in the host location:</p> <ul style="list-style-type: none"> <li>• Erin Meyer, "Listening to the Air," <i>The Culture Map</i>, pp. 29-49</li> <li>• Wes Kao discusses "managing up" with Lenny Rachitsky. Skip to 29:30 for the topic of "managing up" (optional, watch the whole conversation). Available at <a href="https://www.youtube.com/watch?v=4jtGsyZ4jLs&amp;t=2263s">https://www.youtube.com/watch?v=4jtGsyZ4jLs&amp;t=2263s</a></li> </ul> <p><b>Journal Entry 3: Intercultural communication</b></p>

<p><b>Week 4</b> <b>June 19</b></p>	<ul style="list-style-type: none"> <li>• Discussion of host location's evolving relationship to sustainability, with a focus on policies, challenges, initiatives, and potential solutions offered by the host location</li> <li>• In-class research and presentation activity</li> </ul>	<p>Readings: Two readings on sustainability challenges and initiatives in the host location:</p> <ul style="list-style-type: none"> <li>• Study on carbon footprint and remote work available at <a href="https://www.scientificamerican.com/article/working-remotely-can-more-than-halve-an-office-employees-carbon-footprint/">https://www.scientificamerican.com/article/working-remotely-can-more-than-halve-an-office-employees-carbon-footprint/</a></li> <li>• </li> </ul> <p><b>Journal Entry 4: Sustainability issues in host location</b></p>
<p><b>Week 5</b> <b>June 26</b></p>	<ul style="list-style-type: none"> <li>• Discussion of host location's evolving social environment, with an emphasis on DEIA issues</li> </ul>	<p>Readings: Two readings on social issues in the host location:</p> <ul style="list-style-type: none"> <li>• Selection of contemporary news articles related to social issues in host location (to be posted in Moodle)</li> </ul> <p><b>Journal Entry 5: DEIA and social issues in host culture</b></p>
<p><b>Week 6</b> <b>July 3</b></p>	<ul style="list-style-type: none"> <li>• Overview of host location's evolving political profile</li> <li>• 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.)</li> <li>• Skill-building activity related to the analysis of power dynamics in student workplaces</li> </ul>	<p>Readings: One reading on the evolving political profile of the host location:</p> <ul style="list-style-type: none"> <li>• Selection of contemporary news articles related to host country's political system and current political figures and events) to be posted in Moodle)</li> </ul> <p>One reading on navigating local workplace culture:</p> <ul style="list-style-type: none"> <li>• Tomas Chamorro-Premuzic and Michael Sanger, "What Leadership Looks Like in Different Cultures," <i>Harvard Business Review</i>, May 6, 2016.</li> </ul> <p><b>Journal Entry 6: Navigating workplace culture</b></p>

<b>Week 7</b> <b>July 10</b>	<ul style="list-style-type: none"> <li>• Session on networking and career paths</li> <li>• Workshop on leveraging the international internship experience in career planning</li> <li>• Skill-building activity related to giving an effective oral account of the internship experiences</li> <li>• Guest speaker from Atlassian</li> </ul>	<p>Readings:</p> <p>Minimum 1 reading on networking:</p> <ul style="list-style-type: none"> <li>• The Jimmy Fallon Effect:10 Qualities of Great Networkers, <a href="https://www.workitdaily.com/networkers-qualities-jimmy-fallon">https://www.workitdaily.com/networkers-qualities-jimmy-fallon</a> Accessed 22nd April, 2024.</li> </ul> <p><b>Journal Entry 7: Reflection on Networking</b></p>
<b>Week 8</b> <b>July 17</b>	<ul style="list-style-type: none"> <li>• Group presentations</li> <li>• Students share “lessons learned” from their internship experiences</li> </ul>	<p>Readings:</p> <p>Minimum 2 readings on career planning, motivation, or resume writing:</p> <ul style="list-style-type: none"> <li>• “Competencies for a Career-Ready Workforce.” <i>National Association of Colleges and Employers</i>, April 2021. Available at <a href="https://www.naceweb.org/uploadedfiles/files/2021/resources/nace-career-readiness-competencies-revised-apr-2021.pdf">https://www.naceweb.org/uploadedfiles/files/2021/resources/nace-career-readiness-competencies-revised-apr-2021.pdf</a></li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Update resume to reflect internship experience</li> <li>• Final Analytical Assignment due</li> </ul>

#### REQUIRED READINGS (SAMPLE):

- 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>
- The Jimmy Fallon Effect:10 Qualities of Great Networkers, <http://www.careerealism.com/networkers-qualitiesjimmy-fallon/#KOyUIDOZ6tbUwvKr.99> Accessed 23rd May 2019.
- 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
- Mendez, Deirdre (2013). *Cultural AnalysisToolkit: Navigating International BusinessCulture*, The University of Texas at Austin CIBER: 3-44.
- Schachner, Michael. “On why cultural dimension scores don't apply to individuals and why that doesn't matter (so much)”



Available at <https://www.linkedin.com/pulse/why-cultural-dimension-scores-dont-apply-individuals-doesnt-michael-64wzf/?trackingId=MoxsHlIn6PjpNAvFwIWw2A%3D%3D>

- Thompson, Joanna. "Working remotely can more than halve an office employee's carbon footprint," *Scientific American*, September 2023. Available at <https://www.scientificamerican.com/article/working-remotely-can-more-than-halve-an-office-employees-carbon-footprint/>

#### 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](http://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](https://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](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](https://www.nafsa.org/sites/default/files/ektron/files/underscore/ie_janfeb17_job_market.pdf)

## Appendix A: IES Abroad Rubric for Course Engagement

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