



CIEE Global Institute – Rome

Course name:	Internship Seminar
Course number:	(GI) INSH 3801 ROIT
Programs offering course:	Rome Open Campus
Language of instruction:	English
U.S. Semester Credits:	3
Contact Hours:	136 hours (Seminar + Placement + Preparation)
Term:	Fall 2019

Course Description

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 run as a seminar where 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. Class participation 20%



- | | |
|-------------------------------------|-----|
| 2. One in-class writing assignment | 20% |
| 3. Short Research Projects | 35% |
| 4. Elevator Speech | 15% |
| 5. Work-place supervisor evaluation | 10% |

Course Requirements

The seminar is combined with an onsite **work placement** where students must work a minimum of 100 hours (circa 20 hours per week) on site with an internship sponsor. 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.

Students will be given **one in-class writing assignment**. Students will be required to write a short essay focused on their internship experience in the light of the topics discussed during the seminar.

Students will also be required to develop 2 independent short research projects on topics that are related to some aspect of the student's internship. Topics may address the economic sector to which the company belongs, specific company initiatives, or market research. The student's university may influence the topic of the written project. Research topics will be discussed with the professor and receive prior approval. Students will also be asked to organize their findings in 15-minute presentations that will be discussed in class.

The final seminar assignment is an **Elevator Speech** (45-90 seconds) in which 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.

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.

Attendance Policy

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:

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1 content classes, or up to 2 language classes	Participation graded as per class requirements.
10 – 20%	2 content classes, or 3-4 language classes	Participation graded as per class requirements; written warning
More than 20%	3 content classes, or 5 language classes	Automatic course failure , and possible expulsion

Please note this schedule is subject to change if opportunities arise to enhance the curriculum

Weekly Schedule

Week 1

Introductions and first impressions
Course overview
Approval of the first research topic
Making the most of your internship

Week 2

Working abroad: the importance of communication
Learning Contracts due

Readings:

- Susan Adams, *How to make the most of your Internship*, Forbes
- Doris Clark, *How to succeed in a cross-cultural working environment*, Forbes
- Ginga Toegel and Jean-Louis Barsoux, *3 Situations when Cross-cultural communication Breaks Down*, Harvard Business Review

Week 3

Workers mobility in the European Union
Italian Workers and Italian working conditions



First student presentations and debate
Approval of the second research topic

Readings:

- European Union Commission, *Ready to make the move? What you need to know about living and working abroad*, Publication Office of the European Union (Part 1)

Week 4

Business in Europe
Business ethics
In-class Writing Assignment

Readings:

- European Union Commission, *Ready to make the move? What you need to know about living and working abroad*, Publication Office of the European Union (Part 2)
- Geoghegan, T. (2010), *Were You Born on the Wrong Continent? How the European Model Can Help You Get a Life*. The New Press (excerpts)

Week 5

What's Next: Marketing your experience
Resumes, Cover Letters, Interviews, Networking
Second student presentations and discussion

Reading:

- Matherly, C. (n.d.) Effective marketing of international experiences to employers.
- Shin, L. (2013), *How To Use LinkedIn: 5 Smart Steps to Career Success*, *Forbes*

Week 6

Elevator Speeches
Student Evaluation of Company Due

Readings

- Adams S., *How to make the most of your Internship*, *Forbes*
- Clark D., *How to succeed in a cross-cultural working environment*, *Forbes*
- Geoghegan, T. (2010), *Were You Born on the Wrong Continent? How the European Model Can Help You Get a Life*. The New Press
- European Union Commission, *Ready to make the move? What you need to know about living and working abroad*, Publication Office of the European Union
- Matherly, C. (n.d.) Effective marketing of international experiences to employers



- Mind Tools Editorial Team (n.d.). *Cultural Intelligence: Working Successfully with Diverse Groups*
- Molinsky, A. & Hahn M. (2015), "Building Relationships in Cultures That Don't Do Small Talk." *Harvard Business Review*
- Shin, L. (2013), How To Use LinkedIn: 5 Smart Steps to Career Success, *Forbes*
- Toegel G. and Barsoux J.L., *3 Situations when Cross-cultural communication Breaks Down*, Harvard Business Review