
IN/OB395: INTERNSHIP SEMINAR: UNITED STATES
IES Internships Syllabus

COURSE DESCRIPTION: This course is focused on preparing you to succeed in your internship by studying human behavior in organizations. Topics such as motivation, values, teamwork and organizational design provide the theoretical structure. You will assess your own knowledge, skills and abilities and reflect upon what things you can improve upon in order to achieve success in your career. The course consists of two parts: online pre-departure modules that prepare you to develop an appropriate résumé and to hone your interviewing skills, and on-site classroom discussions to enable you to process what you are reading in the text and other materials as well as what you are experiencing at your internship.

CREDITS: 3

CONTACT HOURS: 45

INSTRUCTOR: TBD

METHOD OF PRESENTATION: In both the online and classroom segments, the seminar provides a robust learning environment with active discussion of readings, integration of internship experiences, and relevant field studies. The seminar meets for 45 contact hours. You will spend 256-400 clock hours at the internship placement site, depending on the needs of the host company.

LANGUAGE OF PRESENTATION: English

REQUIRED WORK AND FORM OF ASSESSMENT: Active participation in online content (5%); Active participation in seminar based on assigned reading (5%); Weekly Internship Journal (15%); Short Analytical Papers based on seminar readings (15%); a Research Paper related to course topics and the internship experience (20%); On-site evaluation by work supervisor utilizing IES Abroad metric (40%).

Internship Journal (minimum of 8 entries). Weekly Journal entries track your learning and development at the placement. Entries should include work activities, critical incidents that gave you insight into the work environment, observations of how leadership is exercised, and reading responses. Some of the journal assignments are 'directed' with a specific writing prompt. Each entry should be 2-3 typewritten pages, double-spaced (500-750 words).

Short Analytical Papers (2 papers). These papers are based on case studies or articles included in the textbook. They are designed to help you think critically about a specific topic and to apply what you've learned in a hypothetical situation. You are encouraged to discuss how the topic is relevant to the organization where you are interning. Each entry should be 3-4 typewritten pages, double-spaced (750-1000 words).

Research Paper. This paper is an opportunity for you to evaluate your overall internship experience as well as your personal and professional development over the course of the internship program. This is also an opportunity to reflect upon the ways in which your own values, experiences, interests and skills have influenced your learning. Select a topic discussed during the seminar (communication, motivation, teamwork, conflict negotiation, leadership, etc.). Using course readings and observations made in the workplace, analyze

the ways in which your selected topic was evident in the organization where you worked. You should conduct informational interviews with your supervisor and at least two other members of your internship host organization to gather information about their experience and observations related to your chosen topic. The paper should be 5-6 typewritten pages, double spaced. Please include a bibliography and cite appropriately.

STUDENT RESPONSIBILITIES:

Regular attendance in the internship seminar is mandatory. For every absence, three percentage points will be deducted from the final grade. More than four absences will result in an administrative review that may lead to a failing grade, inability to continue with the internship placement, and/or dismissal from the program. Attendance at the last seminar meeting is critical to helping you translate your internship experience into your job search preparation. Students who miss the final seminar meeting will receive a failing grade for the course.

You must submit résumés electronically to the Internship Coordinator. The Internship Coordinator will provide feedback on your résumé and will also arrange for a practice interview with IES staff. Once the résumé and interview coaching have been completed, the Internship Coordinator will match you with a possible host organization and arrange a Skype or telephone interview. When you and the host organization agree to the match, both parties sign an agreement detailing the project(s) to be completed. During the internship, you will have a supervisor on site at the host organization. You will submit weekly status reports to your supervisor and to the Internship Coordinator. The Internship Coordinator will check in with you regularly and should be contacted immediately if any issues arise at the placement site.

You are expected to report to work on time and to be professionally dressed every day you are scheduled to work. You may not ask employers to change your schedule or to leave work early unless prior permission is received from the IES Internship Coordinator. If you cannot report to work due to illness, you should notify your supervisor and the IES Internship Coordinator immediately. Unexcused absences, extended breaks or lunch hours and leaving the work site early are all causes for Administrative Review.

LEARNING OUTCOMES:

By the end of this course and the internship placement, you will be able to:

1. Understand how organizations work and why people behave the way they do in work settings.
2. Develop an understanding of your individual work style, preferences and communication skills.
3. Improve your ability to analyze and understand organizational situations in terms of Organizational Behavior theories.
4. Demonstrate career search skills including preparing a résumé and cover letter, participating in interviews, developing a professional network and using social media appropriately.
5. Synthesize the experiences of the internship placement in a revised résumé.

CONTENT:**SESSION 1: Intro to Course and Internship Placement Process**

(30 min, online pre-departure) (Faculty and Internship Coordinator) Introduction to course content and requirements; introduction to internship placement requirements, the internship contract, and the concept of reciprocity in the internship placement.

Reading:

- Sweitzer, H. Fredrick and King, Mary. (2014). "Stage charts: Developmental stages of an internship". Excerpted from: *The successful internship: Personal, professional, and civic development in experiential learning*. Brooks/Cole.

Directed Journal Entry:

Incorporating information from the reading and introductory video, describe your learning goals for the internship and how you believe the experience may contribute to your future career.

SESSION 2: Intro to Resume Writing

(30 min, online pre-departure) (Internship Coordinator) Introduction to résumé writing; review of and feedback on students' résumés.

Reading:

- Auzenne, M., & Horstman, M. (2005). Your Résumé Stinks! Available: <http://www.manager-tools.com/2005/10/your-résumé-stinks> Accessed: 30 October, 2012. (podcast).
- Résumé guidelines to be provided by IES Internships

Deliverable:

Submit your résumé and cover letter for review and revise the documents per feedback from IES Internship Coordinators.

SESSION 3: Interview Coaching and Placement Interviews

(30 min, online, pre-departure) (Internship Coordinator) Overview of preparing for an interview including common interview questions and techniques for online interviews; practice interviews with IES staff; online interviews with host organizations. Professional expectations (dress, punctuality, office behavior, use of internet & technology).

Reading:

- Interviewing guidelines to be provided by IES Internships.

SESSION 4: What is Organizational Behavior?

(60 min, online, pre-departure) (Faculty) Learn how Organizational Behavior (OB) can impact your job and career success. Learn the difference between human and social capital and why both are important for you and your employer. Explore how ethics are key to individual and organizational success. Understand the relevance of environment and personal characteristics on behavior and performance.

Reading:

- Kinicki & Fugate, Chapters 1 and 2

Directed Journal Entry:

In your journal, answer the questions in the Take-Away Application (TAAP) on page 17 of *Organizational Behavior*.

1. Describe the three most common forms of unethical behavior at school or where you work. Be specific.
2. Using Table 1.4, determine what the likely causes are for each.
3. Describe one thing that can be done to prevent or remedy each of the three most common unethical behaviors you noted in question 1.

SESSION 5: Organizational Culture and Socialization

(60 min, online, pre-departure) (Faculty) Explore macro OB from the perspective of the organization as a whole. Learn about the drivers and functions of organizational culture. Understand the impact of organizational culture types on outcomes. Explore the process of culture change and organizational socialization. Learn how mentoring can be used to embed organizational culture.

Reading:

- Kinicki & Fugate, Chapter 14

SESSION 6: On-site Course and Host City Introduction

(2.5 hours on-site) (Faculty) On-site introduction to the Summer Internship Program.

Review of online sessions 4 & 5: Small group discussions on the topic of organizational behavior and how organizational behavior manifests itself in different cultures. Discussion groups may include a mix of 3-credit and 6-credit students.

Overview of the interactions between the national economy and labour market and their combined impact on job opportunities, workplace demographics, and internship placements in the host city. Discussions of interns' previous work experiences and general expectations for their upcoming summer internships and time in the host city.

Reading:

- Readings will vary from location to location. Seminar faculty will add readings appropriate for the local environment. Readings on current local cultural, political, social, and work-place issues will be included.

SESSION 7: Social Perception and Individual Differences

(2.5 hours on-site) (Faculty) Explore individual differences including personalities, emotions, skills and abilities. Learn how individual differences and emotions affect outcomes at the individual and group levels of OB. Explore different types of intelligence. Discover how others perceive your personality and how personality preferences and emotions affect performance. Learn a social information processing model of perception and how perception affects your ability to make quality decisions and to develop effective interpersonal relationships. Discuss stereotypes and causal attributions. Learn the business rationale for managing diversity and how awareness about the layers of diversity help organizations benefit from diversity.

Reading:

- Briggs Myers, Isabel. *Introduction to Type*. CA: Consulting Psychologists Press. 1998.
- DiversityWorkplace. <https://sites.google.com/site/diversityworkplace411/>
- Kinicki & Fugate, Chapters 3 & 4

Deliverable:

Take the MBTI or Big Five personality test and post your results to Moodle.

Directed journal entry:

Using the list of intelligences described in Chapter 3, answer the following questions in your journal:

1. Which do you think are your strongest? Weakest?
2. Which do you think are most important for your internship? For your future career?
3. Which do you think are least important?

(Faculty may also include the following activity: Participate in a Moodle discussion forum in which you will respond to each of the *Managing Diversity-Related Interactions* Scenarios found on pages 142-143 of *Organizational Behavior*.)

SESSION 8: Motivation and Engagement

(2.5 hours on-site) (Faculty) Organizational Behavior supplies proven methods of how to motivate employees. Learn the “what and why” of motivation; content and process theories of motivation; and how to motivate employees through job design.

Reading:

- Kinicki & Fugate, Chapter 5
- Pink, Daniel. The puzzle of motivation. TEDGlobal. 2009.
http://www.ted.com/talks/dan_pink_on_motivation?language=en

Directed journal entry:

Write a journal entry describing the extent to which you have used job crafting in your internship thus far. How can you proactively change tasks, relationships and cognition at your worksite to achieve the goals you have set for your internship experience?

SESSION 9: Networking

(2.5 hours on-site) (Internship Coordinator & Faculty) Learn the importance of developing a professional network, including the role of social media, personal contacts and professional organizations. Develop an understanding of how networking influences employment opportunities and career development. A guided introduction to networking will be organized with local IES Abroad alumni or other local professionals. Attend a local professional networking event and report back.

Reading:

- Auzenne, M., & Horstman, M. Building a Network. Available: <http://www.manager-tools.com/2006/05/building-a-network> Accessed: 30 October, 2012. (podcast). 2006.

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- Coombs, Ariella. (May 2014). The Jimmy Fallon Effect: 10 Qualities Of Great Networkers, <http://www.careerealism.com/networkers-qualities-jimmy-fallon/#KOyUIDOZ6tbUwvKr.99>
 - Cross, Rob and Thomas, Robert. Managing Yourself: A Smarter Way to Network, Rob Cross and Robert Thomas (HBR July-August 2011) Available: <http://hbr.org/2011/07/managing-yourself-a-smarter-way-to-network>
 - Grubb, Kevin. The Career Counselor's Guide to Facebook. National Association of Colleges and Employers. 2013. Available: <https://www.naceweb.org/uploadedFiles/Content/static-assets/downloads/social-media-guide-facebook.pdf>
 - Grubb, Kevin. The Career Counselor's Guide to LinkedIn, National Association of Colleges and Employers. 2013. Available: <https://www.naceweb.org/uploadedFiles/Content/static-assets/downloads/social-media-guide-linkedin.pdf>
 - Harris, Lisa and Rae, Alan. (2011). Building a personal brand through social networking. *Journal of Business Strategy*. Vol 32, No 5. pp. 14-21.
 - Inkson, Kerr. (2007). Careers as relationships. *Understanding careers: The metaphors of working lives*. pp. 177-197.

Deliverable:

Participate in a networking event attended by local professionals where you have the opportunity to meet people in your field of interest. Use this event to further develop your own professional network in the host city.

Directed journal entry:

Submit a journal entry describing the event you attended, the strategies you used to introduce yourself and a description of the professional backgrounds of the people you met.

SESSION 10: Observe and Understand Different Job Contexts Part I

(2.5 hours on-site, site visit) (Internship Coordinator & Faculty) Visit a local work site to observe different job contexts. Discuss similarities and differences in your own work place and those of your classmates.

(NOTE: Depending on group size, 2-3 options may be necessary. Students may need a half day off from internship site to attend.)

SESSION 11: Performance Management & Positive Organizational Behavior

(2.5 hours on site) (Faculty) Critical components of effective performance management will be discussed: goal setting, feedback, rewards and reinforcement. Using performance management as a powerful tool for motivating, developing and retaining talent will be reviewed. One of the fastest growing areas of OB is *Positive Organizational Behavior* (POB). Explore the importance of POB and the elements that help foster your own personal positivity.

Reading:

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- Kinicki & Fugate, Chapters 6 and 7

Deliverables:

- Read *Why Rewards Often Fail to Motivate* on page 204 of *Organizational Behavior* then participate in a Moodle forum based on the questions at the bottom of page.
- Read *Conscious Capitalism at Whole Foods* on page 223 of *Organizational Behavior* then answer the following questions in your journal:
 1. How did Mackey define the problem?
 2. Would you want to work for a company that practices CC? Why or why not?
 3. Assume you were starting your own business. What would be three benefits of modeling after CC principles?

SESSION 12: Managing Groups & Teams

(2.5 hours on site) (Faculty) Learn the difference between formal and informal groups, and the different functions, roles, norms and dynamics of each. Learn about the group and team development process then differentiate groups from teams and explore important team characteristics such as team competencies, teamwork and team building. Discuss the importance of trust as a critical element to group and team functioning. Explore facilitators for team effectiveness such as common purpose, composition, cooperation and team size.

Reading:

- Kinicki & Fugate, Chapter 8

Deliverable:

Read the *Problem-Solving Application Case: Group Forms to Amp Up Research* on page 287 of *Organizational Behavior*. Apply the 3-Stop Problem-Solving Approach to OB to the case and write a Short Analytical Paper recommending realistic and effective solutions to the case.

Directed Journal Entry:

Read *Exemplary Teamwork at NAFSA* on page 283 of *Organizational Behavior*. In your journal, answer the questions on page 284:

1. What team challenges do you think would be most enjoyable for you?
2. What team challenges do you think would be most enjoyable for you?
3. What would you be inclined to do to make sure the team works effectively and safely?

SESSION 13: Managing Communication, Conflict and Negotiations

(2.5 hours on-site) (Faculty) Learn how individuals process information and the characteristics of effective communicators. Examine common causes of conflict at work, and the impact of technology on intensifying conflict. Learn how to manage various forms of conflict, including types of negotiations and ethical pitfalls.

Reading:

- Kinicki & Fugate, Chapters 9 and 10
- Mazor, Doris. "Professional Communication: Teaching Students to Use Email Effectively." NCDCA Career Convergence, October 2014. Available: http://associationdatabase.com/aws/NCDCA/pt/sd/news_article/94686/blank/blank/tr ue

- Simoes, Mariana. NYU Stern Professor's Advice to Student: Get Your S____ Together. Accessed November 2014. Available: <http://www.businessinsider.com/nyu-professor-scott-galloways-email-2013-4#ixzz2zdbhp9oK>

Deliverable:

Working with one or two of your classmates, read the problem case *Transforming Dysfunctional into Functional Conflict* on page 355 of *Organizational Behavior* and answer the questions at the bottom of the page. Post your team's response to the questions with in a Moodle forum and engage in a discussion with classmates about their responses.

Directed journal entry:

Answer the questions in the Take-Away Application (TAAP) on page 351 of *Organizational Behavior*:

1. Think of a work or school conflict in your own life.
2. Describe how the conflict was handled. Which style discussed in Chapter 10 best describes how you handled the conflict? Was it the appropriate style?
3. Explain which style would have been most appropriate and why?

SESSION 14: Leadership

(2.5 hours on-site) (Faculty) Examine the research on competencies needed to lead in a global environment. Deepen your understanding of leadership challenges in the workplace including behavioral style theories, situational theories, and transformational leadership.

Reading:

- Hettich and Helkowski, pp. 80-89
- Kinicki & Fugate, Chapters 13

SESSION 15: Power, Influence and Politics

(2.5 hours on-site) (Faculty) Explore the interrelated topics of power, empowerment, influence and persuasion, organizational politics, and impression management. Learn how the ways in which you influence others impacts their response and your effectiveness.

Reading:

- Kinicki & Fugate, Chapter 12
- Faculty will add readings drawn from companies located in or related to the host city

Deliverable:

Write a Short Analytical Paper in which you discuss the five bases of power and what evidence you have seen of the different types of power at your internship worksite. Then describe a situation in which you have had to influence someone at school or work. Did you use any of the influencing tools described on page 417 of *Organizational Behavior* or the principles of persuasion described on page 418? What were the politics of the situation?

SESSION 16: Observe and Understand Different Job Contexts Part II

(2.5 hours on-site, site visit) (Internship Coordinator & Faculty) Visit a local work site to observe different job contexts. Discuss similarities and differences in your own work place and those of your classmates.

(NOTE: Depending on group size, 2-3 options may be necessary. Students may need a half day off from internship site to attend.)

SESSION 17: Organizational Design, Effectiveness and Innovation

(2.5 hours on-site) (Faculty) Learn how organizational structure and design affect organizational-level outcomes. Explore the basic foundation of an organization and review seven basic ways organizations are structured. Learn the contingency approach to organizational design and four effectiveness criteria used by organizations. Learn how innovation can be fostered within an organization.

Reading:

- Kinicki & Fugate, Chapter 15

SESSION 18: Managing Change & Stress

(2.5 hours on-site) (Faculty) Explore different drivers of change, as well as some popular models for understanding and managing change. Learn about the causes of resistance to change and what you can do about it. Because change is a major source of stress at work, we will discuss both the positive and negative aspects of stress.

Reading:

- Kinicki & Fugate, Chapter 16

Deliverable:

Research Paper Due

Directed journal entry:

Answer the questions in the *Your Future: Five Tips for Successful Managers of Change* section on page 589 of *Organizational Behavior*:

1. Which of the five tips above do you think is most often missing when change efforts fail? Explain why.
2. What other tips would you offer managers of change, based either on knowledge and tools from this particular chapter or on other things you've learned in this book and course.
3. What immediate challenges do you see on the horizon that will let you apply these five tips?

SESSION 19: Careers, Local Job Opportunities and Graduate Education

(2.5 hours on-site) (Internship Coordinator & Faculty) Learn about career and educational opportunities from employers and local graduate school representatives, including resources available to job seekers in the local environment.

Reading:

- <https://crunchprep.com/gre/2014/powerful-statement-of-purpose>
- Faculty will add resources relevant to the host city

SESSION 20: Lessons Learned

(2.5 hours on-site) (Internship Coordinator & Faculty) Present your "lessons learned" from your internship experience through class presentations or poster sessions. This should be based, in part, on your Short Analytical and Research Papers.

SESSION 21: Incorporate Your Internship into Your Career Search

(2.5 hours on-site) (Internship Coordinator & Faculty) Using information from the SkillScan Card Sort, learn how to incorporate your internship experience into your résumé and describe it in a job application and during an interview.

Directed Journal Entry:

What do you think are the three main new skills you have acquired from your internship? Think critically. These may be "hard skills" such as learning how to use social media for an organization or they may be "soft skills" such as working with people from different cultures.

Deliverables:

Submit a revised résumé and practice discussing your internship with IES staff and classmates.

REQUIRED READING/VIEWING/LISTENING:

- Auzenne, M., & Horstman, M. Your Résumé Stinks! Available: <http://www.manager-tools.com/2005/10/your-résumé-stinks> Accessed: 30 October, 2012. (podcast). 2005.
- Auzenne, M., & Horstman, M. Building a Network. Available: <http://www.manager-tools.com/2006/05/building-a-network> Accessed: 30 October, 2012. (podcast). 2006.
- Briggs Myers, Isabel. *Introduction to Type*. CA: Consulting Psychologists Press. 1998.
- Coombs, Ariella. The Jimmy Fallon Effect: 10 Qualities of Great Networkers. May 2014. Available:
<http://www.careerealism.com/networkers-qualities-jimmy-fallon/#KOyUIDOZ6tbUwvKr.99>
- Cross, Rob and Thomas, Robert. Managing Yourself: A Smarter Way to Network, Rob Cross and Robert Thomas (HBR July-August 2011) Available:
<http://hbr.org/2011/07/managing-yourself-a-smarter-way-to-network>
- Grubb, Kevin. The Career Counselor's Guide to Facebook. National Association of Colleges and Employers. 2013. Available:
<https://www.nacweb.org/uploadedFiles/Content/static-assets/downloads/social-media-guide-facebook.pdf>
- Grubb, Kevin. The Career Counselor's Guide to LinkedIn, National Association of Colleges and Employers. 2013. Available:
<https://www.nacweb.org/uploadedFiles/Content/static-assets/downloads/social-media-guide-linkedin.pdf>
- Harris, Lisa and Rae, Alan. Building a personal brand through social networking. *Journal of Business Strategy*. Vol 32, No 5. 2011, pp. 14-21.
- Hettich, Paul and Helkowski, Camille. *Connect College to Career: A Student's Guide to Work and Life Transitions*. CA: Wadsworth/Thomson, 2005. Pp. 13-32; 80-89.
- Inkson, Kerr. "Careers as relationships." *Understanding Careers: The Metaphors of Working Lives*. CA: Sage Publications, 2007. pp. 177-197.
- Kinicki, A., & Fugate, M. (2015). *Organizational Behavior: A Practical, Problem-Solving Approach* (1st edition). Boston, MA: McGraw-Hill.
- Mazor, Doris. "Professional Communication: Teaching Students to Use Email Effectively." NCDA Career Convergence, October 2014. Available:
http://associationdatabase.com/aws/NCDA/pt/sd/news_article/94686/blank/blank/true
- Mendenhall, Mark. *Global Leadership 2e: Research, Practice and Development*. Routledge, Global HR Series, 2012. pp. 240 – 252.
- Pink, Daniel. The puzzle of motivation. TEDGlobal. 2009.
http://www.ted.com/talks/dan_pink_on_motivation?language=en
- Simoes, Mariana. NYU Stern Professor's Advice to Student: Get Your S____ Together. Accessed November 2014. Available: <http://www.businessinsider.com/nyu-professor-scott-galloways-email-2013-4#ixzz2zdbhp9oK>
- Sweitzer, H. Fredrick and King, Mary. "Stage charts: Developmental stages of an internship". Excerpted from: *The successful internship: Personal, professional, and civic development in experiential learning*. CA: Brooks/Cole, 2014.
- _____. DiversityWorkplace. <https://sites.google.com/site/diversityworkplace411/>
- _____. <https://crunchprep.com/gre/2014/powerful-statement-of-purpose>