



## **CIEE Global Institute – Berlin**

<b>Course name:</b>	Internship Seminar
<b>Course number:</b>	(GI) INSH 3801 BRGE
<b>Programs offering course:</b>	Berlin Open Campus
<b>Language of instruction:</b>	English/German
<b>U.S. semester credits:</b>	3
<b>Contact hours:</b>	136 hours (Seminar + Placement + Preparation)
<b>Term:</b>	Fall 2018

### **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 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, the weekly readings, and the homework assignments.

### **Assessment and Final Grade**

- |                                     |     |
|-------------------------------------|-----|
| 1. Class participation and homework | 30% |
| 2. One in-class writing assignment  | 10% |
| 3. Final project                    | 20% |
| 4. Elevator speech                  | 15% |
| 5. Work-place supervisor evaluation | 25% |

### **Course Requirements**

The seminar is combined with an on-site **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** 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.

Students will be required to complete a **final project** 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.

The final seminar assignment is an **elevator speech** (1-2 minutes) 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, as directed, in advance of each class session.
- This includes valued or informed engagement in, for example, small group discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.
- Feedback is provided on a weekly basis (for six-week block or four-week session classes).

### **Class 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 the Open Campus program, unexcused absences that constitute more than 10% of the total course sessions will also result in a lower final grade.



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.

An absence in a CIEE course will only be considered excused if:

- a doctor's note is provided
- a CIEE staff member verifies that the student was too ill to attend class
- satisfactory evidence is provided of a family emergency
- Attendance policies also apply to any required class excursion.
- Students are not permitted to travel away from the program site while classes are in session, unless part of a CIEE-organized excursion. Weekend travel is permitted, as long as an Independent Student Travel form is submitted.
- For students who miss up to 20% of the total course hours, the Resident Director may allow for exceptions to the local attendance policy based on documentation such as proof of bereavement, religious observances, hospitalization, etc.
- Standard doctor's visits only qualify as a justification for absence from class if the doctor provides a note confirming that the visit could not have been arranged at another time, or that the student was too ill to be able to attend class at all on the day of the visit.
- Personal travel and/or travel delays are not considered justifiable reasons for missing class.
- Persistent absenteeism (students approaching 20% or more of total course hours missed, or violations of the attendance policies in more than one class) may lead to a written warning from the Academic Director or Resident Director, notification to the student's home school, and/or dismissal from the program.

## **Weekly Schedule**

<b>Week 1</b>	Introductions and first impressions Course overview Making the most of your internship
---------------	--



**Week 2** German business culture and organizational culture

Reading:

Max Planck Gesellschaft (2014). "How Do Germans Tick?" *Intercultural Handbook Germany*.

Molinsky, A. & Hahn M. (2015), "Building Relationships in Cultures That Don't Do Small Talk." *Harvard Business Review*

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

Due:

- Learning Contracts
- Organizational Culture Worksheet

**Week 3** Apprenticeships and Germany's dual education system  
German workers and Germany/EU working conditions

Reading:

Jacoby, T. (2014), "Why Germany Is So Much Better at Training Its Workers." *The Atlantic*.

Paul, E. (n.d.), "Why Germans Work Fewer Hours but Produce More: A Study in Culture."

BBC Documentary -- *Make Me A German*

Due:

- Education Interview Notes

**Week 4** Germany in the global economy  
Business ethics



## In-class Writing Assignment

### Reading:

Hill, S. (2013), "President Obama Wants America to be Like Germany – What Does that Really Mean?" *The Atlantic*.

Geoghegan, T. (2010), "Were You Born on the Wrong Continent? How the European Model Can Help You Get a Life." *The New Press* (excerpts)

Hubschmid, M. (2015), "Analysis: VW Scandal Has Impact Throughout Germany." *Seattle Times*

### Due:

- Final project topic and format

## **Week 5**

What's Next: Marketing your experience  
Resumes, Cover Letters, Interviews, Networking  
Mock Interviews

### 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**

### Due:

- Elevator speeches
- Final project
- Student Evaluation of Company