Class code
SP-14 NODEP-UA 9982 1 001/SP14 INDIV-UG 9250 1 001

Instructor Details
Neil Fitzgerald
Office hour and location: by appointment

Class Details
Internship Seminar
Thursday 6.30-7.45pm
Location to be confirmed.

Prerequisites
This 2-credit course is designed to complement the 2-credit internship fieldwork experience. In it we explore many different aspects of your fieldwork organization and experience through the lens of social scientific theory on the nature of culture and work.

Class Description
Each class will consist of a brief lecture and chiefly discussion based on your prior-day postings on the readings, in-class exercises and experiments

Desired Outcomes
The goal is to finish the semester with:

An in-depth understanding of your internship site, including its approach, its policies, and the context in which it operates.

A useful understanding of the state of the contemporary workplace and ourselves as workers in it.

A useful understanding of any significant differences in how work and the workplace is conceived and operationalised in the UK/Europe compared with the US and dealing with them.

A clearer, deeper and wider perspective on your own career ideas and expectations drawing on your combined theoretical and experiential learning.

Assessment
Components

**Participation (25%)**: As this is a seminar, your active and informed participation in class discussion is expected. All assigned reading (including posting) must be completed by the date for which it is assigned, and you should come to each class prepared to participate in the discussion.

**Forum Postings (20%)**: postings (due by 8 p.m. on the day **before** class) reflect your individual response to the concepts and issues in the readings (including how they relate to your worksite). They should be a paragraph or two long ONLY, well-developed, and make clear and explicit reference to the readings. Please also read and respond to others’ posts. These online interactions will be the springboard for class discussion, so be prepared to elaborate on your posting in class.

**Reflection Paper (15%)**: There will be a 3-page paper (750 words) due Session 7 drawing on your understanding and internship experience to date by assessing what your worksite’s physical and symbolic environment says about its values, purpose and vision.

**Presentation (10%)**: a short presentation in Session 12 or 13 summing up your overall experience and takeaways from your worksite experience, as a precursor to your final paper.

**Final paper (30%)**: A 6-8 page (1500-2000 word) paper to reflect on how at least two of the topics raised during this course, drawing on the theoretical models, frameworks and research discussed with them, relate to your internship. How much does your experience represent the wider work environment? And how will you use your experience?

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**To sum up:**

- Participation 25%
- Postings 20%
- Reflection Paper Mid-Semester 15%
- Presentation 10%
- Final paper and presentation 30%

**Fieldwork Evaluation and Grading:**

The **Fieldwork** is graded pass/fail based on mid-term and final Supervisor Evaluations administered by the Placement Agency and the final Student Evaluation submitted by the student. Failure to submit or fulfil any required course component results in failure of the class.
Be as specific as possible about your expectations regarding student work

**Assessment Expectations**

**Grade A: Outstanding:** work of exceptionally high quality. An ‘A’ is difficult to earn and requires substantial achievement above the norm. Even to be considered for an ‘A’, work must be polished, well presented, complete, on topic, and submitted on time. More importantly, beyond these base requirements, an ‘A’ signifies a degree of mastery of the topic or field being discussed, sophisticated analysis of materials, outstanding writing or presentation abilities, and a strong element of original thinking. Where applicable, sources will be used and documented with complete accuracy.

**Grade B: Good:** solid, substantial work, more than acceptable. A ‘B’ signifies good, solid work, above the norm. The work will show solid understanding of the assignment, good critical thinking, a sound grasp of the field or topic, and the promise of originality. The work must be polished, complete, and well presented and structured. Where applicable, sources will be well used and documented.

**Grade C: Acceptable:** adequate work, sufficient in meeting minimum standard. Work earning a ‘C’ may show a superficial response to the assignment, have a weak structure, omit important ideas or sources, be unclear in places, or lack a central idea to guide the work. It will still show occasional insight and some understanding of the field or topic, and will meet minimum standards for the assignment.

**Grade D: Inadequate:** insufficient in meeting minimum standard, or incomplete. A ‘D’ will be awarded to work that does not demonstrate understanding of the assignment or of course materials, shows little evidence that the student has done the reading or necessary research, or struggles to communicate ideas effectively and clearly. The work is poorly presented and organized and lacks coherence.

**Grade F: Failing:** an ‘F’ indicates that a student’s work does not demonstrate understanding of course materials, shows no evidence of having done the reading, and is extremely poorly written. The work is incomplete and/or incoherent, lacking any discernible plan or argument. Where applicable, sources will be used and documented with no awareness at all of proper procedure. Plagiarized work will automatically receive an F grade.

**Required Text(s)**

Class will be given required readings in advance of the next class and which are for discussion on the Discussion Board and in class. Throughout the semester, the *Financial Times* is required regular reading; you should also be reading other print and online sources that provide varied perspectives on your field (e.g. those in creative industries should be reading *Guardian Online*). Pay special attention to the ways in which media coverage addresses and affects the work you are doing at your internship.

**Supplemental Texts(s) (not required to purchase as copies are in NYU-L Library)**

[Click here and enter information, including ISBN]
Internet Research Guidelines

Other than standard NYU policy on crediting sources and plagiarism, I only have an instinctive dislike of Wikipedia. This because its entries often lack sufficient peer review, validation and/or references; they are also too often open to manipulation by external parties or the contributors themselves. By all means follow links you find here to reliable, authoritative sources and cite from them directly if useful but do not cite or quote from Wikipedia entries.

Additional Required Equipment

Please bring a laptop, fully charged. However laptops and all similar gadgetry are to be kept out of sight in bags during class except when required, so pen and paper for notes or exercises are essential. Also a small notebook to make discreet notes at your workplace.

Session 1

30 January

Introductions, Overview

Post and discussion: What are your intellectual, professional, and personal goals for this internship? Deadline 9am 30 January.

Purpose of seminar. How we’ll work, how you will work, assessment. purpose/role of internships (national differences?) How do they relate to growing debate over developing student employability and the relationship between higher education and employers? What are the features of a successful internship? Getting what you want out of it. Prerequisite and next posting: getting the lie of the land. What to look for: Your supervisor, who else runs what...your supervisor’s/colleagues’ expectations of you (danger! labeling). First impressions?

Readings: University of Iowa Pomerantz Career Center – Internship Team “Making the Most of Your Internship Experience”

Korkki, Phyllis, (March 25, 2011) NY Times “The Internship as Inside Track”

Orr, Robert (September 22, 2011), “Internships: ordeal or opportunity?” http://www.ft.com/cms/s/0/7d099d12-d878-11e0-8f0a-00144feabdc0.html#axzz24vBi3ZbC

UK Chartered Institute of Personnel and Development guidelines for employers (2011) Internships that Work

UK Government guidance on employers’ responsibilities and National Minimum Wage for interns http://graduatetalentpool.bis.gov.uk/cms/ShowPage/Home_page/What_are_my_responsibilities_for_the_internship
Session 2

6 February

**Cultures, Self-Awareness and Self-Presentation**

Post and Discussion: lie of the land – what did you find? Deadline 9am 6 February

Cultural differences in work and the strengths and weaknesses of ways to categorize it and address it in interactions, including stereotyping. Exercise in teams: playing around with Hofstede’s and Lewis’s contrasting profiles of the UK and US, and other countries – what, if anything, do they tell us that’s useful? Presenting yourself and knowing how others perceive you. Exercise: Noticing and NVC.

**Readings:**

- Goodwin, Christopher. (1997) “Intensive Care: An Ethnography of a Critical Care Unit”. In *Field


Session 3

13 February

**What’s Your Business?**

Post and Discussion: how does the “virtual” world of a business differ from your reality?

Industry and Organizational Profile and Networks—Mapping the Players and Market. Who are the customers, suppliers, public and other stakeholders and competitors for your organization? What and how much influence do they have on the organization? What about the stakeholders and partners inside your organization? What do they understand is their common competition, market(s), and purpose? Team exercise: map out and report back on your organizations. How does this influence culture and direction in your workplace?

**Readings:**

- [http://www.bized.co.uk/virtual/cb/welcome.htm](http://www.bized.co.uk/virtual/cb/welcome.htm) Cameron Balloons - the virtual model

Session 4

20 February

Structure and Teams

Post and discussion: Describe your team’s role and members. What does your supervisor bring to the game? Deadline 9am 20 February

Is he/she always there/needed? Which of the Eight Styles of leadership does he/she demonstrate? And how do you balance out? – exercise for discussion: DISC profiling. The autonomous team and team roles - exercise and discussion: what’s yours, what’s theirs, and how do you manage conflict?
Coordination; feelings, attitudes and social relations: culture’s role?

Readings:


Session 5

27 February

Organizational Ideology, Vision and Corporate Culture

Post and discussion: How much of these relating to your work site do you know or can readily find?

Mission statement, corporate culture and identity, vision statement, company values, code of conduct – companies say they have them but are any of them of any real worth at all? Does your internship site have any of them? How are they explicitly or implicitly articulated on its website or other literature, and communicated in the normally daily activities and physical features of your workplace? Can you live and work by them?

Readings:

Company or agency websites and official literature.


Session 6

Communication/Interaction, Formal/Informal

6 March

Postings and discussion: when does communication break down personally for you in your workplace? Does anything in the reading strike a chord? Deadline 9am 6 March


Readings:


Session 7

Types and Practice of Power

13 March

Post and discussion: who holds the real power in your office? How does it show? Deadline 9am

Beyond the organogram – cliques and informal authority. The different types of power - discussion: which have you used? Distinguishing from influence? Office and organizational POLITICs - the clever fox and the wise owl: have you seen them? Ideology, identity and Discourse – how does “the gang” or the boss speak where you work?

Readings:


Delves, R (2010), The Political Life of Organisations. Ashridge Faculty Publications

**REFLECTION PAPER DUE: CULTURE, IDEOLOGY & ENVIRONMENT (750 words) Due electronically and in hard copy at beginning of class.**

**Topic:** Describe the relationship between the ideology and the actual working environment of your internship site. Consider all aspects of the physical and symbolic environment including layout, architecture, physical structures, verbal and non-verbal communication, dress customs, signs of formal or informal hierarchy, personal desk decor, sound/aural environment, color, etc. What do they say or not say about your organization’s values, purpose and vision for the future?

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**Session 8**

**20 March**

**Values and Ethics in the Workplace**

Posting and Discussion: How strong is the sense of ethical behavior in your workplace? Is it even mentioned? Deadline 9am

How important is an employer’s ethical or socially responsible stance to jobseekers? And what are the ethical responsibilities of any employee to the employer and wider society? Dealing with dilemmas. Meanwhile, what are the policies in your organization worker rights and protection – from preventing harassment or discrimination to unfair or immediate dismissal? How are these communicated to workers? How does the typical English regime compare with that in the US especially in balancing employee rights and obligations? The psychological contract....?

**Readings:**

Employee handbook and/or company websites.


Kim, Pauline (1997) “Bargaining with Imperfect Information: A Study of Worker Perceptions in an At-
Will World® Cornell Law Review

Compilation of ACAS guidance on UK law and regulations on employee rights, harassment, bullying and discrimination, employment contracts, unfair dismissal, discipline and grievance procedures

Session 9

Motivation and Reward

27 March

Post and discussion: Watching and talking to the people in your workplace, what motivates them to work hard? What gets you up in the morning to work? Would pay help?

What science knows but employers ignore. Beyond Maslow’s needs, and the “obsession with pay”. When extrinsic reward and intrinsic motivation clash. The Xs and Ys of management and generational attitudes – can we generalize? Loyalty, expectancy – is it changing? Renegotiating the psychological contract to get what you want.

Readings:


Motivation and reward at UNISA: a Good Practice Guide for supervisors

Mercer (2011) What’s Working Survey

Session 10

Creativity and Innovation

3 April

The “good” side of divergent behavior: and what kills it Can work be fun? How creative is your workspace? How much does socializing and similar “fun” go on there? Does it matter if they don’t?

Readings:

Auletta, Ken (2009), Googled: The End Of The World As We Know It. New York: Penguin. Ch.1

Living in the Googleplex: Economist 08/30/2007


### Session 11

**Ourselves as Workers**

10 April

How do we see ourselves as actors in the workplace? How do we define where and what “work” is and what are the key elements of the employer-employee relationship today? How has the notion of “career” changed over time? How are notions of success and reward defined today? Which world do you see yourself working in in 2020? Blue, Green or Orange (PWC report)

**Readings:**


PWC (2008), Three Worlds in Managing Tomorrow’s People – The Future Of Work To 2020

Dalton Conley Elsewhere, USA (pp. ix-37—Preface, Intro and Chap. 1 “From the Protestant Ethic to the Elsewhere Ethic”

### Session 12

Presentations: One object/artefact that sums up your perspective of where you work and how you fit in

1 May

### Session 13

Presentations One object/artefact that sums up your perspective of where you work and how you fit in

8 May

### Session 14

Round-up: key learning from the internship experience and the seminars. What next for your career plan?

15 May

STUDENT AND SUPERVISOR’S EVALUATION OF INTERNSHIP DUE,
FINAL PAPER DUE—TAKING YOUR EXPERIENCE AND LEARNING FORWARD (1500-2000 words) Due electronically and in hard copy at beginning of class.

Topic: Reflect on how at least two of the topics raised during this course, drawing on the theoretical models, frameworks and research discussed with them, relate to your internship experience. How much does your experience represent the wider work environment? And how will you use your experience?

Session 15
No examination

[Enter date]

Electronic Devices Policy: Face-to-face conversation is the mode of communication in this class. Therefore, electronic devices must be put away in bags during class except for when you are specifically asked to use them for class purposes. This includes, but is not limited to, laptop computers, iPhones, and BlackBerries. Please bring them along in case they are needed, FULLY CHARGED.

Required Co-curricular Activities

Suggested Co-curricular Activities

Your Instructor

This is Neil’s fourth successive semester running the Internship Seminar at NYUL. He is also an Adjunct Professor at Hult International Business School teaching Cross-Cultural Communication, Managing Human Resources, Leadership, Sociology and Psychology of Business, and Issues in the Media, Technology and Finance Industries; Lecturer in Journalism at Birkbeck He is a London-based intercultural, editorial and internal communications consultant and trainer whose clients have ranged from Pearson and RBS to the Institute of Chartered Accountants of Scotland and IMD, the international business school in Lausanne. Editor, publisher and social entrepreneur, his most recent management role was in internal communications at Deutsche Bank in London and leading a team in Frankfurt on a strategic internal communications project. He has written and spoken at a range of conferences and seminars on business management and culture including the Chartered Institute for Securities and Investment and the Co-Operatives UK Annual Convention. He has a Masters in Intercultural Communication for Business and the Professions from Birkbeck, University of London. He also sings jazz, acts and is fanatical about London (but still thinks Paris is the greatest place in the world to live).
NYU LONDON ACADEMIC POLICIES

Plagiarism Policy

Plagiarism: the presentation of another piece of work or words, ideas, judgments, images or data, in whole or in part, as though they were originally created by you for the assignment, whether intentionally or unintentionally, constitutes an act of plagiarism.

Please refer to the Student Handbook for full details of the plagiarism policy.

All students must submit an electronic copy of each piece of their written work to www.turnitin.com and hand in a printed copy with the digital receipt to their professor. Late submission of work rules apply to both the paper and electronic submission and failure to submit either copy of your work will result in automatic failure in the assignment and possible failure in the class.

Electronic Submission

The Turnitin database will be searched for the purpose of comparison with other students’ work or with other pre-existing writing or publications, and other academic institutions may also search it.

In order for you to be able to submit your work onto the Turnitin website, you will need to set up an account:

1) Go onto the Turnitin website http://www.turnitin.com
2) Click ‘Create Account’ in the top right hand corner
3) Select user type of ‘student’
4) Enter your class ID & Turnitin class enrolment password (these will be e-mailed to you after the drop/add period, or contact academics@nyu.ac.uk if you have misplaced these).
5) Follow the online instructions to create your profile.

To submit your work for class, you will then need to:

1) Log in to the Turnitin website
2) Enter your class by clicking on the class name
3) Next to the piece of work you are submitting (please confirm the due date), click on the ‘submit’ icon
4) Enter the title of your piece of work
5) Browse for the file to upload from wherever you have saved it (USB drive, etc.), please ensure your work is in Word or PDF format, and click ‘submit’
6) Click ‘yes, submit’ to confirm you have selected the correct paper (or ‘no, go back’ to retry)
7) You will then have submitted your essay onto the Turnitin website.
8) **Please print your digital receipt and attach this to the hard copy of your paper before you submit it to your professor** (this digital receipt appears on the website, immediately after you submit your paper and is also sent to your e-mail address). Please also note that when a paper is submitted to Turnitin all formatting, images, graphics, graphs, charts, and drawings are removed from the paper so that the program can read it accurately. Please do not print the paper in this form to submit to your lecturers, as it is obviously pretty difficult to read! You can still access the exact file you uploaded by clicking on the ‘file’ icon in the ‘content’ column.

Please also see the Late Submission of Work policy, above.

Students must retain an electronic copy of their work for one month after their grades are posted online on Albert and must supply an electronic copy of their work if requested to do so by NYU in London. **Not submitting a copy of a piece of work upon request will result in automatic failure in the assignment and possible failure in the class.** NYU in London may submit in an electronic form the work of any student to a database for use in the detection of plagiarism, without further prior notification to the student. Penalties for confirmed cases of plagiarism are set out in the Student Handbook.

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**Late Submission of Work**

Written work due in class must be submitted during the class time to the professor. Late work should be submitted **in person** to a member of NYU London staff in the Academic Office (Room 308, 6 Bedford Square) during office hours (Mon – Fri, 10:30 – 17:30). Please also send an electronic copy to academics@nyu.ac.uk for submission to Turnitin.

Work submitted within 5 weekdays after the submission time without an agreed extension receives a penalty of 10 points on the 100 point scale.

Written work submitted more than 5 weekdays after the submission date without an agreed extension fails and is given a zero.

**Please note** end of semester essays must be submitted on time.

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**Attendance Policy**

NYUL has a strict policy about course attendance. **No unexcused absences are permitted.** While students should contact their class teachers to catch up on missed work, you should NOT approach them for excused absences.

Excused absences will usually only be considered for serious, unavoidable reasons such as personal ill-health or illness in the immediate family. Trivial or non-essential reasons for absence will not be considered.

Excused absences can only be considered if they are reported in accordance with guidelines which follow, and can only be obtained from the appropriate member of NYUL’s staff.

**Please note that you will need to ensure that no make-up classes – or required excursions - have been organised before making any travel plans for the semester.**
Absence reporting for an absence due to illness

1. On the first day of absence due to illness you should report the details of your symptoms by e-mailing absences@nyu.ac.uk including details of: class(es) missed; professor; class time; and whether any work was due including exams. Or call free (from landline) 0800 316 0469 (option 2) to report your absences on the phone.

2. Generally a doctor’s note will be required to ensure you have sought treatment for the illness. Contact the Gower Street Health Centre on 0207 636 7628 to make an appointment, or use HTH general practitioners if you cannot get an appointment expeditiously at Gower Street.

3. At the end of your period of absence, you will need to complete an absence form online at http://bit.ly/NuCl5K. You will need to log in to NYU Home to access the form.

4. Finally you must arrange an appointment to speak to Nigel Freeman or Donna Drummond-Smart on your first day back at class. You must have completed the absence form before making your appointment.

Supporting documentation relating to absences must be submitted within one week of your return to class.

Absence requests for non-illness reasons

Absence requests for non-illness reasons must be discussed with the Academic Office prior to the date(s) in question – no excused absences for reasons other than illness can be applied retrospectively. Please come in and see us in Room 308, 6 Bedford Square, or e-mail us at academics@nyu.ac.uk.

Further information regarding absences

Each unexcused absence will be penalized by deducting 3% from the student’s final course mark. Students are responsible for making up any work missed due to absence.

Unexcused absences from exams are not permitted and will result in failure of the exam. If you are granted an excused absence from an examination (with authorisation, as above), your lecturer will decide how you will make-up the assessment component, if at all (by make-up examination, extra coursework, viva voce (oral examination), or an increased weighting on an alternate assessment component, etc.).

NYUL also expects students to arrive to class promptly (both at the beginning and after any breaks) and to remain for the duration of the class. If timely attendance becomes a problem it is the prerogative of each instructor to deduct a mark or marks from the final grade of each late arrival and each early departure.

Please note that for classes involving a field trip or other external visit, transportation difficulties are never grounds for an excused absence. It is the student’s responsibility to arrive at an agreed meeting point in a punctual and timely fashion.

Please refer to the Student Handbook for full details of the policies relating to attendance. A copy is in your apartment and has been shared with you on Google Docs.
NYU in London uses the following scale of numerical equivalents to letter grades:

- A = 94-100
- A- = 90-93
- B+ = 87-89
- B= 84-86
- B- = 80-83
- C+ = 77-79
- C = 74-76
- C- = 70-73
- D+ = 67-69
- D= 65-66
- F= below 65

Where no specific numerical equivalent is assigned to a letter grade by the class teacher, the mid point of the range will be used in calculating the final class grade (except in the A range, where 95.5 will be used).

NYU in London aims to have grading standards and results in all its courses similar to those that prevail at Washington Square.