



SYLLABUS

INTERNSHIP ACADEMIC SEMINAR

Instructor: Mary Hiles

Contact Hours: 10

COURSE DESCRIPTION

Employers rate intercultural agility as one of their top 5 desirable candidate competencies. In an increasingly global and competitive job market it is a valuable skill, but given its nuanced nature it is difficult to develop and even harder to articulate. This course combines experiential learning with classroom seminars to highlight the value of those skills fostered during study abroad and international internships, and to help students market them to potential employers in a clear and meaningful way. Class activities and assignments allow students to reflect upon and analyse their intercultural experiences and to connect academic theories to real-life situations.

COURSE OBJECTIVES

By the end of the course, you will be able to:

1. Understand key characteristics of the UK workplace and culture
2. Apply academic concepts and practices to cross-cultural situations in your work placement
3. Demonstrate personal and professional development
4. Articulate your intercultural competency to potential employers

INSTRUCTIONAL METHODOLOGY

This course will be taught through classroom lectures and seminars, as well as student presentations and group discussion.

METHOD OF EVALUATION (GRADING)

The final grade for this course is based on 4 components, calculated as follows:

1. Class Participation and Attendance	25%
2. Required Reading Notes	10%
3. Internship Placement	15%
4. Organisational Profile	25%
5. Portfolio & Presentation	25%

A+ 97-100%

A 93-96%

A- 90-92%

F 0-59%

B+ 87-89%

B 83-86%

B- 80-82%

C+ 77-79%

C 73-76%

C- 70-72%

D+ 67-69%

D 63-66%

D- 60-62%

The grade for late assignments will be reduced by one grade increment (e.g. from B+ to B) per day

1. Class Participation and Attendance

Class participation is assessed based on active involvement and quality of contributions. You must come to class prepared to share your workplace experiences, demonstrate mastery of the required readings, and engage in analytical discussion.

2. Required Reading Notes

Each week you will submit your required reading notes to demonstrate mastery of the required reading. See Appendix V for questions.

3. Internship Placement

The internship placement grade will be based upon attendance, engagement, and a reference from your internship site supervisor.

4. Organisational Profile

The objective of this assignment is to show your awareness of the organisation, and department if applicable, providing your work placement. This includes a section on how organisational culture theories and models are reflected in your workplace. It is also important that you examine relevant issues in your organisation's sector: you must explain the wider context in which your organisation operates. See Appendix I for details

5. Portfolio & Presentation

You must compile and present a portfolio of the best work you have done during your work placement. Each piece must be accompanied by a reflection on why you have selected it and what it shows about your work, learning, and performance. The purpose of the portfolio is to reflect upon and analyse what you have accomplished and to explain why this work was meaningful. You must also present this work to the class. See Appendix II for details

COURSE READINGS

Students are expected to complete the week's required reading before each session and answer the relevant questions in Appendix V. Sometimes further required readings will be handed out to look at in class. PDFs or print-outs will be provided. Recommended reading is just that.

Required

- Datskovska, Stacia (2023). 'I'm an NYU Student who studied abroad in Florence', insider.com
- Farrugia, C., Sanger, S. (2017). Gaining an Employment Edge: The Impact of Study Abroad. Institute of International Education.
- Ferraro, G., Briody, E. (2023). The Cultural Dimension of Global Business (9th Ed). New Jersey: Routledge.
- Fox, K. (2004). Watching the English: The hidden rules of English behaviour. Great Britain: Hodder & Stoughton.
- Matherly, C. (N.D.). Effective marketing of international experiences to employers. In Impact of Education Abroad on Career Development.
- Helgesen, Sally (2022). Professionalism vs Authenticity. LinkedIn Blog.

Recommended

- Molony, J., Sowter, B., & Potts, D. (2011). QS Global Employer Survey Report 2011: How employers value an international study experience. QS Intelligence.
- Gervais, Ricky. (2011). The Difference Between American and British Humour. Time Magazine.
- Fischer, K. (2010). Study abroad's new focus is job skills. The Chronicle of Higher Education.

ATTENDANCE

Every class must be attended. See GEO London Attendance Policy for details on visa implications.

ACADEMIC MISCONDUCT

Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorised help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorised by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the student's obligation to clarify the question with the instructor before committing or attempting to commit the act.

GENERATIVE AI POLICY

Students may not use GenAI tools in this course to produce course materials or assignments in whole or in part. All work you submit for this course toward completion of course requirements must be your own original work done specifically for this course and without substantive assistance from others, including GenAI. Work you've completed for previous courses or are developing for other courses this term also should not be submitted for this course. If I believe you've handed in work created whole or in part by GenAI tools, I may submit a report of suspected academic misconduct to the GEO London office. They will work with your home institution's Office of Student Conduct to make a determination of responsibility and any resultant sanctions.

COURSE CALENDAR

We will meet for 4 sessions over the course of the term on the following dates:

- | | | | | | |
|---|---|------------------|------------------|-----------------------|-----------------|
| • Orientation: Monday 30 March, both tracks 2.30pm – 4.00pm | | | | | |
| • Session 1: Tuesday 31 March | <table border="1"> <tr> <td>Psychology track</td> <td>9.30am – 12.30pm</td> </tr> <tr> <td>Business & Econ track</td> <td>2.00pm – 5.00pm</td> </tr> </table> | Psychology track | 9.30am – 12.30pm | Business & Econ track | 2.00pm – 5.00pm |
| Psychology track | | 9.30am – 12.30pm | | | |
| Business & Econ track | | 2.00pm – 5.00pm | | | |
| • Session 2: Tuesday 5 May | | | | | |
| • Session 3: Tuesday 2 June | | | | | |

Orientation: Monday 30 March

The practical side of your academic internship:

- How the placement will work
- Record keeping requirements of UK Visas and Immigration
- Minimum and maximum placement hours (dependent upon home institution)
- Keys to internship success
- Your support network and respective roles

Session 1: Tuesday 31 March

To Prepare for Class

- Head to website <https://www.mygiide.com/>, sign up for a free account and complete your profile (takes around 10 minutes)
- Bring your laptop and a notebook to class
- Do the required reading and answer all questions from Group One (see Appendix V)

Required reading:

1. Datskovska, Stacia (2023). 'I'm an NYU Student who studied abroad in Florence', insider.com
2. Ferraro, G., Briody, E. (2023). pp. 43-65 (from 'Contrasting Values')
3. Fox, K. (2004). pp. 176-207
4. Ferraro, G., Briody, E. (2023). Chapter 6, pp. 150-166

Recommended reading:

- Farrugia, C., Sanger, S. (2017). Gaining an Employment Edge: The Impact of Study Abroad. Institute of International Education.
- Gervais, Ricky. (2011). The Difference Between American and British Humour. Time Magazine.

Class Topics

Part 1: Experiencing different culture is good for you (and your career)

- Review of syllabus and course expectations
- Why are you here? Student motivation for study abroad
- Class discussion around first reading
- Class discussion around second reading: 'the cultural lens' – international work cultures, communication, preferences and behaviours – where do we fit in (online self-assessment exercise)?
- Class exercise: cross-cultural scenarios (from p. 63 of Ferraro)

Part 2: Surviving the British workplace

- Class discussion around the third reading – anomalies and oddities of British work culture
- UK humour – insight into the British psyche
- UK vs USA vs EU employment law and social attitudes

Part 3: Organisational culture

- Different academic theories and models
- Where does your organisation fit in?
- Context for first assignment

Homework

- Ongoing: complete your weekly challenges on MyGiide
- Do the required reading and answer all questions from Group Two (see Appendix V)
- **Due next session: Organisational Profile.** See Appendix I for details.

Session 2: Tuesday 5 May

To Prepare for Class

- Revisit your MyGiide profile and prepare to discuss your weekly challenges
- Think about any new intercultural experiences you have had since session 1 and be prepared to share with the class (e.g. placement, class, housing socialising, travelling, etc)
- Do the required reading and answer all questions from Group Two (see Appendix V)

Required reading

1. Matherly, C. (N.D.). Effective marketing of international experiences to employers. In Impact of Education Abroad on Career Development. AIFS, pp. 9-10
2. Helgesen, Sally (2022). Professionalism vs Authenticity. LinkedIn Blog.

Recommended reading

- Fischer, K. (2010). Study abroad's new focus is job skills. The Chronicle of Higher Education.

Class Topics

Optimising your study abroad experience

- Marketing your intercultural agility (including discussion around first reading) – transferable skills and competencies
- Class discussion around second reading – professionalism vs authenticity
- Resume and cover letter workshop. Please bring a copy of your resume.
- **Mock interviews.** See Appendix IV.

Homework

- Ongoing: complete your weekly challenges on MyGiide
- **Due today: Organisational Profile.** See Appendix I for details.
- **Due next week: class presentation and portfolio.** See Appendix II for details.

Session 3: Tuesday 2 June

To Prepare for Class

- Practise your presentation! (See Appendix III for tips.)

Class Topics

Share what you've learnt

- Presentations during class. See Appendix II for details.
- Final thoughts, class discussion and feedback
- Revisiting course objectives

Homework

- **Due today: Portfolio.**

Appendix I: Organisational Profile

This assignment is a useful professional exercise since you will invariably be asked about your previous/current place of work in a future job interview. Also, knowing how to research a company's structure, funding, operations, workplace culture and place within its sector will help you decide whether you might like to work for them.

The object of this assignment is to demonstrate your awareness of the organisation, and department if applicable, providing your work placement. This includes a section on how organisational culture theories and models are reflected in your workplace. It is important that you examine relevant issues in your organisation's sector: you must explain the wider context in which your organisation operates, both from your own observations and insights, and from citable sources (e.g. company website, industry publications, speaking to colleagues, etc). Your Organisation Profile should be in first person essay form and 1,000 words long (not including Bibliography). Please block out or redact any personal or sensitive company information.

Submit pdf of assignment to Mary as email attachment by 23.59 UK time on Tuesday 5 May

In your profile you must include the following:

a) Description of the organisation

- i. Give the company's basic information: name, location, type, sector, etc
- ii. What is the company's (and department's, if relevant) main brief?
- iii. What is the history of the organisation?
- iv. Does the organisation have a vision and a mission? Who developed these? When were they developed?
- v. Has the organisation developed a strategic plan or gone through any strategic planning processes?
- vi. How does the organisation ensure that the objectives it has proposed for specific projects are met?
- vii. How is the organisation funded? What measures are in place to ensure fiscal responsibility and accountability?
- viii. What is the scale (size) of the organisation?
- ix. Overview of departments, if applicable
- x. Number of employees?
- xi. Organisation chart (if in doubt as to what this is, please ask Google for a template or graphic)

b) Organisational culture

How would you describe the organisational culture? e.g. what are the values, rituals, and ways of working, distribution of power, etc? You must refer to the models we looked at in class.

The following chapter will be help you: Ferraro, G., Briody, E. (2023). Chapter 6, pp. 150-166

c) Industry insights

What are the current issues, hot topics, trends, or innovations in the industry field in general? You must reference at least two sources (trade publications, news articles, industry association websites,

conferences notes, observations at a trade show you attended, etc.) and where possible link them to your company.

d) Overview of competitors and strategic alliances for the organisation

In this section you must focus on your organisation rather than on your role there. The information about the company may come from interviewing work colleagues and your work placement site supervisor, through corporate literature, or the organisation's website. You must make sure that sources are appropriately cited (personal communications, websites, annual reports, etc.).

e) Bibliography

You must provide a list of all the sources you have cited in your report in standard reference format.

Appendix II: Portfolio and Presentation Assignment

This is a twofold assignment. It will use the same pieces of work to test two different skills. To put it simply:

- The presentation will mostly be assessed on 'style': professionalism, confidence, positive tone, engagement, responses to Q&A, etc
- The portfolio will mostly be assessed on 'substance' and should be treated as any other academic paper: well-structured, articulate, insightful, etc
- Both should demonstrate self-reflection

Part One: Portfolio

You must compile and present a portfolio of the best work you have done during your placement. Each piece must be accompanied by a reflection on why you have selected it and what it shows about your work, learning, and performance. The purpose of the portfolio is to reflect upon and analyse what you have accomplished and to explain why this work was professionally and/or personally meaningful and what transferable skills it demonstrates. Again, think about this as professional prep as you may well be invited to share examples of your work in job interviews, and once working you will likely need to do a portfolio presentation during annual appraisals.

Submit pdf of assignment to Mary via email by 23.59 UK time on Tuesday 2 June

Section I: Representations of your meaningful work

The first part of the portfolio will be representations of the meaningful work that you did. You must include 3-4 representations. These could be:

- samples of research or writing
- instructions for carrying out certain tasks
- photographs of an event you attended
- a screenshot of a TikTok you made
- an excel spreadsheet you tidied up for your boss

If you have done only one large project during your placement, separate it into sections that demonstrate different tasks or skillsets.

Please block out or redact any personal or sensitive company or client information.

Section II: Description and explanation of the work (i.e. why you have chosen it)

For each representation you must describe what it is and explain why it is meaningful. Your explanation of why it is meaningful must be reflective and analytical, and address:

- what skills and competencies it reflects
- how working on this item/activity contributed to your personal and/or professional growth and development
- why you take pride in it (assuming that you do)

The length required for each description is dependent on the number of representations you have included. The final word count of all of your descriptions taken together should be 2,000.

Part Two: Presentation

You must present your representations and descriptions in-person during session three. You should plan on a 10-minute PowerPoint presentation followed by a few minutes to answer questions. You will be timed! Refer to Presentation Top Tips in Appendix III.

Appendix III: Presentation Top Tips

- Arrive early – better to grapple with tech before the audience arrives
- Save your presentation on a USB or bring your own laptop – logging into cloud-based storage or accessing an email you’ve sent yourself always takes ages and is not a good look.
- Open strong – perhaps a striking image, funny quotation, memorable title, etc
- Tell us where you’re going – it’s good to have a plan on the first or second slide so the audience knows what to expect
- Tell a story and take the audience along with you
- Choose a topic that you find interesting and attempt to make the audience interested in it too – passion is infectious
- Positive body language – smile, make eye contact with people occasionally, use your hands to articulate a point if you need to – look like you’re in a good mood!
- Be confident – no need to apologise if you make a mistake – just move on
- No need to rush – pausing to collect your thoughts is fine – try to avoid “um” or “like”
- Know your subject – you will likely be asked questions at the end
- Practise and time yourself – and edit along the way – maybe ask a friend for feedback
- Check that your presentation will display properly on another computer and make sure any links or imbedded audio-visual actually work
- Know your audience – what do you want these particular people to take away from this experience? What do you want them to think about you?
- Be yourself, and use humour if you want to, but keep it professional in tone – snarky is never a good look
- Prepare to improvise if something goes awry
- If you want the audience to come away knowing something in particular, use key phrases for them to remember
- A slide a minute and no more – key phrases on each rather than loads of text – the audience can read the slides for themselves, so do not do it for them unless really emphasising a point
- Memorise what you’re going to say as much as you can, so you’re not tempted to read from a script – or even better, just freestyle it (providing you have the main points in mind)

- If the slide needs explanation, make sure you provide it – not “here’s the next slide” and then just stand there
 - Readable and attractive layout – colours, images, fonts, data, infographics – go for a theme for all slides – don’t bother with animations
 - Listen to the other speakers – they’ve worked hard on their presentations too and deserve your attention – write notes and ask questions of them at the end
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Appendix IV: Mock Interviews

These will be held during the penultimate session. You will be split into twos and/or threes, switching roles so you get to both ask and answer questions. Details to be given nearer the time.

Appendix V: Required Reading Questions

Each week you will submit your required reading notes to demonstrate mastery of the required reading. A sheet for your answers will be provided a few days in advance. These should be handwritten in black or dark blue ink.

- Answer Sheet One: to be submitted at the beginning of Session 1
 - Answer Sheet Two: to be submitted at the beginning of Session 2
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[ENDS]