



## **CIEE Global Institute – Paris**

<b>Course name:</b>	Academic Internship
<b>Course number:</b>	(GI) INSH 3801 PAFR (ENG)
<b>Programs offering course:</b>	Paris Open Campus
<b>Language of instruction:</b>	English/French
<b>U.S. Semester Credits:</b>	3
<b>Contact Hours:</b>	136 hours (Seminar + Placement + Preparation)
<b>Term:</b>	Spring 2018

### **Course Description**

This course seeks to immerse students in a French 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**

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 as well as the assigned and suggested readings.

### Assessment and Final Grade

1.	Class participation and homework	30%
2.	One in-class writing assignment	10%
3.	Research paper	25%
4.	Elevator Speech	10%
5.	Workplace supervisor evaluation	25%

### 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** 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 also be required to write an **8-10 page research paper** on a topic that is 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. Students must present an outline of the project to the professor and receive prior approval.

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.



### **Note on participation:**

As part of their work in this course, students should demonstrate learning beyond the submission of written assignments or presentations. As such, all students receive grades based upon participation.

Participation is valued as meaningful contribution in the digital and tangible classroom, utilising the resources and materials presented to students as part of the course. Students receive grades based upon their contributions both in the classroom and in the Canvas course.

Meaningful contribution requires students to be prepared, as directed by the Instructor, in advance of each class session. Students must clearly demonstrate they have engaged with the materials where directed.

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.

### **Class Attendance and Punctuality**

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 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.

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 will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

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, 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>Minimum Penalty</i>
Up to 10%	No academic penalty
10 – 20%	Reduction of final grade
More than 20%	Automatic course failure, and possible expulsion

## Weekly Schedule

### **Week 1**

Introductions and first impressions  
Course overview  
Making the most of your internship  
Introduction to French business culture

#### In class reading:

- "Doing Business in France: 8 Cultural Cues that Make (or Break) a Deal."  
*International Business Times.*



<http://www.ibtimes.com/doing-business-france-8-cultural-cues-make-or-break-deal-368258>

## Week 2

French business culture  
French hierarchy and the *Grandes Ecoles*  
Learning contracts due

### Reading:

How to dress, act, speak, etc. when meeting with French businesspeople.

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

<https://hbr.org/2015/04/building-relationships-in-cultures-that-dont-do-small-talk>

- "The French Way of Work." *The Economist*.

<http://www.economist.com/node/21538733>

### In Class:

- Case Study: Disney in France

Article can be found in Files folder of Canvas course

## Week 3

French work week and contracts  
French workers and France/EU working conditions

### Reading:

Laziness, unproductivity, work satisfaction, and employee-boss relationships.

- "French Work Week: Do they really work less?" *BBC*.

<http://www.bbc.com/news/34667552>

- "Salaries, Working Hours and Holidays." *Just Landed*.

<https://www.justlanded.fr/english/France/France-Guide/Jobs/Working>

- Discussions of labor law and strikes in France.



"US CEO Blasts French Work Week." *The Wall Street Journal*.

<http://www.wsj.com/articles/SB10001424127887323549204578316101127838118>

US CEO of a tire company writes a letter to a French factory and their response, discussion of differences in work culture between the two countries

#### Week 4

France in the global economy  
Business ethics  
In-class Writing Assignment  
Debate on French vs American business ideals

##### Reading:

Discussion of the 35 hour work week and productivity.

- 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

##### Reading:

- Matherly, C. (n.d.) Effective marketing of international experiences to employers. Article can be found in Files folder of Canvas course
- Shin, L. (2013), How To Use LinkedIn: 5 Smart Steps to Career Success, *Forbes*  
<https://www.forbes.com/sites/laurashin/2014/06/26/how-to-use-linkedin-5-smart-steps-to-career-success/#13dc400a6fe5>

##### In Class:

- "How to Ace the 50 Most Common Interview Questions." *Forbes*  
<https://www.forbes.com/sites/jacquelynsmith/2013/01/11/how-to-ace-the-50-most-common-interview-questions/#2e7e17f04624>



## **Week 6**

Elevator Speeches  
Research Papers due  
Student Evaluation of Company Due  
Where do you stand? Course Debrief