

Syllabus of Record



Program: CET Prague

Course Code / Title: PR/INTS 350 Professional Internship Seminar

Contact Hours: 22.5 contact hours + 120 hours placement site

Recommended Credits: 3

Language of Instruction: English

Prerequisites / Requirements: None

Description

This seminar style course guides students in their professional internship experience at a local organization, business, or institution and connects their engagement in the workplace to in-class learning and reflection. Students will complete projects and tasks that contribute to the placement entity's goals by working in collaboration with their intern supervisor. As an intern, students will gain a cross-cultural perspective on professional settings in the host country while critically examining their own worldview. The course topics and assignments will deepen students' insights about themselves, professional expectations in the local context, and enable articulation of career skills outcomes to be successful in a global workplace.

Objectives

Through their participation in this course, students will:

- Gain a nuanced and sophisticated understanding of the local, regional, and global contexts in which they are studying and working.
- Analyze and understand their organization's cultural workplace dynamics including styles of communication, teamwork, and professionalism.
- Build and articulate professional and personal skills utilizing the National Association of Colleges and Employers (NACE) career readiness competencies framework, learning to navigate cultural and other differences towards career development.
- Effectively convey the skills and experience gained from the study abroad experience to future employers through job search materials.
- Reflect on their goals and understanding of their chosen career field utilizing a global mindset.

Requirements

Active participation is essential in this course. Students are expected to attend each class and field study course component as outlined in the CET Attendance Policy. Work placement hours are tracked through student work logs. Students are expected to read all assigned materials before the relevant class session and come prepared to participate thoughtfully in class discussions. All assignments must be submitted via Canvas unless otherwise noted.

Students may not withdraw from the internship placement or course unless there is a compelling medical, academic, or personal reason for them to do so. Permission to withdraw or transfer is subject to the approval of the Academic or Program Director.

Syllabus of Record



Policy on Remote Internships: In-person work is the expectation. In the case of an extenuating circumstance (approved by the Academic or Program Director) and if the host organization allows, up to 20% of the internship hours can be completed remotely/virtually.

Graded assignments include:

- **Participation:** Students are expected to attend each class and to have read and be prepared to participate thoughtfully in class discussions. In-class contact hours include discussion, readings, student experience sharing and peer review, and guest lectures.

As part of their participation, students are expected to attend individual check-in(s) with internship instructor/staff at least once during the term. The purpose of the meeting can include:

- To focus the student's academic interests related to the internship
 - To assist the student in navigating challenges related to the internship
 - To provide guidance on course assignments
- **Internship performance:** Students are expected to:
 - Work regular weekly hours to achieve required placement site hours (weekly work schedule is negotiated between the student and the site supervisor)
 - Have their work log signed by their internship placement supervisor and submitted at the mid and end points of the course. (Note: Students' commute to and from the internship site does not count towards work hours.)
 - Receive site supervisor feedback, to include professionalism, performance, and quality of work
 - Conduct themselves in an ethical, professional manner, to dress appropriately for the work environment, and to act respectfully and collegially towards co-workers and supervisors
 - **Written reflections:** 5 reflections of 350 words, approximately 1.5 pages, double-spaced. Drawing upon the student internship experience through analysis of ideas from the course readings and themes, cite *at least two* relevant course readings per written reflection. The content and topic details may vary, but include:
 - Goal-setting: Students reflect on what they hope to achieve from the internship experience, both professionally as well as personally. Incorporate learning goals that cultivate professional development and cultural competencies, drawing upon the relevant NACE career readiness competencies. Explain what steps they plan to take toward achieving their goals.
 - Cultural assessment: What kinds of cultural issues (differences, similarities) have students observed at their internship site? How are diversity and gender issues addressed where they work? What power dynamics have they observed? How many women are in top management positions? What is the mission statement of the organization? Consider an issue they have observed or are aware of in their organization – how would they propose to solve it? How is the “culture” at their internship different than anticipated?

Syllabus of Record



- Organizational chart: Describe the particular organization. Where is the student's unit/department located in the chart? Who works there? What are the educational, professional, and skills background of the people who work in that area?
 - Management and leadership styles: How are decisions made? What is the management style of leaders in the organization? What is the leadership style of the student's supervisor? What recommendations would students have to enhance communication within their unit/department?
 - Missions, visions, and meanings: How does the student's organization speak about its vision and mission? Do they seem to be projected into its everyday functioning, both in their operational goals and in their work culture, if relevant? Do there seem to be cultural differences in how these are articulated? How does this translate into providing purposeful, meaningful work for the interns? What recommendations would the student have?
- **Professional resume and profile**: Utilizing the resources from the course and through independent research, students will create and peer review an updated resume and online profile to effectively incorporate the professional internship experience.
 - **Mock interview**: In pairs, students will use the professional resume they created to apply for a sample job at their internship site. Each student will take a turn interviewing their partner with questions they feel are relevant to the position. Interviews should be 3-5 minutes each, completed outside of class, and submitted in a format indicated by the instructor.
 - **Final presentation**: 10-15 minutes in length, including appropriate references.
 - Students present their internship placement as a case study, discussing their tasks and responsibilities, insights, challenges, and lessons learned. They will also reflect on how the internship has contributed to their professional, academic, and personal goals.
 - Connect experience and analyze through three themes covered in the course, including self-reflection on at least one NACE career readiness competency from initial goal-setting exercise.
 - Must include content gleaned from an informational interview with an on-site staff person (cited appropriately).

Grading

The final grade is determined as follows:

Participation (<i>see rubric below</i>)	20%
Internship performance	20%
Site supervisor feedback: 5%	
Placement site hours (work logs): 15%	
Written reflections (5 @ 5% each)	25%

Syllabus of Record



Professional resume and profile	5%
Mock interview	5%
Final presentation	25%

Class Participation Guidelines

Grade	Discussion	Reading
A	Excellent: consistent contributor; offers original analysis and comments; always has ideas on class topics, workplace experiences, and readings and easily connects theory with practice. Takes care not to dominate discussion.	Demonstrates fluency with nearly all readings; thoughtfully and critically uses resultant understanding to formulate ideas, offers insights, and advance learning in class.
B	Good: frequent contributions to discussion; offers thoughtful comments and makes connections between class themes, experiences within the workplace, readings, and local practices.	Demonstrates knowledge with most readings; provides somewhat competent analysis of the readings and applies insights to appropriately promote class discussion.
C	Can Improve: sporadic contributor; comments and questions often show lack of understanding of key concepts; digresses or contributes in ways that are unhelpful or unsupportive of discussion.	Displays familiarity with few readings; rarely demonstrates analytical thought.
D	Subpar: rarely speaks in class, or merely quotes text and repeats own comments or those of others. Classroom comments are disconnected from topics and do not advance class learning.	Little apparent familiarity with assigned material. Limited application to relevant experience or practice.
F	Failing: did not participate in the class that day. Online or using phone during class.	No familiarity with readings or application to relevant experience or practice.

Syllabus of Record



Readings / Resources

Readings may vary according to term and instructor, but the below is representative.

British Council, Booz Allen Hamilton & Ipsos. *Culture at Work: The value of intercultural skills in the workplace*, 2013.

Cover Letter Samples. Retrieved from <https://www.indeed.com/career-advice/cover-letter-samples>

DasBender, G. "Critical Thinking in College Writing: From the Personal to the Academic" *Writing Spaces: Readings on Writing*, Volume 2, 2011.

De Bruin, L. Hofstede's Cultural Dimensions, June 17, 2017. Retrieved from <https://www.business-to-you.com/hofstedes-cultural-dimensions/>

DeWalt, K. and DeWalt, B. "What is Participant Observation?" "Learning to be a Participant Observer," *Participant Observation: A Guide for Fieldworkers*, 2010.

Dua, A., Ellingrud, K. Lazar, M., Luby, R. and Pemberton. S. *How does Gen Z see its place in the working world? With trepidation*. McKinsey & Company, October 2022.

Farrugia, C. and Sanger, J. Gaining an Employment Edge: The Impact of Study Abroad on 21st Century Skills & Career Prospects in the United States, 2013-2016. *Skill Development & Career Impact*, pp. 12-19, 2017.

Hofstede, G. *Cultures and Organizations: Software of the Mind*, 2005.

How to Create a Compelling LinkedIn Student Profile. Retrieved from <https://www.reinhardt.edu/wp-content/uploads/2022/04/How-To-Create-A-Compelling-LinkedIn-Student-Profile.pdf>

Institute for Experiential Learning. *What is Experiential Learning?* Retrieved from <https://experientiallearninginstitute.org/what-is-experiential-learning/>

Knight, R. How to Get the Most Out of an Informational Interview. *Harvard Business Review*, February 26, 2016. Retrieved from <https://hbr.org/2016/02/how-to-get-the-most-out-of-an-informational-interview?registration=success>

Kolb A. *Experiential Learning: Experience as the Source of Learning and Development*. 2nd ed. Pearson Education, Inc., 2015.

Martela, A., Parkkonen, P. and Vataja, T. A Toolkit for Recognizing International Competencies for Students in Higher Education. *Finnish National Agency for Education*, 2019.

Syllabus of Record



Matherly, C. "Effective Marketing of International Experiences to Employers." In *Impact of Education Abroad on Career Development*. Vol. I. 9-10. Stamford, CT: AIFS, 2015.

Miranda, D. 10 Management Styles of Effective Leaders. *Forbes Advisor*, April 27, 2023. Retrieved from <https://www.forbes.com/advisor/business/management-styles/>

National Association of Colleges and Employers. Career Readiness: Competencies for a Career-Ready Workforce. March 2021. Retrieved from <https://www.nacweb.org/uploadedFiles/files/2021/resources/nace-career-readiness-competencies-revised-apr-2021.pdf>

National Association of Colleges and Employers. Development and Validation of the NACE Career Readiness Competencies. 2022. Retrieved from <https://www.nacweb.org/uploadedFiles/files/2022/resources/2022-nace-career-readiness-development-and-validation.pdf>

Parilla, P. and Hesser, G. *Internships and the Sociological Perspective: Applying Principles of Experiential Learning*, 1998.

Patterson, R. The Ultimate Guide to LinkedIn for Students. *College Info Geek*, 2020. Retrieved from <https://collegeinfogeek.com/linkedin-summary-examples-for-students/>

Personal Branding. Retrieved from <https://brandyourself.com/definitive-guide-to-personal-branding>

Pinola, M. The ROI of Studying Abroad Infographic. In *Why Studying Abroad is Worth the Expense*. Lifehacker, December 15, 2011. Retrieved from <https://www.coursehero.com/college-life/infographic-the-roi-of-studying-abroad/>

Resume Samples. Retrieved from <https://www.indeed.com/career-advice/resume-samples>

Sweitzer, H. and King, M. *The Successful Internship: Personal, Professional, and Civic Development*, 2013.

The Culture Factor Group. Comparing Countries. Retrieved from <https://www.hofstede-insights.com/country-comparison-tool>

Zouhar, Jakub. "On a small mother tongue as a barrier to intercultural policies: the Czech language." *Exedra*. 1 (2011). 25-34.

Content

Topic 1 – Internship Orientation

- Placements overview
- Required forms (agreement, work log, evaluation)
- Preparing for first meeting at placement
- Student responsibilities
- Discussion of student expectations

Syllabus of Record



Topic 2 – Internship and Career-integrated Learning

- Definitions
- Relation to the international internship experience
- Introduction to the NACE Career Readiness Competencies
 1. Career & Self-development
 2. Communication
 3. Critical Thinking
 4. Equity & Inclusion
 5. Leadership
 6. Professionalism
 7. Teamwork
 8. Technology

Topic 3 –Introduction to the Professional Internship

- Introduction to the workplace in the local context
- Examining overlapping contexts: the local, the regional, the global
- Overview of the relationship between the public sector, private sector, and non-governmental organizations in the host country.
- Appropriate use of technology/social media and sharing information about the internship site and local community
- Cultivating awareness of self and other: journaling, field notes, reflection pieces as part of the experiential learning process
- Setting professional and personal goals

Topic 4 – Culture and Communication in the Workplace

- Overview of etiquette, hierarchies, gender, generational differences, and other social structures that define the workplace culture in the host country.
- Examine how students' host culture communicates based on its value system
- Business culture in the host country

Topic 5 – Leadership in the Workplace

- Overview and analysis of leadership/management styles
- Leadership in the host culture context
- Use of organizational charts

Topic 6 – How to Promote Yourself Professionally

- How to articulate the value of the international internship experience on resume and express in the student's personal brand profile
- How to effectively prepare for and conduct a job interview
- Unpacking the informational interview and networking

Syllabus of Record



- Cultural elements to job search in the local context, including role of resume and how it may differ from the US context

Topic 7 – Focus on the Czech Republic: language, identity, globalization

- Reflection of historical and general cultural factors in host country's work culture
- How to approach differences in hierarchy and power distance, gender role stereotypes, conflict resolution and communication styles
- How has this changed over the past few decades and what the trends may be
- What lessons can be made generally for intercultural learning of the students

Topic 8 – Final Presentations and Reflections

Syllabus of Record is subject to minor changes in Term-specific Syllabus at faculty's discretion.