



## CIEE Toulouse, France

<b>Course title:</b>	Internship
<b>Course code:</b>	INSH 3003 TOFR (FREN)
<b>Programs offering course:</b>	Toulouse Language and Culture, Business and Culture
<b>Language of instruction:</b>	French
<b>U.S. semester credits:</b>	3
<b>Contact hours:</b>	45
<b>Term:</b>	Spring 2020

### **Course Description**

The Internship Seminar will prepare students for French working environment. It will explain what the expectations and goals are for their respective placements. Students will learn how to observe, interact with co-workers, recognize cultural differences, compare teamwork and interpersonal interactions in different cultures, apply academic knowledge in a business setting and identify opportunities to create value within the company.

### **Learning Objectives**

By completing this course, students will:

The goal of the internship is to offer students the possibility to gain intercultural competence by immersing themselves in the French professional work environment.

### **Course Prerequisites**

None

### **Methods of Instruction**

The Internship seminar will be mostly based on group discussion, supported by readings on French working environment and work ethics as well as cultural differences in dealing with work tasks, negotiations and communication at large. Feedback from internships placements will also illustrate and complement class discussions.

### **Assessment and Final Grade**

1.	Seminar Assignments	10%
2.	Final Paper	25%
3.	Oral Presentation	25%
4.	On the Job Performance	30%
5.	Class Participation	10%
	TOTAL	100%

### **Course Requirements**

#### **Seminar Assignments**

Over the course of the seminar, students will submit entries from a professional journal for review by the instructor. There will be a total of five journal entries. Students are expected to do the readings



mentioned in the weekly schedule. Suggested readings have been provided as an opportunity for in-depth learning.

### **Final Paper**

#### **Oral Presentation**

On week 3 they will be required to present their final paper topics, along with a rough outline.

During the last week of the seminar, students will, give an oral 15-20-minute presentation of their internship and hand in their final papers. The presentation will provide an overview of the company they interned with; a description of the tasks they were asked to perform as well as a cultural analysis of what the experience has taught them in terms of work ethics and values. They can compare and contrast with their US working experience to highlight the main differences they have encountered.

Final papers will be between 15 and 20 pages (double spaced, Times New Roman, 12 font, Chicago style citation)

#### **On the Job Performance**

The instructor will be in constant contact with students' company supervisors to assess participation, adaptation and improvement to determine internship performance grade and evaluation.

#### **Class Participation**

Students are expected to participate actively in this class by referring to their internship experience to feed in class discussion on main work concepts and values.

#### **Attendance and Class Participation**

Regular class and internship site attendance is required throughout the program. Students must notify Center Director and internship site reference beforehand if they will miss class/internship attendance for any reason. Students are responsible for any materials covered in class in their absence. Students who miss class/internship attendance for medical reasons must inform the internship site reference and the Center Director and provide appropriate documentation. An absence in a CIEE course will only be considered excused if:

- a doctor's note is provided
- a CIEE staff member verifies that the student was too ill to attend class
- evidence is provided of a family emergency

Students who miss class or internship site attendance for personal travel will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

Persistent absenteeism (students exceeding 10% of total course/internship hours missed, or violations of the attendance policies in more than one class/internship time) will lead to a written warning from the Center Director, notification to the student's home school, and/or dismissal from the program in addition to reduction in class grade(s). Students with unexcused absences exceeding 20% of the total course/internship hours will fail the course.

- Late papers will be marked down 5% after the first day and 1% every day afterwards



- Being late is disruptive to the entire class/internship experience and will negatively affect a student's participation grade. Being 10 minutes late just once is still disruptive, but can happen to all. Being late more than once, however, will have consequences for the student's participation grade. Students arriving more than ten minutes late to the class/internship site will be considered absent for the session.

## **Attendance**

### **Weekly Schedule**

#### **Week 1**

Class 1.1 Course Introduction

Presentation of the course, course requirements and the evaluation system (professional journal, final paper and presentation). Clarification of learning goals and writing formats.

Class 1.2 Working at job site

#### **Week 2**

Class 2.1 Working in France

Reading: "The French work less than the British and Germans, but an attack on 35-hour working week has split left and angered traditionalists" The Independent, 30 August 2015

**Assignment: Complete first journal entry**

Class 2.2 Working at job site

#### **Week 3**

Class 3.1 Translating your story

Presenting your professional and academic experience in France (CVs, cover letters and interviews in France)

Reading: "What is your story?" Harvard Business Review, Jan 2005

Class 3.2 Working at job site

#### **Week 4**

Class 4.1 Documenting your internship: Final Paper/ Presentation Overview

Explanation of the Final Paper: Outline, Gathering Information

Class 4.2 Working at job site



**Week 5**

Class 5.1 The Role of Culture in the Workplace

Overview of cultural challenges in the global workplace and approaches to overcome them.

Reading: "Navigating the Cultural Mindfield?" Harvard Business Review, May 2004

**Assignment: Complete second journal entry**

Class 5.2 Working at job site

**Week 6**

Class 6.1 France versus the U.S.: Dualing Business Cultures? Part 1

Reading: "Case Study: Disney in France"

Class 6.2 Working at job site

**Week 7**

Class 7.1 France versus the U.S.: Dualing Business Cultures? Part 2

Readings: "France Says it Opposes G.E.'s Bid for Alstom" New York Times, 5 May 2014

"G.E. Wins Alstom Energy Bid..." Bloomberg News, 22 June 2014

**Assignment: Complete third journal entry**

Class 7.2 Working at job site

**Week 8**

Class 8.1 The French Labor Market Part 1

Readings: "Au Revoir, Entrepreneurs" New York Times, 22 March 2014

Class 8.2 Working at job site

**Week 9**

Class 9.1 The French Labor Market Part 2

Readings: "How's Life in France?" OECD Better Life Initiative, May 2014

Class 9.2 Working at job site

**Week 10**

Class 10.1 Diversity in the Workplace



Readings: "France Seeks Path to Workplace Diversity" Wall Street Journal, 3 January 2007

**Assignment:** Complete fourth journal entry

### **Week 11**

Class 10.2 Working at job site

Class 11.1 Leadership & Managing Up

Exploring leadership styles and expectations.

Readings: "Managers and Leaders: Are they Different?" Harvard Business Review, January 2004

Class 11.2 Working at job site

### **Week 12**

Class 12.1 Millenials in the Workplace

Readings: "Millenials Readied for Leadership Roles" The National, 23 November 2014

**Assignment: Complete fifth journal entry**

Class 12.2 Working at job site

### **Week 13**

Class 13.1 Conducting an International Internship & Job search

Presentation of job search strategies and resources.

Class 13.2 Working at job site

### **Week 14**

Class 14.1 Lessons Learned from Internship

- Student Presentations
- Submission of final paper
- Submission of Professional Journal

Class 14.2 Working at job site

### **Course Materials**

#### **Readings**



***Suggested***

Meyer, Erin. *The Culture Map: Breaking Through the Invisible Boundaries of Global Business*. New York: Public Affairs, 2014.

"The American-Western European Values Gap" Attitudes Pew Research Center Global Project, 29 February 2012. <http://www.pewglobal.org/2011/11/17/the-american-western-european-values-gap/>.

Salacuse, Jeswald. "The Top Ten Ways that Culture can Affect International Negotiations." *Ivey Business Journal*. Mar/April 2005.

"Doing Business in France" HSBC Bank France, March 2013.

[https://globalconnections.hsbc.com/downloads/country\\_guide-fr-march-2013.pdf](https://globalconnections.hsbc.com/downloads/country_guide-fr-march-2013.pdf).