



INTERNSHIP COURSE SYLLABUS

4 credits - applicable to the following courses:

| | |
|----------------|---|
| CAS AH 505 | Internship in Art/Architecture Abroad |
| CAS EC 497 | Internship in Business/Economics Abroad |
| CAS IR 451 | Internship in Politics Abroad |
| CAS IR 455 | Internship in International Organization Abroad |
| CAS PO 401 | Internship in Politics Abroad |
| CAS PO 403 | Internship in Comparative Law Abroad |
| CAS PO 405 | Internship in International Organization Abroad |
| CAS PS 495 | Internship in Human/Health Services |
| COM CM 471 | Internship in Advertising or Public Relations |
| COM FT 493/494 | Internship in Film and Television |
| COM JO 411 | Internship in Journalism |
| SHA HF 390 | Internship in Hospitality Administration |

Non-credit Hub Unit*:

| | |
|------------|-------------------------|
| HUB SA 330 | Study Abroad Internship |
|------------|-------------------------|

** Students will be enrolled concurrently in the non-credit HUB SA 330 Study Abroad Internship unit through which they will, on successful completion of the concurrent 4-credit academic internship course, earn 1 Hub Unit in the area of 'The Individual in Community'. The course HUB SA 330 does not award credit, but modifies the learning outcomes to facilitate the goals of the Individual in Community unit. Students will see two entries on their transcripts*

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EUSA

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On-line resources

Blackboard: <https://learn.bu.edu> Course: "PIP- PMIP"

I. WORKLOAD AND LEARNING OUTCOMES

WORKLOAD

This course, conducted entirely either in French or in English, is comprised of several components:

- **EUSA preparatory sessions:** during the course phase, students will attend 3 mandatory one-hour sessions in order to prepare for the internship interview and experience.
- **Internship:** during the internship phase (last seven weeks of the program), students will be working at their internship placement around 28 hours a week, from Mondays to Thursdays.
- **Workshops:** during the internship phase, students will attend six 90-minute thematic workshops which will guide them in their reflection and methodology.
- **Written essay:** by the end of the internship phase, students will have written a formal analytical essay related to their experience (minimum 15 pages in English or 10 pages in French), comprised of 5 separate sections (General Introduction – The Company – The Intercultural Experience – The Professional Experience – General Conclusion).
- **Workshop preparatory work:** for each workshop, students will have to prepare a written handout as well as a short oral presentation, both related to the workshop theme.
- **Readings** (available on Blackboard): students' reflection will be broadened through readings related to each general aspect of the internship experience (the internship experience as such, the company as an entity and a community, cross-cultural experience theories and specifics, professionalism and civic-mindedness).
- **Individual guidance:** aside from the workshops, students will communicate by mail with their professors in order to refine the writing of their final essay.
- **Final mock interviews:** as a result of this reflection process, students will present themselves as job applicants in front of a jury during a mock professional interview.

LEARNING OUTCOMES

Internship Course Outcomes

- Gain an understanding of workplace dynamics, professional expectations, and the influence of culture on both.
- Build proficiency in a range of business or industry skills appropriate to the field of the internship placement, including professional and inter-cultural communication through written, verbal, and non-verbal means.
- Refine and clarify professional and career goals through critical analysis of the internship experience or research project.

Hub Area: The Individual in Community

1. Students will analyze at least one of the dimensions of experience—historical, racial, socio-economic, political, gender, linguistic, religious, or cultural—that inform their own worldviews and beliefs as well as those of other individuals and societies.
2. Students will participate respectfully in different communities such as campus, citywide, national and international groups, and recognize and reflect on the issues relevant to those communities.

By the end of this course, students will be able to articulate a reflection and draw personal insights related to their own beliefs and worldviews about individuals and society, based on the cultural and professional dimensions of their experience, namely:

- what makes their company succeed – or not – in its field, how it operates as a community and in the community, what main issues it has to face, both internally and on the market;
- what it takes to work in/with other cultures (and/or languages) and to adapt to an unfamiliar environment in order to be part or at the service of a new community, how to approach cultural differences in their daily experience and what they can learn from them, both about themselves and others – as individuals but also as part of a global world;
- what they can bring to a professional environment, how they can draw skills from experience and process challenges, how they can contribute to a company's project and community ;
- who they are as a result of this growing process, in terms of civic-mindedness, cultural awareness, professional goals, personal aspirations.

II. ACADEMIC GOALS

- Give academic value to the internship

Each internship must include an academic component consisting of research, reflection, written and oral assignments. This academic component will be related both to the internship (sector, professional and intercultural experiences) and to the specific internship credits. As for the final grade, it will almost exclusively be based on the internship course components, except for attendance which, aside from presence at BU Paris academic workshops and meeting deadlines for assignments, will also take into account presence (or absences) at the internship placement.

- Add an analytical dimension to the overall experience

This academic process encourages analysis about and beyond daily work, in order to broaden students' horizons intellectually, professionally and personally. It will enable students to reflect more thoroughly on their company and sector as well as on their own experience, perceptions, and career goals. The internship experience will be viewed as a means to gain knowledge, as an intercultural learning process, as a way for students to develop an awareness of their skills, and aspirations as well as to reflect upon the notion of community, including aspects such as society culture, company culture, work culture and their own ethics and values in terms of civic-mindedness; hence it will become a significant professional asset.

- Encourage a professional approach to academic work

Being professional means being reliable, responsible, and autonomous. Students must consider workshops at BU Paris and workdays as part of the same academic/professional experience. They must organize their work in order to meet specific deadlines. They must communicate in a proper way with their coworkers, as well as with their professors, and EUSA. They are responsible and are held responsible for their choices, including the consequences they imply, notably on their final grade through the following attendance policy.

Attendance Penalties for this course*

Please, see BU Paris General Attendance Policy on page 6

| | | |
|--|---|---|
| 1 absence from a workshop at BU | = | 1 point off the course final grade |
| 1 absence from work (internship placement) | = | 1 point off the course final grade |
| More than 3 unexcused absences | = | F for the course |
| Unsubmitted written work* | = | F (0 points) for the assignment in question |
| Work handed in late | = | 1 point off the assignment per day |
| Unsubmitted EUSA Midterm evaluation | = | 1 points off the course final grade |
| Poorly filled out EUSA Midterm evaluation | = | 0.5 point off the course final grade |
| Plagiarism | = | F (0 points) for the assignment in question |

* Past Monday following Workshop 5, no written work will be accepted (grade for the assignment = 0).

The internship course will be taught either entirely in French or entirely in English. It may count towards a French Minor on two conditions: the internship placement and all internship course components (written and oral) have to be in French; the student needs approval from his/her advisor in the U.S.

III. ACADEMIC WORK

WRITTEN WORK

Total length for all assignments combined: 10 pages in French / 15 pages in English

General goal

These written assignments will cover all aspects of the internship experience: the company, the sector, the intercultural experience, the individual professional development. The final result will be a comprehensive account of the experience and its impact. Each section must incorporate elements related to the student's internship credits.

Analytical Approach

The general idea for this course is to encourage students to truly reflect on the varied subjects it covers, and not merely state facts and observations. The first crucial step for this consists in raising the right questions. Investigation (within the company, through research, through self-questioning) follows, allowing to find nuanced answers or further questions.

Organized Outline

This writing process is the opportunity to put into practice the French method consisting in organizing ideas in a structured outline. The format includes visible titles and subparts with explicit titles for all sections.

Specific angles

Personal Presentation

This introduction will present the student's background, motivations and initial goals for the internship.

The Company and its Sector

In this section, the student must show an insider's understanding of the organization, not only through a clear description of the company, what it does/offers, how it operates internally, but also through an analysis of its strengths and weaknesses, of the general context in which it operates, of the challenges it faces, of its identity as a community and position in a boarder community. It should NOT be written in the first person.

The Intercultural Experience

In this section, the student will account for his/her experience and understanding of cultural differences, both on a general scale, as a process of adjustment, and through specific examples related to human relationships, work environment and ethics, vision of life or society and issues related to the sector.

The Professional Experience

In this section, the student will recount his/her internship experience in terms of missions and tasks, but also in terms of accomplishments, challenges, lessons, developed skills or competencies, contribution to the community.

Assignments will be emailed as Microsoft Word documents. Methodological handouts and readings are available on Blackboard. Please note: it is the students' responsibility to organize their time and respect deadlines.

FINAL ORAL INTERVIEW (20 minutes)

Students will be asked to highlight the professional value and benefits of their internship experience during individual 20-minute interviews staging students as job applicants and a EUSA-BU jury as a potential future employer.

WORKSHOPS (six 90-minute workshops on Fridays* at BU)

Workshops 1 to 5 will help students orient and nurture their reflections for their assignments. Workshop 5 will prepare students for the Interview. Workshops 2 to 5 will require preparation by the students before each session (handouts to fill out) and "elevator pitch" presentations pertinent to the subject of the day during each session. Students' preparedness, motivation, and relevance will be taken into account in the workshop grade component. Workshop 6 (Re-entry seminar) will serve as an opportunity to reflect on perspectives for future professional development.

* Schedule (days & times) will be adjusted for PMIP.

IV. GRADING (out of 100)

Attendance

| | |
|-------------------------------|---|
| Absence from work or workshop | minus 2 points |
| EUSA midterm evaluation | unsubmitted: minus 2 points poorly filled out: minus 1 point |

Workshops

Preparedness, motivation, relevance, professionalism

15 points

Written Work

Personal Presentation

Reflection, richness of ideas

The Company

| | |
|--|-----|
| Content: research, reflection, richness of ideas | 2/3 |
| Form: structure, methodology, written expression | 1/3 |

The Intercultural Experience

| | |
|--|-----|
| Content: research, reflection, richness of ideas | 2/3 |
| Form: structure, methodology, written expression | 1/3 |

The Professional Experience

| | |
|--|-----|
| Content: research, reflection, richness of ideas | 2/3 |
| Form: structure, methodology, written expression | 1/3 |

60 points

Final Interview

| | |
|--------------------------------|-------------|
| Reflection and ideas | 12.5 points |
| Professionalism and expression | 12.5 points |

25 points

Grading Conversion (out of 100)

| FINAL GRADE (out of 100) | | | GRADES FOR INDIVIDUAL ASSIGNMENTS (letters) | | | | | | | | |
|--------------------------|----|-----------|---|-------|--------|-------|--------|-------|--------|-------|--------|
| 93-100 : | A | 77-79,5 : | C+ | A+ | = 97 | B+/A- | = 89,5 | C+/B- | = 79,5 | D+/C- | = 69,5 |
| 90-92,5 : | A- | 73-76,5 : | C | A/A+ | = 96 | B+ | = 88 | C+ | = 78 | D+ | = 68 |
| 87-89,5 : | B+ | 70-72,5 : | C- | A | = 95 | B/B+ | = 86,5 | C/C+ | = 76,5 | D/D+ | = 66,5 |
| 83-86,5 : | B | 69-60 : | D | A/A- | = 92,5 | B | = 85 | C | = 75 | D | = 65 |
| 80-82,5 : | B- | 59,5-0 : | F | A/A- | = 92,5 | B/B- | = 82,5 | C/C- | = 72,5 | D/D- | = 62,5 |
| | | | | A- | = 91 | B- | = 81 | C- | = 71 | D- | = 61 |
| | | | | A-/B+ | = 89,5 | B-/C+ | = 79,5 | C-/D+ | = 69,5 | F | = 0 |

BU PARIS ATTENDANCE POLICY

Our program is subject to French student visa laws where an active student status is mandatory. As the sponsor of your visa, Boston University has the legal obligation to ensure that you comply with visa requirements. If you do not attend classes or your internship as required, you will be considered to be in breach of your visa and can be deported. Any student who does not comply with this policy may be sent home from the program at the discretion of the program director, and may, as a result, forfeit credit and program costs for part or all of the semester.

| | |
|---|--|
| 1 absence (courses* or internship**) | = -1 point on your final grade |
| More than 3 unexcused absences | = F for the course |
| Unsubmitted written work Absence for a presentation or exam Plagiarism | = F (0 points) for the assignment in question |

***Courses:** class sessions, exposé preparation, in-class presentation

** **Internship:** EUSA meetings, BU Paris workshops, work placement schedule

EXCUSED ABSENCES =

- Absence for illness excused by the *certificate of a French doctor*
- Internship interview
- OFII medical visit (must have *convocation*)
- Professional imperative that conflicts with academic workshop

Documentation to be submitted to buparis@bu.edu the day following the absence

TARDINESS

- The professor reserves the right to *not admit* a tardy student to class or to count a tardy arrival as either a *half or whole unexcused absence*.
- Late arrivals to class will impact the class *participation grade*.
- *Leaving class* before it ends is considered as tardiness.
- *Late submission* of written work will entail a penalty on the assignment grade.
- Written work submitted *more than a week late* will not receive credit (grade = 0).

Students who do not complete a course on time will be given an F.

There are *no withdrawals* from classes, the internship nor the internship course.

PLAGIARISM – OFFICIAL BU POLICY

Simply stated, plagiarism is taking another's work and presenting it as your own. It is, in fact, intellectual theft. It is one of the most serious forms of academic misconduct. Plagiarism committed by a student will certainly result in course failure and may result in suspension or dismissal. It can take many forms, including reproduction of published material without acknowledgement, or representing work done by others as your own. This includes the increasing common practice of purchasing and downloading work from the Internet "paper mills". Plagiarism applies to all media – printed matter of all kinds, video, audio, and oral presentation. Even unacknowledged paraphrasing or use of another's methodology, structure or management of material is plagiarism. You must use quotation when quoting even if you do the translating yourself.

All students are responsible for having read the Boston University statement on plagiarism, which is available in the Academic Conduct Code. Students are advised that the penalty against students on a Boston University program for cheating on the examinations or for plagiarism may be 'expulsion from the program or the University or such other penalty as may be recommended by the Committee on Student Academic Conduct, subject to approval by the dean'.

Read the full Academic Conduct Code online at: <http://www.bu.edu/academics/policies/academic-conduct-code/>

V.PMIP INDICATIVE WEEKLY SCHEDULE*

Attendance is mandatory for all sessions.

Deadlines and specifics for each assignment will be given by each professor during Workshop 1

BEFORE INTERNSHIP

| | | |
|--|--|-------------------------|
| Group sessions | EUSA: « YOUR INTERNSHIP IN PARIS » | Week 1 (Orientation) |
| Group sessions | EUSA: PROFESSIONAL INTERVIEW TRAINING | Week 2 |
| <i>Interviews with prospective companies</i> | | <i>Weeks 3-8</i> |
| Group session | EUSA: MAKING THE MOST OF YOUR INTERNSHIP | Week 5 |

Begin Internship

Week 6

DURING INTERNSHIP

| | | | |
|--|---|---|-----------------|
| Workshop 1 at BU | <u>THE INTERNSHIP ACADEMIC ASPECTS: general principles and method</u> <u>Confirm Internship credits</u> | | Week 5 |
| Workshop 2 at BU | <u>THE COMPANY & THE SECTOR: raising questions</u> <u>Presentations & Handout</u> discovering the company and identifying pertinent issues related to the sector | Essay: hand in "Personal Presentation" | Week 7 |
| Workshop 3 at BU | <u>THE INTERCULTURAL EXPERIENCE: raising questions</u> <u>Presentations & Handout</u> An intercultural "incident" and its implications <u>Readings</u> <i>Au contraire! Figuring out the French</i> (chapter 16) | Essay: hand in "The Company" | Week 8 |
| Week 8: EUSA - Mandatory midterm evaluation | | | |
| Workshop 4 at BU | <u>THE PROFESSIONAL EXPERIENCE: from experience to competency</u> <u>Presentations & Handout</u> An accomplishment or a challenge and its implications <u>Readings: See Blackboard</u> | Essay: hand in "Cultural Experience" | Week 10 |
| | | Essay: hand in "Professional Experience" | Week 11 |
| Workshop 5 at BU | <u>FINAL ORAL INTERVIEW: preparation</u> <u>Presentations & Handout</u> How do I stand out as a professional <u>Readings: See Blackboard</u> <u>Fill out Intercultural questionnaire</u> | | Week 12 |
| Week 13: FINAL ORAL INTERVIEWS (+ evaluations) Week 13: Internships end | | | |
| Workshop 6 at BU | <u>RE-ENTRY SEMINAR</u> Giving value to your experience | | Fri. Week 15 |

* Schedule will be adjusted, depending on French academic calendar and holidays, as well as students' Dauphine and internship schedules.

V.PIP INDICATIVE WEEKLY SCHEDULE*

Attendance is mandatory for all sessions.

Deadlines and specifics for each assignment will be given by each professor during Workshop 1

BEFORE INTERNSHIP

| | | |
|--|--|-------------------------|
| Group sessions | EUSA: « YOUR INTERNSHIP IN PARIS » | Week 1 (Orientation) |
| Group sessions | EUSA: PROFESSIONAL INTERVIEW TRAINING | Week 2 |
| <i>Interviews with prospective companies</i> | | <i>Weeks 3-8</i> |
| Group session | EUSA: MAKING THE MOST OF YOUR INTERNSHIP | Week 8 |

Begin Internship

Week 10

DURING INTERNSHIP

| | | | |
|--|---|---|-----------------|
| Workshop 1 at BU | <u>THE INTERNSHIP ACADEMIC ASPECTS: general principles and method</u> <u>Confirm Internship credits</u> | | Fri. Week 10 |
| Workshop 2 at BU | <u>THE COMPANY & THE SECTOR: raising questions</u> <u>Presentations & Handout</u> discovering the company and identifying pertinent issues related to the sector | Essay: hand in "Personal Presentation" | Fri. Week 11 |
| Workshop 3 at BU | <u>THE INTERCULTURAL EXPERIENCE: raising questions</u> <u>Presentations & Handout</u> An intercultural "incident" and its implications <u>Readings</u> <i>Au contraire! Figuring out the French</i> (chapter 16) | Essay: hand in "The Company" | Fri. Week 12 |
| Week 12: EUSA - Mandatory midterm evaluation | | | |
| Workshop 4 at BU | <u>THE PROFESSIONAL EXPERIENCE: from experience to competency</u> <u>Presentations & Handout</u> An accomplishment or a challenge and its implications <u>Readings:</u> <i>See Blackboard</i> | Essay: hand in "Cultural Experience" | Fri. Week 13 |
| Week 14: Essay: hand in "Professional Experience" | | | |
| Workshop 5 at BU | <u>FINAL ORAL INTERVIEW: preparation</u> <u>Presentations & Handout</u> How do I stand out as a professional <u>Readings:</u> <i>See Blackboard</i> <u>Fill out Intercultural questionnaire</u> | Essay: hand in "Professional Experience" | Fri. Week 15 |
| Workshop 6 at BU | <u>RE-ENTRY SEMINAR</u> Giving value to your experience | | Fri. Week 15 |
| Week 16: FINAL ORAL INTERVIEWS (+ evaluations) | | | |

* Schedule will be adjusted, depending on French holidays.

V.PIP (SUMMER) INDICATIVE WEEKLY SCHEDULE*

Attendance is mandatory for all sessions.

Deadlines and specifics for each assignment will be given by each professor during Workshop 1

BEFORE INTERNSHIP

| | | |
|----------------|---------------------------------------|----------------|
| Group sessions | EUSA: « YOUR INTERNSHIP IN PARIS » | Before Arrival |
| Group sessions | EUSA: PROFESSIONAL INTERVIEW TRAINING | Before Arrival |

Interviews with prospective companies

Weeks 1-3

| | | |
|---------------|--|--------|
| Group session | EUSA: MAKING THE MOST OF YOUR INTERNSHIP | Week 1 |
|---------------|--|--------|

Begin Internship

Week 3

DURING INTERNSHIP

| | | | |
|--|---|---|----------------|
| Workshop 1 at BU | <u>THE INTERNSHIP ACADEMIC ASPECTS: general principles and method</u> <u>Confirm Internship credits</u> | | Fri. Week 3 |
| Workshop 2 at BU | <u>THE COMPANY & THE SECTOR: raising questions</u> <u>Presentations & Handout</u> discovering the company and identifying pertinent issues related to the sector | Essay: hand in "Personal Presentation" | Fri. Week 4 |
| Workshop 3 at BU | <u>THE INTERCULTURAL EXPERIENCE: raising questions</u> <u>Presentations & Handout</u> An intercultural "incident" and its implications <u>Readings</u> <i>Au contraire! Figuring out the French</i> (chapter 16) | Essay: hand in "The Company" | Fri. Week 5 |
| Week 5: EUSA - Mandatory midterm evaluation | | | |
| Workshop 4 at BU | <u>THE PROFESSIONAL EXPERIENCE: from experience to competency</u> <u>Presentations & Handout</u> An accomplishment or a challenge and its implications <u>Readings: See Blackboard</u> | Essay: hand in "Cultural Experience" | Fri. Week 6 |
| Workshop 5 at BU | <u>FINAL ORAL INTERVIEW: preparation</u> <u>Presentations & Handout</u> How do I stand out as a professional <u>Readings: See Blackboard</u> <u>Fill out Intercultural questionnaire</u> | Essay: hand in "Professional Experience" | Fri. Week 7 |
| Workshop 6 at BU | <u>RE-ENTRY SEMINAR</u> Giving value to your experience | | Fri. Week 7 |
| Week 8: FINAL ORAL INTERVIEWS (+ evaluations) | | | |
| Week 9: Internship ends | | | |

* Schedule will be adjusted, depending on French holidays.

VI. READINGS (Blackboard)

For each section, please read the Internship Course Guidelines

Before your internship starts:

- ✓ Sweitzer, H. Frederick & King, Mary A, *The Successful Internship*, Cengage Learning, 2016
 - Chapter 1, pp. 5-17 & p. 23 ("What Can You Learn from an Internship?"; "Experiential Education"; "Predictable Stages")
 - Chapter 2, pp. 31-43 ("Framing the Experience: The Developmental Stages of an Internship")
 - Chapter 3, pp. 50-57 & 77-79 ("The Engaged Learner" & "Essentials for Empowerment")

For Workshop 1 : The Internship experience and the course expectations in general

- ✓ Kreber, Carolin, *Educating for Civic-Mindedness*, Routledge, 2016
 - pp. 52-59 ("Understanding civic-mindedness")
- ✓ "Reflective Writing – The Reflective Toolbox" (website: writeonline.ca)
- ✓ Bauer-Wolf, Jeremy, « Students believe they are prepared for the workplace; employers disagree" (<https://www.insidehighered.com>, Feb. 23 2018)

And also:

- ✓ Kreuz, Roger & Roberts, Richard, *Getting Through – The Pleasures and Perils of Cross-Cultural Communication*, MIT Press, 2017
 - Chapter 1, pp. 31-43 ("Culture and its Consequences")
- ✓ Barton, Georgina & Hartwig, Kay, *Professional Learning in the Work Place for International Students - Exploring Theory and Practice*, Springer, 2017
 - Chapter 13, pp. 225-237 ("The Study Abroad Programme: Experience and Benefits")
- ✓ Duggan, Susan J., "What Business wants: Language Needs in the 21st Century" (www.TheLanguageFlagship.org, 2009)

For Workshop 2 : The Company

- ✓ Sweitzer, H. Frederick & King, Mary A, *The Successful Internship*, Cengage Learning, 2016
 - Chapter 10, pp. 281-307 ("Navigating the Internship Site")
 - Chapter 11, pp.313-317 ("Finding the Beat of the Community")
- ✓ "What If Your Business Is Actually a Community?" by Spinks, David – Sept.13, 2016

And also:

- ✓ Roccas, Sonia & Sagiv, Lilach, *Values and Behavior – Taking a Cross Cultural Perspective*, Springer 2017
 - Chapter 6, pp.115-136 ("Values and Behavior in a Work Environment: Taking a Multi-level Perspective")
- ✓ Den Dekker, Wim, *Global Mindset and Cross-Cultural Behavior*, Palgrave MacMillan, 2016
 - Chapter 3, pp.39-61 ("A Mindset Typology")

For Workshop 3 : The Cultural Experience

- ✓ Aslin, Gilles & Mastron Ruth, *Au contraire! Figuring out the French*, Intercultural Press, 2010
 - Chapter 16, pp. 175-228 ("Working Across Cultures")
- ✓ "The Iceberg Concept of Culture" (Indiana Department of Education)
- ✓ Ross, Rick, "The Ladder of Inference"

+ pick two of the following:

- ✓ "Working with Multicultural teams" (National Science Foundation, inspired from Erin Meyer, *The Culture Map*)
- ✓ Mayer, Erin, "Traverser le champ de mines culturel"(Harvard Business Review, Dec. 2014 – Jan. 2015)
- ✓ "A Developmental Model Of Intercultural Sensitivity" (Bennett, Milton J., www.indrinitute.org)
- ✓ Deardorff, Darla K., "Theory Reflections: Intercultural Competence Framework/Model"

And also:

- ✓ CCI- Paris Ile-de-France, *Do you Speak Touriste? – Pour mieux accueillir la clientèle touristique*, Comité Régional du Tourisme Paris Île-de-France, June 2017
- ✓ "Working Across Cultures and Knowing When to Shut Up" (www.ChangeThis.com, inspired from Erin Meyer, *The Culture Map*)
- ✓ "The Developmental Model Of Intercultural Sensitivity" (Intercultural Development Inventory - <https://idinventory.com>)
- ✓ « L'étrangeté française - Le modèle social français est-il soluble dans la mondialisation ?" (Fondation pour l'Innovation Politique, June 28.2006)
- ✓ Book Report on *L'Étrangeté française* by Philippe d'Iribarne (APUAF)
- ✓ "Cultural Intelligence: Domain and Assessment" (International Journal of Cross Cultural Management, 2008)

For Workshop 4 : The Professional Experience

- ✓ Sweitzer, H. Frederick & King, Mary A, *The Successful Internship*, Cengage Learning, 2016
- Chapter 12, pp. 337-353 ("Riding High: The Competence Stage")
- ✓ "Are you a civic-minded professional?" (from Campus Compact – Iowa)
- ✓ "Civic-Minded Graduate Rubric" Weiss, H.A., Hahn, T., and Norris, K. (IUPUI – Campus Compact Indiana - 2017)
- ✓ NACE, "Career Readiness for the New College Graduate – A Definition and Competencies" (NACE, Jan. 2019)
- ✓ EUSA Pilot Competencies

And also:

- ✓ Sweitzer, H. Frederick & King, Mary A, *The Successful Internship*, Cengage Learning, 2016
- Chapter 14, pp. 398-420 ("And in the End: The Culmination Stage")
- ✓ Self assessment questionnaire: "Civic-Minded Professional Scale Used in Bonner Alumni Study" (Bonner Foundation)
- ✓ NACE, "Skills Employers Seek" (NACE – Allegheny College)
- ✓ NACE, "Employers: Verbal Communication Most Important Candidate Skill" (NACE, Feb. 24, 2016)
- ✓ "Professional Skills. List" (<http://www.businessphrases.net/>)

For Workshop 5 : The Professional Interview

- ✓ West, Charlotte "Leveraging Global Experiences in the Job Market" (International Educator, Jan-Feb 2017)
- ✓ NACE Staff, "Helping Students Articulate International Experience (NACE, Sept. 13, 2017)
- ✓ NACE Staff, "Study Abroad and Career" (NACE – Georgetown University)

And also:

- ✓ Hajo Adam, Otilia Obodaru, Jackson G. Lu, William Maddux, and Adam Galinsky, "How Living Abroad Helps You Develop a Clearer Sense of Self" (Harvard Business Review, May 22 108)