IB 365: Professional Development in International Business

SAMPLE SYLLABUS – 1 CREDIT, SUMMER

Course Description & Objectives

This on-line seminar provides academic and professional development support to undergraduate students during the completion of their international internships with a wide variety of organizations and countries. Although this section of the course is formally listed as an International Business course, the content of this course will be relevant to students from all majors regardless of whether you are interning with a corporation, not-for-profit organization, a school, government agency, etc! The course focuses on facilitating the acquisition of key knowledge (e.g., an understanding of social, economic, and political skills of the host country) and skills (e.g., communication, working in teams, organizational culture, power and politics, cultural intelligence) needed to function effectively in a global workplace. This course also emphasizes how students can integrate their international internship experiences into a broader plan for short and long-term professional development, job placement, and career success.

The seminar introduces students to key concepts and principles of globalization and strategies for being successful in a global workplace and then requires students to integrate this with their past academic coursework, their international work experiences, career development goals and their personal skills and values. This seminar challenges students to reflect on, to evaluate, and to learn from their global experiences and to exchange ideas, viewpoints, and insights with the faculty coordinator, and peers working in other types of internships, organizations, and cultural environments.

Students will be evaluated on their ability to engage analytically with their international internship experience, course readings and assignments, and with each other in order to maximize their learning experience. This is a great and unique opportunity as many students return from completing international internships reporting they were “life changing experiences!”

By the end of the course students should be able to:

• Demonstrate a high level of understanding of the history and culture of the host country in which they completed their internships and the practical implications of this knowledge for functioning effectively within the host country.

• Demonstrate a high level of understanding of the host organization in which they interned and the practical implications of this knowledge for functioning effectively within the host organization.

• Demonstrate a high level of understanding of the industry, sector, or operating environment (context) in which the intern’s host organization operated, and the practical implications of this knowledge for functioning effectively within the host organization.

• Review, reflect on, and evaluate their overall international internship experience, articulate the ways in which they have personally and professionally developed during their internship, and how they can use what they have learned in their future careers working for other domestic or international organizations after graduation.

• Demonstrate skill in using basic career and professional development tools to enhance their ability to leverage their international internship experience to achieve personal and professional goals.

• Demonstrate a high level of “global literacy” in terms of understanding social, political, and economic issues, trends, and challenges and their practical implications for students in terms of their future jobs, careers, and other personal or professional endeavors.

• Demonstrate a high level of cultural intelligence and understand how it can be used to handle cross-cultural issues in the workplace and in general.

Workload Expectations

Given that this course uses a non-traditional format, students often have questions about workload expectations. Please note that you are earning academic credit (1 credit) based on the completion of the academic assignments and other requirements for the seminar and not the number of hours you work in your international internship. Please note that the university’s guideline (not policy) for a one-credit class is that the average student should spend about three hours per week working on course-related assignments outside of their
Internships. Some weeks may require fewer hours and others (especially toward the end of the seminar) may require more hours.

Seminar Structure
IB 365 is an online seminar connecting students interning around the globe to each other and to faculty and staff in the International Internships Program. Engaged and critical discussion as well as preparation, active participation and "attendance" are not only expected but will be a significant component of final evaluation. We will use the Courses@Business course platform (https://courses.bus.wisc.edu) and Skype to communicate and share ideas throughout the eight weeks of this seminar. You will use the course website interface to post semi-weekly diaries documenting your learning experiences in your host country. You will also post weekly responses to assigned readings and posted discussion questions and participate in online discussions of these readings with the faculty coordinator and other interns.

Keys for Student Success in the Seminar

1. Read the syllabus carefully and ask any questions that you may have no later than June 1st.
2. Important: Remember that you are doing an international internship but that you are also taking an academic course in which you will be earning academic credit. You are earning academic credit for the completion of the assignments and other required activities in the seminar based on your internship experiences. You are not earning academic credit for just doing an international internship. Also, please remember that you will maximize the overall value and your learning from your international internship by completing the requirements of the International Internships Program in conjunction with your practical work experience!
3. Document all weekly seminar assignments and due dates into your work calendar (e.g., a physical planner, the calendar in your phone, a computer application, etc.). Please do not try to remember things based on memory as this will not serve you well once you become busy with multiple personal and professional activities. Remember that the price of “forgetting” about a deadline, meeting, etc. is much higher in a job or internship than it is in some academic courses.
4. Read all course website updates and e-mails from the faculty coordinator and International Internships Program staff promptly and respond by the deadline, if one is specified in an e-mail.
5. If you are having personal or internship-related difficulties, reach out to the faculty coordinator and/or the IIP staff immediately as we are here to help you to be successful! Students who do not do well in their internships and the seminar oftentimes do not address issues they are encountering at all or until it is too late. Please do not make the same mistake.

Seminar Assignment Requirements

Notes:

1. Please see the “IB 365 Seminar Schedule” that provides detailed information about due dates for assignments. This is posted on the course website.
2. Please listen to all of the webinars that have been created for the overall seminar as well as for each of the assignments. The webinars are listed in the Seminar Schedule and the links to these recordings are on the course website.

Weekly International Perspectives Contributions (IPC)
By Monday morning at 6:00 a.m. CST each week, the faculty coordinator will post a set of questions to a discussion room on the course website. Each student will be required to select and respond to ONE of these questions by Sunday at 11:55 p.m. CST at the end of each week. Each IPC should be approximately 500 words in length and include two Review and Respond questions to stimulate further discussion of the issues in the student’s IPC. The Review and Respond questions should not be included in the 500-word count target. Please view the webinar entitled, “How to Complete the International Perspectives Contributions Assignment” for more information.

Weekly Review and Respond Contributions (RRC)
In order to facilitate interactions between students, each student will be required to read all of the IPCs from other students in the seminar and post a response to any TWO of the Review and Respond questions they included in their IPC.
contribution for the previous week by Sunday at 11:55 p.m. CST each week. Each RRC should be approximately 250 words in length. Please note that for the weeks after students are also posting International Internship Experience Diaries (IIEDs), students would focus one of their RRCs on responding to another student’s IPC for the previous week and the second RRC should be focused on commenting on the IIED that was posted the previous week. Please view the webinar entitled, “How to Complete the Review and Respond Contributions Assignment” for more information.

Class Facebook Page
A Facebook page will be created so that interns can post updates, images, comments, and links to relevant news stories or videos about their experiences as international interns and living abroad. The purpose of this page will be to promote a strong learning community for interns that is more informal and personal. All interns will be expected to post at least one comment, article, etc. to the class Facebook page each week.

Semi-Weekly International Internship Experience Diaries (IIED)
Every other week, students will be required to submit an International Internship Experience Diary (IIED) that addresses the following questions for each two-week period:

- Based on reading local newspapers and listening to the new on TV/radio, what have been the biggest general news and business news stories?
- What types of work activities, tasks, projects, etc. have you engaged in the last two weeks? Be sure to list and discuss your activities in chronological order and date them.
- What were your internship-related goals for the last two weeks? To what extent were you successful in achieving them? Support your answer with specific examples.
- What types of cultural-differences have you encountered in relation to your work activities? This may include issues related to the work styles of your manager and/or co-workers, the culture of the work unit or organization, etc.
- What actions have you taken to adapt to these cultural differences? Were they effective? Why or why not?
- What is the most important practical implication or takeaway from your internship experience for these past two weeks that you should remember in the future in terms of job and career success after graduation?
- Post two digital images from your internship and cultural experience for these two weeks.

Each IIED should be approximate 1,000 words in length. The due date for this assignment is Sunday at 11:55 p.m. CST every other week. Students will be required to complete and submit an IIED by the end of weeks #2, 4, and 6. Please view the webinar entitled, “How to Complete the International Internships Experience Diaries Assignment” for more information.

Readings
Article readings and excerpts will be assigned throughout the semester and will be available on the Courses@Business course website as well as a physical course reader. The course reader will be provided for students prior to their departure for their internships.

Semi-Weekly Skype Meetings with the Faculty Coordinator
Each student will be required to schedule a 30-minute check-in meeting with the faculty coordinator in weeks #2, 4, 6, and a wrap-up in week #8. The purpose of these meetings is to have an informal discussion of how the internship is going and to address any issues or concerns that students may be having with their internships. This is not designed to be a formal evaluation of students – it is simply a check-in to make sure that everything is going well for students in their internships. Students should e-mail the faculty coordinator to schedule a time to meet at least 72 hours before the desired meeting time. Note: If it is not possible to Skype, other arrangements may be possible for satisfying this requirement.

Academic Integrity: You are expected to uphold the expectations of academic honesty and integrity according to the standards of the University. Your work should be your own. Always cite your sources, including author, page numbers, or website if applicable. Do not cut and paste from websites without quotations and source information. Do not present as your own ideas or words that belong to someone else. If you have questions about how to
properly cite your sources please contact your instructor or refer to the UW Writing Center’s guidelines. Anyone suspected of cheating, plagiarizing or otherwise failing to meet the standards of academic integrity will, at a minimum, receive a zero on the assignment. Additional sanctions may include notification of the Dean of Students Office, failure in the course, expulsion from the course or expulsion from the university. For more on the University’s Academic Integrity policy see: http://students.wisc.edu/doso/acadintegrity.html

**Privacy and Confidentiality:** Students are expected to respect and maintain the privacy and confidentiality of their peers. Any information about employers, colleagues, or any personal information shared by students in the course is not to be disseminated in any way, shape, or form without the consent of the author.

**Course Grades**

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<tr>
<th>Component</th>
<th>Weight</th>
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<tr>
<td>Weekly International Perspectives Contributions</td>
<td>25%</td>
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<tr>
<td>Semi-Weekly Skype Check-In Meetings</td>
<td>25%</td>
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<tr>
<td>Weekly Review and Response Contributions</td>
<td>25%</td>
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<tr>
<td>Semi-Weekly International Internship Experience Diaries</td>
<td>25%</td>
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Course Grades will be based on a standard scale and not a curve using the following standards:

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<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93-100%</td>
<td>A</td>
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<tr>
<td>90-92.9%</td>
<td>AB</td>
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<tr>
<td>85-91.9%</td>
<td>B</td>
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<td>83-84.9%</td>
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<td>73-82.9%</td>
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<tr>
<td>67-72.9%</td>
<td>D</td>
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<tr>
<td>&lt;67%</td>
<td>F</td>
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Note: Students who end up on the borderline for a higher grade at the end of the seminar will be considered for a bump to a higher grade based primarily on the quality of the student’s discussion contributions and diaries.