CIEE Global Institute – Berlin

Course name: Internship Seminar
Course number: (GI) INSH 3801 BRGE
Programs offering course: Berlin Open Campus
Open Campus Track: All Academic Tracks
Language of instruction: English
U.S. semester credits: 3
Contact hours: 135 hours (Seminar + Placement + Preparation)
Term: Spring 2020

Course Description

IN ORDER TO BE CONSIDERED FOR AN INTERNSHIP, YOU MUST SUBMIT (AS SOON AS POSSIBLE) ADDITIONAL PAPERWORK, AS OUTLINED IN YOUR COURSE SELECTION READING DOCUMENT. The CIEE Academic Internship provides immersion in the local work environment and helps build both practical skills and intercultural competence. Students will learn how to apply academic knowledge in a business setting, interact with co-workers, and compare teamwork and interpersonal interactions in different cultures. Students will work in local companies and organizations for a total of 100-120 contact hours. On-site experience is reinforced by a solid academic component with weekly seminar meetings and individual academic advising meetings, for a total of 15 contact hours.

Learning Objectives

At the end of the seminar the student will be able to:

- Identify and analyze cultural dimensions in organizational behavior.
- Analyze and develop intercultural skills.
- Compare teamwork and interpersonal interactions in different cultures.
- Integrate critical thinking in cross cultural contexts.
- Demonstrate understanding and awareness of ethical issues in cross-cultural settings.
- Demonstrate expertise and creative thinking on a specific topic related to their internship.
- Relate the internship experience to lifelong learning and career development.
**Course Prerequisites**

None.

**Methods of Instruction**

The course will be run as a seminar in which we will address intercultural adaptation issues through the readings and apply them to experiential situations. In each session students will examine an intercultural topic incorporating critical incidents from the workplace. Course discussions will be based upon both the insights and experiences of the students as well as the assigned and suggested readings.

**Assessment and Final Grade**

The following table summarizes the various course assignments and their respective contribution to the final grade.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Internship Participation</td>
<td>25%</td>
</tr>
<tr>
<td>Writing Assignment*</td>
<td>10%</td>
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<tr>
<td>Elevator Speech*</td>
<td>10%</td>
</tr>
<tr>
<td>Internship Work Plan*</td>
<td>15%</td>
</tr>
<tr>
<td>(a) Pre (7%)</td>
<td></td>
</tr>
<tr>
<td>(b) Follow Up (8%)</td>
<td></td>
</tr>
<tr>
<td>Capstone Presentation*</td>
<td>20%</td>
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<tr>
<td>TOTAL</td>
<td>100%</td>
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*Assignment requires students to demonstrate “real world” knowledge and skills. See specific knowledge and skills as described in the relevant course objectives for each course requirement.

**Course Requirements**

**Class Participation**
Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

**Internship Participation**

Your internship is a professional commitment and you are expected to complete the hours agreed upon between you, your internship site supervisor, and the on-site CIEE staff. The commitment for this program is 100-120 hours total. The job responsibilities of the intern and the weekly work schedule will be negotiated between the student and the professional mentor. The mentor will evaluate the participation, professionalism, punctuality and completion of the academic learning objectives of the student.

Hours completed in the internship will be documented by the internship site supervisor as part of the CIEE evaluation of student performance. This will be taken into account by the instructor in assessing internship attendance and participation.

**Writing Assignment**

Students will be given one writing assignment (of 750 words) that requires analysis and integration of cross-cultural experiences, as well as discussion of the activities performed during the work placement. The student will incorporate the assigned readings and offer his/her own observations and insights.

**Elevator Speech**

In a speech of 1-2 minutes, the student will present their internship and study abroad accomplishments and how those accomplishments relate to the student’s future goals and career path. After the speech, the rest of the class will ask questions and critique the speech.

**Internship Work Plan Pre, Post**

*Internship Work Plan Pre (7%)*
Students will create an internship work plan in collaboration with their site supervisor. It is the responsibility of the student to initiate this meeting with the supervisor.

Within the plan these criteria must be addressed.

- Outline of the mission of the organization and how the student’s work will connect to this mission.
- Specific goals set by the internship site partner that the student agrees to and to be completed by the end of the internship.
- Proposed strategies by student of how he/she/they will achieve these goals (e.g. research resources, skills that will serve as gifts to the organization etc.)
- Expectations of how students are to conduct themselves at the field site.
- Communication plan for how the site partner and student will keep in touch regarding the work.

**Internship Work Plan Post (8%)**

At the conclusion of the internship, provide an update on the goals outlined in the initial internship work plan. Identify successes. Identify challenges that might have impacted progress toward a goal/s and identify what you would do differently in this case, or a similar situation in the future.

**Capstone Project**

A capstone project is designed to “pull it all together.” In preparing to tell the story, students will draw upon their internship experience, cultural experiences outside the classroom, reflective writing assignments, class discussions, peer group experiences, and academic course content. The project will be on a topic that is related to the internship placement. The final project can examine any aspect of the internship provider’s company or the economic sector to which it belongs. The student’s university may influence the project topic. Students must inform the professor of the topic and format for their project by the end of week 4.

**Attendance**
Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Unexcused absences will lead to the following penalties:

<table>
<thead>
<tr>
<th>Percentage of Total Course Hours Missed (seminar + internship)</th>
<th>Minimum Penalty</th>
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<tbody>
<tr>
<td>Up to 10%</td>
<td>Participation graded as per class requirements</td>
</tr>
<tr>
<td>10 – 20%</td>
<td>Participation graded as per class requirements; written warning</td>
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More than 20% | Automatic course failure, and possible expulsion

Students must notify their instructor via Canvas if they will be late to or miss any lecture, peer coaching group, local event or internship activity. Students are responsible for any materials covered in their absence.

**Weekly Schedule**

**Week 1**

Class 1:1  **Understanding Self**
Students learn more about themselves and identify their preferences for interacting with the world through engaging with a personality instrument. This self-knowledge will be referenced throughout the course as they debrief their work experiences and their intercultural navigation experiences.

Reading:
*The Practice of Adaptive Leadership* (PAL) reading, Chapter 2: The Theory Behind the Practice (pp. 13 - 40, themes such as technical vs. adaptive leadership, leadership vs. authority, overview of the OII model)

**Week 2**  **Navigating Culture**

Class 2:1  In order to make the most of the internship, students are exposed to and explore the concept of culture, particularly as it relates to the city and country they are in; later weeks will have them explore cultures of work and industry. Students practice observation skills that they will continue to hone in the remaining weeks. The topic "Giving Effective Feedback" is introduced (which is another space for students to practice their observation skills).

Reading:
PAL reading Chapter 13, See Yourself as a System, and Chapter 14, Identify Your Loyalties (pp. 181 - 194)

Recommended:
Mind Tools Editorial Team (n.d.). Cultural Intelligence: Working Successfully with Diverse Groups (recommended)

Due:
Organizational culture worksheet
Meet with supervisor to create and submit the internship work plan.

Week 3
Class 3:1 Navigating Ambiguity and Polarities

Students learn how to use polarity mapping as a tool to explore and understand various polarities - "two seemingly opposing values that can complement each other when applied in a balanced way." Students will use this methodology to examine national culture polarities (using Hofstede), work-world polarities, and tensions in their own lives.

Reading:
PAL reading Chapter 5, Diagnose the Adaptive Challenge, and Chapter 6, Diagnose the Political Landscape (pp. 69 - 100)

Recommended:
Due:
Education Interview Notes

Week 4
Class 4:1 The Global Work World
Students will explore the concept of culture as it relates to their worksites. They will also go through the debrief of the Intercultural Effectiveness Scale in the context of preparing for the global work-world. Students will create a personal development plan using the Intercultural Effectiveness Scale. Students will also complete the course’s major writing assignment in this week’s class session.

Reading:
PAL reading: pp. 209-220 (understand roles and scope of authority); pp. 149 - 164 (orchestrate conflict)

Recommended:

Due:
Final project topic and format

Week 5
Class 5:1 Resilience

This week provides a deep dive into the Intercultural Effectiveness Scale dimension of Hardiness and has students explore different approaches to building personal resilience. Students will also use a resilience lens to explore the city/community and their organization.

Reading:
PAL reading Chapter 15, Know Your Tuning (pp. 195 - 204);
PAL reading Chapter 8, Make Interpretations, Chapter 9, Design Effective Interventions, Chapter 10, Act Politically (pp. 113 -148);
Carol Dweck https://hbr.org/2016/01/what-having-a-growth-mindset-actually-mean
Due:
Elevator Speech

Week 6
Class 6:1 Connection

This will build on the Interpersonal Engagement dimension of the Intercultural Effectiveness Scale; includes informational interviewing, perspectives on community building and social capital, professional image, etc.

Reading:
PAL reading Chapter 20, Engage Courageously (pp. 247 - 262);
PAL reading Chapter 23, Thrive (pp. 289 - 297)

Recommended:
Matherly, C. (n.d.), Effective marketing of international experiences to employers.

Due:
Internship work plan follow up
Capstone Presentation

Course Materials


Matherly, C. (n.d.), Effective marketing of international experiences to employers.


Mind Tools Editorial Team (n.d.). Cultural Intelligence: Working Successfully with Diverse Groups
*Harvard Business Review*


See Canvas for links to additional course readings and videos.