



IN395 LEADING ACROSS CULTURES: INTERNSHIP SEMINAR
IES Abroad Virtual Internship Program

DESCRIPTION:

This online course is the academic compendium for an internship placement with an international company or organization that is coordinated and supervised by IES Abroad. The course offers an introduction to the cultural and technological context of this internship experience by introducing students to theoretical tools for examining and effectively managing a cross-cultural remote work environment. Readings, lectures, exercises, and class discussions aim to sharpen students' critical capacities for cultural analysis and to enable them to build cross-cultural competencies related to communication, developing professional relationships, leadership, and conflict management.

CREDITS: 3 credits

CONTACT HOURS: 25 hours of online synchronous and asynchronous coursework. Students will also devote a minimum of 80 clock hours to their internship placements, depending on the needs of the host company.

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

METHOD OF PRESENTATION:

Synchronous and asynchronous sessions will include class discussions, lectures, and conversations with professionals as well as student presentations and exercises that facilitate engagement with course concepts and promote self-reflection and skill-building.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Active participation in synchronous and asynchronous class sessions - 15%
- Internship journal - 15%
- Cultural analysis activity - 10%
- Resume update & Final analytical paper about the internship experience - 20%
- Sponsor evaluation - 40%

Active Participation

Synchronous sessions: connecting in a timely manner, actively contributing to class discussions with your video camera on and delivering high-quality student presentations.

Asynchronous sessions: completing readings and associated activities on time and in a thorough, thoughtful way.

Internship Journal

Weekly journal entries are an important tool for tracking your learning and progress at your internship. Each journal entry should be 2 double-spaced pages in Times New Roman font and should respond to the given prompt.

Cultural analysis activity

Building a toolkit for analyzing and working across cultures is a key component of the course. To increase your cross-cultural exposure and engagement, you are required to participate in *at least two* DiscoverIES virtual cultural activities hosted by cultures *other than* the one in which you are interning. Each event should be accompanied by a 250-word analysis that summarizes and contextualizes the experience in relation to a cultural concept discussed in class.

Resume update & Final analytical paper

After completing a resume writing exercise in class, you will be asked to submit an updated resume that includes your internship experience, accompanied by a 1,250-1,500-word, double-spaced paper that analyzes your internship placement as well as your personal and professional development at the internship in relation to the concepts and indicators discussed in class.



Sponsor Evaluation

Evaluation by work supervisor using the IES Abroad metric

LEARNING OUTCOMES:

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

- Develop conceptual tools for analyzing workplace cultures
- Identify the implications of national, organizational, and technological cultural dimensions on professional projects and teams
- Evaluate their own biases, expectations, strengths, and weakness in relation to communication styles, professional relationships, and career goals
- Contextualize critical events in relation to cultural differences and remote working modalities
- Synthesize the internship experience into their personal and professional goals in a holistic way

ATTENDANCE POLICY:

Regular attendance at the internship seminar is mandatory. Regular attendance in the internship seminar is mandatory. For every absence, 3 percentage points will be deducted from the final grade. More than 4 absences will result in an administrative review that may lead to a failing grade, inability to continue with the internship placement, and/or dismissal from the program. Attendance at the last seminar meeting is critical to helping you translate your internship experience into your job search preparation. Students who miss the final seminar meeting will receive a failing grade for the course.

CONTENT:

Session	Content	Assignments
1	<p>Introduction to Class</p> <ul style="list-style-type: none"> • Synchronous • Introductions, course expectations. • Instructor Presentation. What is culture? What is the difference between individual, national, and organization cultures? What are soft skills? Tips from past interns. 	<ul style="list-style-type: none"> • IESE Business School, “Why You Need Cultural Intelligence (And How to Develop It),” <i>Forbes</i>, March 24, 2015 • The Adecco Group, “The Soft Skills Imperative,” White Paper (2017). • Stephanie Voizza, “These are the 10 Traits Employers Are Looking For,” <i>Fast Company</i>, February 22, 2021.
2	<p>Introduction to Cultural Analysis Toolkit</p> <ul style="list-style-type: none"> • Asynchronous • Recorded lecture and related student activities 	<ul style="list-style-type: none"> • Read “Cultural Analysis Toolkit” • Complete “CAT Self-Assessment and Quiz” on Moodle • Read “Hofstede on Organizational Culture” and “Introduction to the DMIS” • Complete “Hofstede and DMIS” exercise on Moodle • Read T. Jackson, “From Cultural Values to Cross-Cultural Interfaces: Hofstede Goes to Africa,” <i>Journal of Organizational Change Management</i>, 24.4, 532-558 • Journal 1 due.

Session	Content	Assignments
3	<p>Introduction to Local Environments and Student Workplaces</p> <ul style="list-style-type: none"> • Synchronous • Student presentations 	<ul style="list-style-type: none"> • Find and read 3-5 recent news articles about the city and/or country where you are interning (see Moodle for some news sources) • Read 2 of the recommended readings for the location where you are interning (see Moodle for these site-specific sources) • Complete the “City and Internship Profile” on Moodle • Prepare 5-7 min. presentation based on the profile activity to present in class • Journal 2 due.
4	<p>Intercultural Communication in Remote Work</p> <ul style="list-style-type: none"> • Asynchronous • PowerPoint lecture and related student activities 	<ul style="list-style-type: none"> • Read Erin Meyer, “Listening to the Air,” <i>The Culture Map</i>, pp. 29-49 • Read Chris Carosa, “How You Can Still Communicate Effectively with Staff and Coworkers While Working from Home,” <i>Forbes</i>, March 2020. • Complete “Communication Self-Assessment” on Moodle • Journal 3 due.
5	<p>Building Relationships Across Cultures and Platforms</p> <ul style="list-style-type: none"> • Synchronous • Class discussion of students’ relationships with colleagues and supervisors 	<ul style="list-style-type: none"> • Read Erin Meyer, “The Head or the Heart: Two Types of Trust and How They Grow,” <i>The Culture Map</i>, pp. 163-177 • Complete “Peach vs. Coconut” activity on Moodle • Take Implicit Bias Test at https://implicit.harvard.edu/implicit/ • Journal 4 due.
6	<p>Managing Relationships Across Cultures and Platforms</p> <ul style="list-style-type: none"> • Asynchronous • Recorded lecture and related student activities 	<ul style="list-style-type: none"> • Read Erin Meyer, “How Much Respect Do You Want?” <i>The Culture Map</i>, pp. 115-142 • Read Erin Meyer, “Disagreeing Productively,” <i>The Culture Map</i>, pp. 195-218 • Complete “Relationship Management Case Study” activity on Moodle • Journal 5 due.
7	<p>Networking in the Covid Era</p> <ul style="list-style-type: none"> • Synchronous • Networking event with professionals 	<ul style="list-style-type: none"> • Read bios of guests and company profile and post questions for the guests to the Moodle Forum. • Journal 6 due.

Session	Content	Assignments
8	<p>International Careers in the Covid Era</p> <ul style="list-style-type: none"> • Synchronous • Conversation with a Guest Professional on the future of international careers after Covid 	<ul style="list-style-type: none"> • Read bio of guest and post questions for the guests to the Moodle Forum. • Read Garcia Williamson, “The New World Order: Jobs for a Post-Pandemic Future,” <i>London School of Economics Blog</i>, May 2020. • Complete “Motivation and Goals” exercise on Moodle • Journal 7 due.
9	<p>Self-Assessments</p> <ul style="list-style-type: none"> • Synchronous • Discussion of resume workshop activity and how to incorporate the internship with plans and goals 	<ul style="list-style-type: none"> • Read Suzanne Bearne, “Students: how to make the most of internships or work experience,” <i>The Guardian</i>, 31 July 2017 • Read Peter Drucker, “Managing Oneself,” <i>Best of Harvard Business Review</i> (1999) • Read Tami Forman, “What Motivates You?” <i>Forbes</i>, Jan 18, 2018 • Complete “Resume Workshop” exercise on Moodle • Complete “Soft skills Self-Assessment” on Moodle • Complete “Intercultural Competence Self-Assessment” on Moodle
	<p>CULTURAL ANALYSIS ACTIVITY DUE</p> <p>UPDATED RESUME AND FINAL ANALYTICAL PAPER DUE</p>	

REQUIRED READINGS:

- Bearne, Suzanne. “Students: How to Make the Most of Internships or Work Experience,” *The Guardian*, July 31, 2017. <https://www.theguardian.com/careers/2017/jul/31/work-experience-advice-research-professional-profile>
- Carosa, Chris, “How You Can Still Communicate Effectively with Staff and Coworkers While Working from Home.” *Forbes*, March 2020
- Drucker, Peter. “Managing Oneself,” *Best of Harvard Business Review* (1999)
- Forman, Tami. “What Motivates You?” *Forbes*, Jan 18, 2018, <https://www.forbes.com/sites/tamiforman/2018/01/18/what-motivates-you/?sh=5cc8d3635a46>
- Hofstede on Organizational Culture, prepared by instructor based on Hofstede, Geert (1980). *Culture’s Consequences. International Differences in Work Related Values*. Beverly Hills, London: Sage. 5 pages.
- IESE Business School, “Why You Need Cultural Intelligence (And How To Develop It),” *Forbes*, March 24, 2015, <https://www.forbes.com/sites/iese/2015/03/24/why-you-need-cultural-intelligence-and-how-to-develop-it/?sh=3cc5c0ed17d6>
- Introduction to the Developmental Model of Intercultural Sensitivity, prepared by instructor based on Milton J. Bennett, “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).
- Jackson, T., “From Cultural Values To Cross-Cultural Interfaces: Hofstede Goes To Africa,” *Journal of Organizational Change Management*, 24.4 (2011): 532-558.

- Mendez, Deirdre (2013). *Cultural Analysis Toolkit: Navigating International Business Culture*. The University of Texas at Austin CIBER: 3-44.
- Meyer, Erin. *The Culture Map*, New York: PublicAffairs, 2014.
- The Adecco Group, “The Soft Skills Imperative,” White Paper (2017).
- Voizza, Stephanie. “These are the 10 Traits Employers Are Looking For,” *Fast Company*, February 22, 2021.
- Williamson, Garcia. “The New World Order: Jobs for A Post-Pandemic Future,” *London School of Economics Blog*, May 2020

RECOMMENDED READINGS:

- Students will be provided and asked to select two readings from a list of recommended sources pertaining to their internship placement locations