



CIEE Prague, Czech Republic

Course Name:	Internship
Course Number:	INSH 3003 PRAG
Programs offering course:	CES, CNMJ
Language of instruction:	English
U.S. Semester Credits:	3
Contact Hours:	15 hours class time (+ 100 hours at work placement)
Term:	Spring 2020

Course Description

The Council on International Educational Exchange offers an internship opportunity for its students of the Central European Studies Program and the Communications, New Media, and Journalism Program. This internship opportunity 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 as well. The Internship course provides students with a significant on-site work experience, both in terms of time spent and the tasks completed under the guidance of their mentors

The aim of the seminar is to develop their 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 professional journal, a final project and presentations. The seminar helps students to evaluate and enhance their development in the workplace during their on-site work experience. Students will explore and understand major professionally-related topics such as organization theory and develop their intercultural skills through interactive workshops and reflection of their work experience in the host culture.

Learning Objectives

By the end of the course, the student should be able to:

- 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 analyse 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 culture,
- Relate the internship experience to lifelong learning and career development, and
- Demonstrate expertise and creative thinking on a specific topic related to the internship.



Course Prerequisites

N/A

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.

Assessment and Final Grade

The **evaluation** of the student will be based on the following criteria:

Assignment Description	Percentage Value
On the job performance	20%
Assignment - Internship report	15%
Oral presentation	15%
Quiz	10%
Class participation	20%
Blog post	10%
Reflective journal	10%

Course Requirements

On-the-job Performance (Work-place supervisor assessment) - 25%

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- 15%

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.

Blog entry (10%)

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)

Participation (20%)

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.

CIEE Prague Class Participation Policy

Assessment of students' participation in class is an inherent component of the course grade. 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. Students are required to actively, meaningfully and thoughtfully contribute to class discussions and all types of in-class activities throughout the duration of the class. 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.

Students are responsible for following the course content and are expected to ask clarification questions if they cannot follow the instructor's or other students' line of thought or argumentation.

The use of electronic devices is only allowed for computer-based in-class tests, assignments and other tasks specifically assigned by the course instructor. Students are expected to take notes by hand unless the student is entitled to the use of computer due to his/her academic accommodations. In such cases the student is required to submit an official letter issued by his/her home institution specifying the extent of academic accommodations.

Class participation also includes students' active participation in Canvas discussions and other additional tasks related to the course content as specified by the instructor.

Students will receive a partial participation grade every three weeks.



CIEE Prague Attendance Policy

Regular class attendance is required throughout the program, and **all absences are treated equally regardless of reason** for any affected CIEE course. Attendance policies also apply to any required co-curricular class excursions or events, as well as Internship.

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.

Missing classes will lead to the following penalties:

Internship Seminar:

<i>Number of 90-minute classes</i>	<i>Equivalent percentage of the total course hours missed</i>	<i>Minimum penalty</i>
one 90-minute	10.1–15%	no penalty; written warning
two and more 90-minute classes	more than 20%	automatic course failure and possible expulsion

Persistent absenteeism (students approaching 20% of the total course hours missed, or violating the attendance policy in more than one class) will result in a written warning, a notification to the student’s home school, and possibly a dismissal from the program.

Missing more than 20% of the total class hours will lead to a **course failure**, and **potential program dismissal**. This is a CIEE rule that applies to all CIEE courses and is in line with the Participant Contract that each CIEE student signs before arriving on-site.

Late arrival to class will be considered a partial (up to 15 minutes late) or full (15 or more minutes late) absence. **Three partial absences due to late arrivals will be regarded as one full class absence.**

Students must notify their professor and their Program Coordinator (PC) beforehand if they are going to miss class for any reason and are responsible for any material covered in class in their absence.

If missing a class during which a test, exam, the student’s presentation or other graded class assignments are administered, **make-up assignment will only be allowed in approved circumstances**, such as serious medical issues. In this case, the student must submit a local doctor’s note within 24 hours of his/her absence to the PC, who will decide whether the student qualifies for a make-up assignment. Doctor’s notes may be submitted via e-mail or phone (a scan or a photograph are acceptable), however **the student must ensure that the note is delivered to the PC.**



Should a truly **extraordinary situation** arise, the student must contact the PC immediately concerning permission for a make-up assignment. Make-up assignments are not granted automatically! The PC decides the course of action for all absence cases that are not straightforward. **Always contact the PC with any inquiry about potential absence(s) and the nature thereof.**

Personal travel (including flight delays and cancelled flights), handling passport and other document replacements, interviews, volunteering and other similar situations are not considered justifiable reasons for missing class or getting permission for make-up assignments.

For class conflicts (irregularities in the class schedule, including field trips, make-up classes and other instances), **always contact the Academic Assistant** to decide the appropriate course of action.

Course attendance is recorded on individual Canvas Course Sites. **Students are responsible for checking their attendance regularly to ensure the correctness of the records.** In case of discrepancies, students are required to contact the Academic Assistant **within one week of the discrepancy date** to have it corrected. Later claims **will not** be considered.

CIEE staff does not directly manage absences at FAMU and ECES, but they have similar attendance policies and attendance is monitored there. Grade penalties may result from excessive absences.

CIEE Academic Honesty Policy

CIEE subscribes to standard U.S. norms requiring that students exhibit the highest standards regarding academic honesty. Cheating and plagiarism in any course assignment or exam will not be tolerated and may result in a student failing the course or being expelled from the program. Standards of honesty and norms governing originality of work differ significantly from country to country. We expect students to adhere to both the American norms and the local norms, and in the case of conflict between the two, the more stringent of the two will preside. Three important principles are considered when defining and demanding academic honesty. These are related to the fundamental tenet that one should not present the work of another person as one's own.

The first principle is that final examinations, quizzes and other tests must be done without assistance from another person, without looking at or otherwise consulting the work of another person, and without access to notes, books, or other pertinent information (unless the professor has explicitly announced that a particular test is to be taken on an "open book" basis).

The second principle applies specifically to course work: the same written paper may not be submitted in two classes. Nor may a paper for which you have already received credit at your home institution be submitted to satisfy a paper requirement while studying overseas.

The third principle is that any use of the work of another person must be documented in any written papers, oral presentations, or other assignments carried out in connection with a course. This usually is done when quoting directly from another's work or including information told to



you by another person. The general rule is that if you have to look something up, or if you learned it recently either by reading or hearing something, you have to document it.

The penalty ranges from an F grade on the assignment, failure in the course to dismissal from the program. The Academic Director is consulted and involved in decision making in every case of a possible violation of academic honesty.

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.

Intro Session

Topic: Internships in the Czech Republic

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

Session 1

Topic: 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**

Session 2

Topic: 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**

Session 3

Topic:

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".

Session 4

Topic: 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**

Session 5

Topic: Demonstrate proficiency in professional development skills II

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

Reading:

- Drucker, 2015

In class exercise – **Group Resume**

Session 6

Topic: 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

Session 7

Description: 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://catalog.flatworldknowledge.com/bookhub/reader/14959?e=jones_1.0---ch08_s03

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

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

Olson, B. (2012). *Strengths Insight and Action---Planning 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---215). Academic Press --- 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---to---make---the---most---of---your---internship---3/>

Anders, G. (2013, 9 4). Need a Career Tune Up? Gallup's Tom Rath Has A Quiz For You --- Strength Finder. Retrieved from www.Forbes.com:

<http://www.forbes.com/sites/georgeanders/2013/09/04/how---gallup---hit---a---goldmine---with---strengthsfinder/>

Green, A. (2011, 9 26). How to Answer Behavioral Interview Questions. Retrieved from www.USNews.com: <http://money.usnews.com/money/blogs/outside---voices---careers/2011/09/26/how---to---answer---behaviorial---interview---questions>

Pink, D. (2008). Tom Friedman on Education in the 'Flat World'. Retrieved from 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://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---to---manage---your---boss/>

Films:

Angela Lee Duckworth's: The Secret to Success.Ted speech 2014

<https://www.youtube.com/watch?v=j0cQQOnqsq4>. 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