



**Boston University Padua
HUB SA 330 Study Abroad Internship Course**

Office Hours: after class, or by appointment
Office: BU Padua, Via Dimesse, Padua (Italy)
Instructor Professor Convento
Class Meets: Core phase: class meets daily for 1.5 hours for two weeks
Internship Practicum Phase 3 Tutorials of 1.5 hours each
Credits: 4
Hub Units: 1

Course Description

Taken in tandem with a work placement, the course allows students to gain a greater understanding of workplace culture within the host country. It provides a framework to explore and reflect on the professional and cultural practices observed in the internship. The course and internship placement form an intercultural learning experience in which students can examine socio-cultural differences, beliefs and values while immersed in a diverse organizational and professional community. Through class sessions and assignments, students address the ways in which culture informs both work and learning.

The course is designed to enable students to develop an understanding of the Italian economy, society, and culture, and to familiarize with work practices in the global, European, Italian, and local Veneto and Padua contexts.

Students will be challenged to understand and participate in a very different cultural and work environment than they have experienced in the United States, or in other countries.

Students will learn about Italy's and the Veneto region's roles in the global economy, their roles in, and relationship to, the European Union, Veneto's position in the Italian economy and society, and Padua's role as a business, administrative, and university center in the life of the Veneto region.

The course is composed of two parts:

A Core Phase in class. Students meet for 1.5 hours for a total of 8 appointments to learn about Italian culture and more specifically about Italian work culture to prepare for the internship experience.

An internship phase. During a 12-week internship phase, students participate in internships with placements located in the greater Padua area. Internship placements are the experiential component of the Internship Course. Students intern for about 15-20 hours per week, Monday-Thursday. Internship providers may require students to also be present occasionally on Fridays and Saturdays.

During the internship phase students meet with the Internship course professor for 3 tutorials to monitor how the internship is going and to prepare for the final research paper.

The non-credit HUB SA 330 Study Abroad Internship unit allows students, on successful completion of the concurrent 4-credit academic internship course, to 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.

BU Hub Learning Outcomes and Course-Specific Learning Objectives

This course satisfies the following requirements for the BU Hub:

Individual in the Community Outcome 1 - Hub Learning Outcome

Through their internship experience and assigned coursework, students will encounter and reflect on socio-economic, political, gender and cultural differences. Class sessions and written assignments will provide a framework for students to explore and reflect on these differences and to confront how these line-up with or challenge students' own views and beliefs. Through the internship course, students will be asked to consider how aspects of their host country's culture and society pertain to the workplace. And, what dimensions of their workplace experience -- (be it cultural, social, socio-economic) mirror their perceptions of their host country and their beliefs and perceptions of their own country and culture.

Individual in the Community Outcome 2 -- Hub Learning Outcome

The internship course draws on students' experience in a professional workplace. The workplace, seen as a professional community, will include host country nationals and non-nationals like themselves. Diversity of cultural and social background among members of the professional community will put cultural differences front and center for students. Assignments and class meetings will help students to address what it means to participate in and contribute to a work setting amidst such differences. Students will explore what it takes to work in and adapt to another culture and to work alongside diverse others.

In order to meet the above Hub learning outcomes, by the end of this course:

Individual in the Community Outcome 1

Students enrolled in the course have the opportunity to familiarize themselves with an Italian working environment and develop an understanding of Italian economy, society and culture that challenge their world views and beliefs. The internship experience, class reflections and tutorial sessions will provide students with the opportunity to reflect upon social, cultural and gender differences in their global, European and local contexts.

Individual in the Community Outcome 2

Students will engage in an internship experience in Italy and will therefore be immersed in the local work environment. They will connect with Italian and Veneto communities with which they will share point of views on society, economy, politics and culture.

Students reflect on intercultural differences both in class and during their work experiences. They learn to be respectful, adapt, and adopt appropriate behavior so as to integrate in the community. Students engage in reflections in class and during tutorial sessions for the whole length of their course. They complete targeted oral and written assignments so as to grow in their understanding of the local reality.

Program Learning Outcomes

BU Global Programs/study abroad learning outcomes for BU Padova Italian and European Studies Program and Padua Internship program

BU Global Programs/study abroad learning outcomes for BU Padova:

<https://www.bu.edu/provost/planning-assessment/program-learning-outcomes-assessment/learning-outcomes-by-program-2/global-programs-study-abroad/>

Learning Outcomes for PIP Program

- 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 nonverbal means
- Refine and clarify professional and career goals through critical analysis of the internship experience or research project

Instructional Format, Course Pedagogy, and Approach to Learning

The course is based on an active learning approach that includes interactive discussion-based class meetings, lectures, readings, guest lectures, tutorials and company visits. This offers the opportunity for students to discuss their experience and learn from it. Continuous assessment of student work with instructor comments provides detailed feedback on assignments to further students' reflections in which they combine academic and professional skills.

During the entire course, students prepare readings and complete their assignments before each lesson. This allows them to participate in the class discussions, ask and answer appropriate questions, develop curiosity for the local culture of work and Italian culture in general. Individual and group meetings help students' progress in terms of intercultural learning and it is an opportunity to develop a critical approach to different work situations and be proactive in solving problems. The overall educational strategy is to push students towards an understanding of how cultural differences inform practices, beliefs, values and the work environment of the Italian community where they live and work, and to help students' development of interactional and organizational skills they to apply during their next internship experiences or at work in general.

Grading

Attendance and Participation (inclusive of engagement in internship)	25%
2 500-word written assignments (Core phase)	20% (10% each)
2 15-minute oral reports (Internship Phase)	20% (10% each)
Final project (written paper + bibliography) + class oral presentation	35% (20% paper, 5% bibliography; 10% oral presentation)

Attendance and Participation -- (Outcome 1 and 2) – 25%

Students must be punctual and prepared for the class and the placement according to their work schedule.

For the scheduled class appointments, students must read and complete assignments before class and within the due date. By doing this, the students are able to ask and answer appropriate questions, develop curiosity for the local culture of work and Italian culture in general, and actively contribute to the class discussions.

During the Internship phase, the students must be punctual at their workplace, they appropriately inform via email or call their internship supervisor in advance if there is any kind of impediment for them to go to work. Last minute communication is culturally inappropriate if students do not have a lot of confidence with their interlocutor.

The students refer to the course instructor to discuss or analyse questions related to their placement.

2 Written assignments (CORE PHASE) - (Outcome 1 and 2) – 20% (10% each)

Each assignment must be of at least 500 words in length (Times New Roman, 12, single space).

Assignments details listed below.

When completing an assignment, please make sure to write your name and copy the title of the assignment as indicated below.

Each assignment must be posted by students on the course blackboard site within the deadline set by the instructor. No late assignments will be accepted. Please monitor blackboard regularly.

Written Assignment 1

Title: «Setting your Goals». Students will write an outline of what they hope to gain from and achieve in the internship course. These goals can include academic, personal, and/or career. Students should also consider external goals involving their internship organization. Students should use these goals as a basis for charting their progress and for their final reflection paper. *(Outcome 1)*

For bibliographical references, in addition to the course materials available on the course blackboard site, please use the BU libraries website.

Each assignment must be posted by students on the course blackboard site within the deadline set by the instructor. No late assignments will be accepted.

Written Assignment 2

Title: «American and Italian cultures and work cultures: expected similarities and differences»

With this assignment students learn to draw comparisons between different cultures and gain cultural sensitivity. Students reflect on key differences in behavioural practices, etiquette, work schedule, communication practices and the like. *(Outcome 1 and 2)*

For bibliographical references, in addition to the course materials available on the course blackboard site, please use the BU libraries website.

Each assignment must be posted by students on the course blackboard site within the deadline set by the instructor. No late assignments will be accepted.

2 Oral Reports (INTERNSHIP PHASE) (Outcome 1 and 2) – 20% (10% each)

Assignment 1, Oral report followed by discussion.

Topic: «Making progress in your internship»

Students reflect on findings, completed tasks and research accomplished up to this point in their internship. They show evidence of work done, literature and documents used to present to the class, and they explain the methodology used to complete their work.

Students post pdf of oral presentation on the course Blackboard site. It must be posted by students on the course blackboard site within the deadline set by the instructor. No late assignments will be accepted.

Assignment 2, Oral report followed by discussion.

Topic: «Marketing your BU Padua internship in your resume. What transferable skills and knowledge have you acquired and what impact will they have for your future? »

Students will recount their internship experience in terms of objectives and tasks, but also in terms of accomplishments, challenges, developed skills, and they will reflect on the future impact of the experience gained in terms of intercultural learning, job knowledge, competence acquired and so on. Please notice that appropriate use of tech resources and media to promote their work will also be assessed when presenting in class. This is meant to be a formal presentation and students should not be reading notes but exercise their rhetorical skills.

Students post pdf of oral presentation on the course blackboard site. It must be posted by students on the course blackboard site within the deadline set by the instructor. No late assignments will be accepted.

Final project (Outcome 1 and 2) – 35% (written paper 20%; Bibliography 5%; oral presentation 10%)

The final project comprises 2 parts: a written paper and a bibliography

Written paper (20%):

8-page Written final paper – due on tbd

The paper must be posted by students on the course blackboard site within the deadline set by the instructor. No late assignments will be accepted.

The paper aims to describe the most important elements of the internship experience, inclusive of research/readings/materials used for at work and for work projects.

Students must address each of the following aspects in their paper:

1. Outline their motivation and initial goals for embarking on the internship.
2. A brief section should offer an overview of the organisation, touching on its history, mission and structure and how these translate into its goals and objectives.
3. Outline the tasks and responsibilities and projects assigned to them and their contribution to their placement.
4. Illustrate an insider's understanding of the organisation, outlining how it operates internally, in the market, and civil context. It should offer an analysis of the company's strengths and weaknesses and an appreciation of the opportunities open to it and the threats it faces.
5. Reflect on their understanding and experience of cultural difference at play in their workplace and offer specific examples. They should also draw on their prior classroom learning.
6. In conclusion students will locate their internship experience within the framework of their own professional aspirations, noting how they have acquired knowledge, understanding and skills and how their experience will clarify their career goals and impact on their future professional and personal choice.

Arguments and conclusions should be supported by no fewer than 4 substantial citations from a variety of different sources. A separate page with the bibliography be attached (see below:

bibliography). Full referencing is a marking criterion and originality of thought, theoretical insight and clear structure will contribute to awarding a good grade.

Bibliography (5%)

Paper bibliography

The bibliography will be a separate word document and must be posted by students on the course blackboard site within the deadline set by the instructor. No late assignments will be accepted.

The bibliography will include no less than 4 different sources. Students can use either Chicago or MLA style (see examples offered through BU library). Be consistent!

Students may draw on non-confidential placement specific sources – web site, annual reports, promotional material, personal interviews etc. – as well as journals, newspapers and books.

For bibliographical references, in addition to the course materials available on the course blackboard site, please use the BU libraries website.

Project Oral Presentation (10%)

Students present to the class the content of their final paper. They use slides to convey message and are prepared to respond to questions.

Students post pdf of oral presentation on the course Blackboard site. It must be posted by students on the course blackboard site within the deadline set by the instructor. No late assignments will be accepted.

Course materials

All readings are available on the course Blackboard site. Students are expected to have read them before the lessons.

Bennett, M. (2017) "Development model of intercultural sensitivity". In Kim, Y (Ed) *International encyclopedia of intercultural communication*.

Charikleia Tzanakou, Luca Cattani, Daria Luchinskaya and Giulio Pedrini, "How do internships undertaken during higher education affect graduates' labour market outcomes in Italy and the United Kingdom?", in *Internships, Employability and the Search for Decent Work Experience*, Andrew Stewart, Rosemary Owens, Niall O'Higgins and Anne Hewitt eds., Edward Elgar Publishing, 2021.

Edmondson. (2021). "Essential Skill 4: Demonstrate a Strong Work Ethic" in *Embracing ambiguity : a workforce training plan for the postpandemic economy* (First edition.). Business Expert Press, LLC, pp. 85- 94

Edmondson. (2021). "Essential Skill 1: Accept the Existence and Permanence of Chaos", in *Embracing ambiguity : a workforce training plan for the postpandemic economy* (First edition.). Business Expert Press, LLC, pp. 51-61

Sacco, P. (2021), "Veneto: A manufacturing region with a cultural and creative edge", *OECD Local Economic and Employment Development (LEED) Papers*, No. 2021/04, OECD Publishing, Paris, pp. 8-31 and p. 48.

Sweitzer, Frederick H. and King Mary A. 2013. *The successful Internship (4th edition) Internship Essentials: Tools for staying engaged*, Cengage Learning, chapters 3 and 9.

On-line Sources

Drew, Chris, "50 SMART Internship Goals Examples", <https://helpfulprofessor.com/internship-goals-examples/>

US News

<https://www.usnews.com/news/best-countries/italy>

EU Country report ITALY:

https://economy-finance.ec.europa.eu/document/download/b276f45e-e9f4-4c8a-920c-c275e8133402_en?filename=SWD_2024_612_1_EN_Italy.pdf

Hofstede model:

<https://www.hofstede-insights.com/country-comparison/>

World Map Tool with Hofstede data <https://geerthofstede.com/hofstedes-globe/>

Video: Bennett's Developmental Model of Intercultural Sensitivity (DMIS)

<https://www.youtube.com/watch?v=6vKRFH2Wm6Y>

Skills for Job Italy vs U.S.A.

[https://www.oecdskillsforjobsdatabase.org/imbalances.php#IT/_/USA/_/\["skills"%2C"knowledge"%2C"abilities"\]/ig](https://www.oecdskillsforjobsdatabase.org/imbalances.php#IT/_/USA/_/[)

Interpersonal skills, <https://www.indeed.com/career-advice/resumes-cover-letters/interpersonal-skills>

Hone, 4 Steps For Giving Effective Feedback As A Manager <https://honehq.com/resources/blog/how-to-give-effective-feedback-as-a-manager/>

Harvard Business School, <https://online.hbs.edu/blog/post/how-to-give-feedback-effectively>

Top 5 Etiquette Mistakes New Workers Make:

<https://bu-beyond.blog/2021/04/20/top-five-etiquette-mistakes-new-workers-make/>

Colby Sim "Career Readiness Competencies: Building a Strong Foundation for Professional Success", <https://bu-beyond.blog/2023/09/29/career-readiness-competencies-building-a-strong-foundation-for-professional-success/>

Class and University Policies

Examinations

All academic commitments must be completed before you leave the site; no incompletes are permitted. Students who do not complete a course on time will be given an F. Students are required to sit their examinations on the dates, at the times, and in the same classroom as the other students in their class. If a student is ill or has another extenuating circumstance that causes the student to be absent from a scheduled examination, he/she must provide appropriate documentation and receive approval from the Director.

Attendance

Students should note that attendance will be taken into account by faculty. Boston University Padua students are expected to attend each and every class session, tutorial, internship work appointment,

and activity required for the class as indicated in the syllabus. Any student with irregular class attendance may have his/her final grade penalized.

Absences

Unjustified absences from class, and any class related activity, will affect the students' participation grade, which will be lowered by one letter grade for each absence.

Absence for Religious Reasons

According to Chapter 151C of the General Laws, Commonwealth of Massachusetts, any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his or her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day, shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement that may have been missed because of such absence on any particular day; provided, however, that such makeup examinations or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said students such opportunity. No adverse or prejudicial effects shall result to students because of their availing themselves of the provisions of this section. Students who have questions about practicing their religion while abroad should contact Boston University Study Abroad.

Lateness

Students arriving more than 10 minutes after the posted class start time will be marked as late. Being late three times is equivalent to missing one class.

Late Assignments

Students are expected to turn in all course assignments on time as stated in each course syllabus. Late assignments will not be accepted and missed assignments will automatically be awarded an F. Please note that all coursework must be completed by the end of the program.

Plagiarism

Simply stated, plagiarism is taking another's work and presenting it as you own. Definitions of plagiarism frequently include terms such as 'theft' or 'steal'. Plagiarism 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. For more details please see Boston University's Code of Student Responsibilities: <http://www.bu.edu/lifebook/universypolicies/policies-code.html>

Disability accommodations

If you are a student with a disability or believe you might have a disability that requires accommodations, please contact the Disability and Access Service office (DAS) at 617-353- 3658 to coordinate any reasonable accommodation requests. For more information, please visit: <http://www.bu.edu/disability>

Interruption of program or early departure

Only in serious cases – mostly related to medical emergencies – the Director will allow a student to take a significant break during the program or to leave before its official conclusion. Official written approval must be received by the Director.

Academic Advice

The Director serves as the head of the faculty and as academic advisors. The Director is available on an appointment basis to assist students with academic issues. For academic advice regarding students' home institutions' policies and transfer credit information, non-Boston students should also contact their school's academic advisors.

Tutorials

BU faculty are available by appointment for students who may need support in the learning process. We strongly encourage you to take advantage of this resource. Students in the past found it very useful to succeed. Students who receive a C on a test must seek support from faculty.

DETAILED CLASS SCHEDULE

LESSON 1

Introductory lesson

Syllabus explanation: course structure, goals, materials and grading.
Expectations and goals regarding studying and interning in Italy

LESSON 2

Italy, a Brief History of Crisis and Opportunity.

Students will familiarize themselves with recent Italian history, culture and politics.

LESSON 3

Intercultural learning through work practice

Introduction to the Hofstede model.

By using the Hofstede model presented in class, students critically reflect about the differences between Italy and the U.S.

Introduction to Milton Bennett's DMIS theory and practice.

Afternoon: compulsory safety in the workplace course

LESSON 4

Learning and Work: A Cross-Cultural Perspective

Guest Lecturer Dr. Mariachiara Berizzi, Padua Municipality

Students will explore how the city of Padua is facing issues related to mobility and sustainability. Class discussion will follow.

Assignment 1 due

Afternoon: internship interviews with providers, unless otherwise scheduled

LESSON 5

Work culture in Italy, and the Veneto context

Guest Lecturer Prof. Alessandra Tognazzo, University of Padua

Students learn and discuss the impact of history, culture, and the territory on the economic and industrial development of Italy, and in particular the Veneto region.

LESSON 6

Internships and Employability in Italy.

Students explore the relation between internships and employability in Italy.

Skills for the job

LESSON 7

Getting ready to ask and receive feedback.

Guest Lecturer Professor Laura Lenci

Students have the opportunity to reflect on feedback, grading and reflection as the steps of “feeding forward”. Analysis and discussion of case studies. Students have the opportunity to ask about “best practices” at the workplace, receive tips, and manage expectations. Students learn how to receive a feedback and to self-evaluate their work with objectivity.

LESSON 8

Cultural practice, work ethic and skills.

Professional and cultural practices observed in an internship: Etiquette, Communication, Does and Don'ts

Students will be engaged in group discussion of cultural behaviors at work.

Assignment 2 due

TUTORIAL 1

Connecting theory to practice: where the core and the internship phase meet.

The permeances of chaos and how to cope in a work setting

Prepare for writing final paper

TUTORIAL 2

Assignment 1, Oral report followed by discussion.

In class Activity: Sharing knowledge and innovation

In class, students share 3-5 pictures that speak of their current internship experience and refer to 1-2 readings and texts used in their internship that convey the innovative ideas/skill/approach that they learned from their internship.

Check-ins for final paper

TUTORIAL 3

Assignment 2, Oral report followed by discussion.

Review your internship experience and plan for the future

Course wrap-up

Check-ins for final paper

TBD

Class presentation of final project

TBD

Final Project and bibliography due