



CIEE Paris, France

Course title:	Internship Seminar (in English)
Course code:	(GI) INSH 3801 PAFR (ENG)
Programs offering course:	Arizona State University Global Flex - Course + Internship, Arizona State University Global Flex - 3 Credit Internship, Paris Open Campus Block
Language of instruction:	English
U.S. semester credits:	3.00
Contact hours:	45.00
Term:	Spring Block II 2023

Course Description

This course seeks to immerse students in a professional work environment. Students will have the opportunity to observe and interact with co-workers, and will learn how to recognize and respond to cultural differences. They will compare concepts of teamwork and interpersonal interactions in different cultures as experienced on the job. Seminar work will help students apply academic knowledge in a business setting and identify opportunities to create value within the company. Students will research a specific topic related to their work placement and present their findings in a final research report.

Learning Objectives

By completing this course, students will:

- 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

1. Internship Participation	15%
2. Reflection Journal	20%
3. Informational Interview	10%
4. Internship Work Plan Pre, Post	15%
5. Capstone Project - Telling Your Story Presentation	20%
6. Class Participation	20%
TOTAL	100%

Course Requirements

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.

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.

Emphasis on course objectives:

1. Identify and analyze the leadership principles and intercultural values that make an impact on the work environment.
2. Assess the significance of culture on an organization through the framework of adaptive leadership.
3. Identify the interaction between culture and leadership in the work environment.
4. Explore how to become more sensitive to cultural differences, interactions, and experiences.
5. Enhance skills in identifying problems, strategic questioning, reflection and meaning making.

Reflection Journal

The instructor will provide weekly prompts to assist students in reflecting upon the internship, the cultural experience in the host country, and the connection to academic course content.

Emphasis on course objectives:

1. Identify and analyze the leadership principles and intercultural values that make an impact on the work environment.
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3. Identify the interaction between culture and leadership in the work environment.
4. Explore how to become more sensitive to cultural differences, interactions, and experiences.
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Informational Interview

Students will conduct one informational interview with an individual that is ideally in the host country, or at minimum outside of their primary cultural context. The goal of this assignment is to develop networking skills by conducting an informational interview.

Emphasis on course objectives:

1. Enhance skills in identifying problems, strategic questioning, reflection and meaning making.

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.

Emphasis on course objectives:

1. Explore how to become more sensitive to cultural differences, interactions, and experiences.
2. Enhance skills in identifying problems, strategic questioning, reflection and meaning making.

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.

Emphasis on course objectives:

- Explore how to become more sensitive to cultural differences, interactions, and experiences.
- Enhance skills in identifying problems, strategic questioning, reflection and meaning making.

Capstone Project - Telling Your Story Presentation

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 journals, class discussions, peer group experiences, and academic course content.

Emphasis on course objectives:

1. Identify and analyze the leadership principles and intercultural values that make an impact on
2. the work environment.
3. Assess the significance of culture on an organization through the framework of adaptive
4. leadership.
5. Identify the interaction between culture and leadership in the work environment.
6. Explore how to become more sensitive to cultural differences, interactions, and experiences.
7. Enhance skills in identifying problems, strategic questioning, reflection and meaning making.

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.

(a) Lecture Participation (10%)

Students are expected to provide meaningful contributions to weekly discussion forums. Participation includes signing in AND providing a meaningful contribution. Simply signing on, but not contributing will result in a reduction of the participation grade. Lecture participation is graded weekly.

(b) Peer Coaching Group Participation (5%)

Students are required to participate in and provide meaningful contributions to their weekly small group peer coaching group. Participation includes signing in AND providing a meaningful contribution. Simply signing on, but not contributing will result in a reduction of the participation grade. Peer coaching group participation is graded weekly.

(c) Local Events Participation (5%)

Students are expected to participate in local site visits, workshops and guest speakers as organized by the local on-site staff. Local event participation is graded weekly. On-site staff will record participation on behalf of the instructor. Non-participation can be excused if there is a legitimate conflict with your internship and the local site staff are notified in advance.

Attendance

To encourage engaged learning, regular class attendance is required throughout the program. This includes any required co-curricular class excursion or event, as well as internship, service-learning, or other required field placement.

An excused absence in a CIEE course will only be considered if approved by a CIEE Center Director/Academic Director (not the Instructor), and:

- it is a self-certified absence for illness (only once per course, requires formal request before or within 24 hours, cannot miss assessment worth more than 5% of final course grade)
- a doctor's note from a local medical professional is provided
- evidence of a family emergency is provided
- it is a pre-approved observance of religious holiday

Unexcused absences include personal travel and/or travel delays, as well as missing more than 25% of a single class period (including tardiness and early departure). Assessments missed due to unexcused absences will be marked as zero. Students with over 10% unexcused absences will be contacted by CIEE staff. Students with over

20% unexcused absences will be contacted by CIEE staff, receive a formal warning letter (shared with their home institution) and lose 10% of the final course point total (e.g., a final A grade of 93% will be lowered to a B grade of 83%).

For more detail, please consult your CIEE Academic Manual.

Academic Integrity

Academic integrity is essential to a positive and inclusive teaching and learning environment. All students are expected to complete coursework responsibilities with fairness, respect, and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in grade penalties or disciplinary action. See the CIEE Student Academic Manual for further information on academic integrity.

N.B. Course schedule and co-curriculars are subject to change. The final duration and distribution of content and assignments will be determined and presented to students at the onset of the course.

Weekly Schedule

Week 1

Class: 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.

Readings:

- 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)
- Instructor video overview of the Observe/Interpret/Intervene model - Discussion Group topic
- Introduce Direction, Alignment, Commitment (DAC) - article or video - Discussion Group topic

Assignments:

- Reflection Journal entry
- Meet with supervisor to create and submit the internship work plan.

Week 2

Class: Navigating Culture

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 following 6 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)

Assignment:

- Reflection Journal entry
- Instructor video introducing the Capstone Project - Telling Your Story assignment (due Week 8). Reply to the discussion prompt this week (Week 2).

Week 3

Class: 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.

Due Tuesday this week:

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

Assignments:

- Informational interview: Begin networking to find an individual to interview. Summary will be due at the end of week.
- Reflection Journal entry

Week 4

Class: 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.'

Readings:

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

Assignment:

- View Capstone Project Tip 3 in Canvas
- Reflection Journal entry - Roles and Authority

Week 5

Class: 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>

Assignments:

- Reflection journal entry
- Write thank you notes to deliver next week

Week 6

Class: 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)

Assignments:

- Course evaluations
- Grading of Internship participation
- Internship work plan follow up due next week
- Capstone Presentation

Course Materials

Readings

Heifetz, R., Grashow, A., & Linsky, M. The practice of adaptive leadership. Boston, MA: Harvard Business Press, 2009.

See Canvas for links to additional course readings and videos.