



## CIEE Prague, Czech Republic

<b>Course title:</b>	Internship: Work Experience and Seminar
<b>Course code:</b>	INSH 3003 PRAG
<b>Programs offering course:</b>	Business, Arts and Sciences, Central European Studies, Communication, New Media, and Journalism
<b>Language of instruction:</b>	English
<b>U.S. semester credits:</b>	3.00
<b>Contact hours:</b>	45.00
<b>Term:</b>	Fall 2023

### Course Description

CIEE offers an internship opportunity, which reflects the current global trends in employability of graduate students and responds to the needs of multicultural societies: the need to provide young people with study abroad experience complemented with an intercultural professional practice so that they can become global citizens and leaders in their communities. The Internship course provides students with a significant on-site work experience, in terms of time spent and the tasks completed under the guidance of their mentors.

The aim of the seminar, which is necessary to receive academic credit for the internship, is to develop students' personal, interpersonal and intercultural competences in order to maximize the gains from their internship placements. Furthermore, it broadens students' perspectives of their international professional experience through a series of guided discussions, a reflective journal, and presentations. The seminar helps students to evaluate and enhance their development in the workplace during their on-site work experience. Students explore and understand major relevant topics, such as an organization theory, and develop their intercultural skills through interactive workshops and reflection of their work experience in the host culture.

### Learning Objectives

By completing this course, students will:

- analyze the concept of global competence and intercultural theories and identify their practical meaning and application;
- describe the culture to which they are exposed and assess how the culture influences organizational behavior;
- develop a better understanding of the factors that influence successful cross-cultural communication and working with people from other backgrounds and cultures
- relate the internship experience to lifelong learning and career development;
- demonstrate expertise and creative thinking on a specific topic related to the internship.

### Course Prerequisites

None

### Methods of Instruction

The course instructor is also a facilitator who uses his/her knowledge of how people learn to create an active environment that embraces students' unique learning styles and prior knowledge. The course instructor engages the students in taking charge of their learning and professional development. The methods used in this class include small group discussions, peer-to-peer reviews, questioning techniques, coaching and guest lectures.

### Note regarding Weekly Schedule

**Note: \*This syllabus serves as a guide for the course and is subject to change, with student notification, to meet the needs of the course.**

\*Additional readings and related websites may be assigned during the semester.

*N.B. Course schedule is subject to change due to study tours, excursions, or local holidays. Final schedules will be included in the final syllabus provided to students on site.*

## Assessment and Final Grade

1.	On-the-job Performance	20%
2.	Assignment - Internship Report	15%
3.	Oral Presentation	15%
4.	Quiz	10%
5.	Blog Post	10%
6.	Reflective Journal	10%
7.	Class Participation	20%
	TOTAL	100%

## Course Requirements

### **On-the-job Performance**

Each student spends 100 to 120 hours at the internship and is responsible for documenting the attendance at the placement site. Attendance sheets are required and it is the responsibility of the student to submit a time sheet to the CIEE placement team at the end of the semester. Each internship mentor/tutor will evaluate professionalism, punctuality, personal attitude, professional skills and completion of professional objectives, through a standard written mid-term and a final evaluation form. This feedback will reflect specific goals of each individual placement and will be incorporated into the student coursework assessment.

Following the CIEE general attendance policy, excessive absenteeism at the internship will result in a **reduction of the final grade**. Missing more than 10% of the minimum required hours (100) will lower the final grade by 10%. Missing more than 20% of the minimum required hours will lead to a course failure, and potential program dismissal.

### **Assignment - Internship Report**

The Final Report is submitted via Canvas and as a hard copy by the student in MS Word format and consists of Cover page and the actual report. The Final Report should be written in business academic style (please refrain from using slang, idioms, etc.). If you have questions while you are writing the report, please email me.

Content of the Report's Cover page: Your name, the course code, the name of the company where you interned and the number of words should all be included on the front page (together with the title "Internship Final Report". The actual report itself should be: 1500- 2000 words (12 double-spaced typewritten pages, Times New Roman, 12pt., set in MS Word format).

Your text should be subdivided into **all** of the following sections, each of which should address (in a free-flowing text form) the topics or questions indicated. You may distribute the total length among individual sections as you feel appropriate, but the first section ("company and job description") should be between 280 and 300 words long, not longer.

- **1.5% 1) COMPANY AND JOB DESCRIPTION:** Work performed, i.e., a detailed description of the job (s) and the company. (DO NOT simply copy/paste the company job description, write your own.)
- **2% 2) SOCIO-CULTURAL CONTEXT AND ITS IMPACT:** What do you remember about your first day "on the job"? What was your first impression of your supervisor and how did the relationship develop subsequently? How did it affect your performance? Relationship with other workers. Were you treated differently from them? If so, did it help you or hinder you? How would you describe the culture of the organization? What impact did it have on your performance?
- **3% 3) JOB PERFORMANCE:** Your own satisfaction with the outcomes of your work and with your performance. The perceived satisfaction with your work by your colleagues and supervisors. With the benefit of a hindsight, what would you have done differently and why? Did your responsibilities change over the course of the internship? Do you think you have affected the way in which the company does things, after you left?
- **1.5% 4) UTILIZATION OF RESOURCES:** Describe the resources available for your work and how you used them. (Did you make use of all? How did you deal with necessary workarounds when something was missing or incomplete?) Were you ever afraid (or felt intimidated) to ask? Overall, what do you consider to have been the greatest challenge, after you settled in? What was your "moment of glory" when you felt really needed?
- **3% 5) LEARNING AND SKILL TRANSFER:** What skills did you learn (as per discussion in the classroom)? Was there a requirement of additional study to comply with the assigned tasks and ways of dealing with it? Did you receive satisfactory instructions from your supervisor and/or co-workers on your work?
- **4% 6) CONCLUDING COMMENTS AND RECOMMENDATIONS:** If you could make any changes to the internship placement, what would they be? Why? You may include any additional comments that may be necessary.

The Report will be graded according to the assessment breakdown below.

Assignments will be evaluated for clarity of writing, critical analysis of the issues, proper use of references, quality and diversity of sources, and extent to which the assignments meets the specified requirements.

## **Oral Presentation**

### **Quiz**

### **Blog Post**

#### **Instructions for the blog post**

Students submit a blog post. Writing this text, students learn to produce quality content for the CIEE blog and share their stories publicly.

You can select any one of the following topics:

- Describe a day at your internship that taught you the most about who you are, what you believe in, and the strengths and skills you possess. Share the story with details and the process and events that helped make these things clear to you.
- Describe a time at your internship when you were perfectly content. What did you experience at this time or at this place? Why was it meaningful to you?
- Interview a co-worker or your mentor crafting a narrative of this person's college and career path (specific requirements for this option will be listed on Canvas course site)
- Sell the company to future students applying for internship in Prague.

A picture and a headline should be included. Please understand that the materials should not be inappropriate (NO pictures of alcoholic beverages). Write in the first person, the text should be clear (preferably short sentences). Material will be reviewed and approved before posting on the CIEE blog. The material will be posted under your name/nickname.

In your blog post:

- Include a headline that is both catchy and relevant to the subject matter.
- Attach (don't include it in the text) two images relevant to the subject matter and is clear and easy to make out. The pictures have to be taken by you, do not download them from the internet. They should be eye-catching, drawing the readers' attention to the blog post itself. Good examples include an internship event, interaction with the colleagues, etc.
- Write in the first person, use short sentences and make it personal yet professional (remember the best posts will be published on CIEE blog).
- Submit at least 600 words (Format: Arial, Calibri, or Times New Roman type face only. Double-spaced, 12-point font)

## **Reflective Journal**

### **Class Participation**

Your course instructor will keep track of how often you participate by actively responding to questions, asking relevant questions yourself, and engaging in class discussions to help earn your participation grade. Each student is responsible for submitting their assignments on time and checking updates on Canvas regularly. If you are not sure, please ask your course instructor what you can do to increase your participation grade.

You will be expected to actively participate in various class exercises and respond to questions raised in class. Your In-class participation grade will be evaluated as follows:

**Outstanding:** Contributions provided important insights for the class. Arguments were well-supported (with evidence) and persuasively presented.

**Good:** Contributions were on-target, fairly well-supported and persuasive.

**Non-participant:** Contributed very little to the class. The student was mostly silent and did not participate adequately in class.

**Repetitive/Unsatisfactory:** Unsatisfactory contribution occurs due to inadequate preparation and may be penalized where class answers were repetitive or obvious and did not add value.

Furthermore, reading non-course related material or being online, e.g., Facebook, during class may lead to reduction of grades. Mobile phones should be on silent; no calling or texting during class (wait until the break).

Laptops and Tablets may NOT be used during class time unless approved by the Course Instructor.

## **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: 0.0 Internships in the Czech Republic

Information about the placement process and companies, Preparing for the interviews in host country (dress code, punctuality, typical questions, interview environment, etc.).

Class: 1.0 Introduction to the Internship Course:

### **Practical, Personal, Professional, and Intercultural Aspects.**

**Description:** Review of syllabus, discuss assumptions about internship experiences, managing expectations

Students introduce themselves and speak about their academic experiences and career goals

Developing learning objectives (S.M.A.R.T. approach)

**In class writing exercise:** SMART Goals for your internship/ PDP plan

All students will create a personal development plan (PDP) for:

- Short term time frame- next three months
- Mid -term time frame- by the time you start your first fulltime job
- Long term time frame- at the age of ...

This plan will be dated and signed by your Instructor and will then be kept by the student until asked for during the semester.

## **Assignment:**

- **Internship Seminar Learning Contract: due on paper during Session 2**

### **Week 2**

Class: 2.0 Sustaining your enthusiasm and getting out of your comfort zone

#### **How culture affects business: working in the Czech Republic.**

U.S. Values/Czech Value

Brief history of the country: how events shaped the character of the nation and the people, Different communication and leadership styles, Organizational behaviour and culture, Hofstede's cultural dimensions.

Dealing with workplace issues- similarities and differences,

Recognising transferable skills from abroad.

Demonstrate proficiency in professional development skills

**Description:** Work culture, behaviors and values at workplace.

Different approaches at workplace, Providing feedback

Framing the experience: Making the most of your internship

**Description:** Developmental stages of an internship

#### **Readings:**

- Sweitzer and Frederick, 2009
- Adams, 2014
- Meyer, 2014
- Trompenaars, 2012

**In class discussion:** Read the paragraphs that you feel are the most useful to you. Prepare for discussion in class a comment on why you chose this particular section(s) and what you learned from it.

#### **Assignments:**

- **Bring the complete "Internship Seminar Learning Contract" to class**

### **Week 3**

Class: 3.0 In class exercise- identifying your transferable skills

#### **Assignment 3 – Submit Blog Entry**

##### **Description:**

- **In class discussion**
- Instructions: Pick one article in the media, or blog post, or other web page relevant for this theme; Browse through the OECD's (Organisation for Economic Co-operation and Development) website and check their "Better Life Index"; find out how Czech and the US compare for "Income", "Jobs" and "Work-life balance".

### **Week 4**

Class: 4.0 Demonstrate proficiency in professional development skills I

**Reading:** Cover letter and Resume

#### **Assignments**

- Quiz
- Midterm internship evaluation
- Internship Hours Submission- Students should complete at least 40 hours by mid-semester.

In class exercise- **Cover letter, Resume writing**

## Week 5

Class: 5.0 Demonstrate proficiency in professional development skills II

Résumé building. What makes one valuable, differentiate yourself Understanding your competitive advantage

### Reading:

- Drucker, 2015

## Week 6

Class: 6.0 In class exercise – Group Resume

### From student to young professional - starting your global career

Marketing your Internship Abroad Experience

**Description:** Easing the Transition from College to a Career, Steps to Land a Job Offer by Graduation

### Reading:

- Gordon, 2006
- Pietro, 2013
- Excerpts from Ted talk: Why You Can't Find Your Calling

## Week 7

Class: 7.0 Final Oral presentations, Q/A sessions

Final reflections and wrap up

- Final internship evaluations.
- Key takeaways and strategies for success going forward

### Assignments:

- Time sheets.

### **Internship Report due.**

## Course Materials

### Readings

Boiles, R. N. (2001). What color is your parachute? A practical manual for jobhunters and career-changers. New York, NY: Random House.

Bucher, R. D. (2007). Building Cultural Intelligence (CQ): Nine Megaskills. New York, NY: Prentice Hall.

Deardorff, D. K. & Hunter, W. (2006). Educating global-ready graduates. International Educator, 15 (3), (72-83).

Drucker, P. F. (2005). Managing oneself. Harvard Business Review, 83 (1), 100-109

Gabarro, J. & Kotter, L. (2005). Managing your boss. Harvard Business Review, 83 (1), 92-99.

Hall, Edward T. and Mildred Reed Hall. Understanding Cultural Differences, Yarmouth, ME: Intercultural Press, 1990.

Jokinen, T. (2004). Global leadership competencies: Journal of European Industrial Training, Vol. 29 No. 3, 2005 pp 199-216.

Jones, R. G. (2014). Communication in the Real World: An Introduction to Communication

Studies, v. 1.0.2. Retrieved from [www.FlatWorldKnowledge.com](http://www.FlatWorldKnowledge.com):

[http://catalog.flatworldknowledge.com/bookhub/reader/14959?e=jones\\_1.0--I ch08\\_s03](http://catalog.flatworldknowledge.com/bookhub/reader/14959?e=jones_1.0--I ch08_s03)

Labriola, Tony. Cross cultural communication in diverse setting. New York, NY: Insight Media, 1993.

Lustig, M., & Koester, J.U.L. (2009). Intercultural Competence: Interpersonal communication Across Cultures. New York, NY: Pearson Education.

Olson, B. (2012). Strengths Insight and Action--IPlanning Guide. GALLUP.

Partridge, M. (2013). 4 Steps to Career Success: The new career transition workbook. BookBoon.

Pietro, Goirgio. (2013). Do Study Abroad Programs Enhance the Employability of Graduates? Discussion Paper Series, Institute for the study of labor.

Renee Robinson, P. (2014). Communication with Technology. BookBoon.

Tannen, D. (1985). Handbook of Discourse Analysis in Society. In D. Tannen, Cross Cultural Communication (pp. 203--I215). Academic Press --I London.

Welch, Jack (2009). 29 Leadership secrets. McGraw Hill

### **Online Resources**

Adams, S. (2014, 6 18). FORBES Leadership. Retrieved from FORBES: <http://www.forbes.com/sites/susanadams/2014/06/18/how--Ito--Imake--Ithe--Imost--Iof--Iyour--Iinternship--I3/>

Anders, G. (2013, 9 4). Need a Career Tune Up? Gallup's Tom Rath Has A Quiz For You -I

Strength Finder. Retrieved from [www.Forbes.com](http://www.Forbes.com): <http://www.forbes.com/sites/georgeanders/2013/09/04/how-Igallup-Ihit-Ia-I>

[goldmine-Iwith-Istrengthsfinder/](http://www.Forbes.com)

Green, A. (2011, 9 26). How to Answer Behavioral Interview Questions. Retrieved from

[www.USNews.com](http://www.USNews.com): <http://money.usnews.com/money/blogs/outside-Ivoices-Icareers/2011/09/26/how-Ito-Ianswer-Ibehavioral-Iinterview-Iquestions>

[careers/2011/09/26/how-Ito-Ianswer-Ibehavioral-Iinterview-Iquestions](http://www.USNews.com)

Pink, D. (2008). Tom Friedman on Education in the 'Flat World'. Retrieved from

[www.aasa.org/SchoolAdministrator](http://www.aasa.org/SchoolAdministrator):

<http://www.aasa.org/SchoolAdministratorIssue.aspx?id=3778&terms=flat>

Pink, D. (2009). Why the World Is Flat. Retrieved from [www.wired.com](http://www.wired.com):

[http://archive.wired.com/wred/archive/13.05/friedman\\_pr.html](http://archive.wired.com/wred/archive/13.05/friedman_pr.html)

Quast, L. (2013, 4 29). FORBES Leadership. Retrieved from

FORBES: <http://www.forbes.com/sites/lisaquast/2013/04/29/how--Ito--Imanage--Iyour--Iboss/>

### **Media Resources**

#### **Films:**

Angela Lee Duckworth's: The Secret to Success.Ted speech 2014 <https://www.youtube.com/watch?v=j0cQQOngsq4>. Published on Sep 21, 2014

Emilie Wapnick: Why You Can't Find Your Calling. TedxBand 2017

[https://www.ted.com/talks/emilie\\_wapnick\\_why\\_some\\_of\\_us\\_don\\_t\\_have\\_one\\_true\\_calling](https://www.ted.com/talks/emilie_wapnick_why_some_of_us_don_t_have_one_true_calling)