



THE STUDY ABROAD FOUNDATION
AN INTERNATIONAL UNIVERSITY NETWORK

SAF-FIE 職場實習課程

一、 SAF-FIE 職場實習課程概況

Study Abroad Foundation (SAF) 是由美國巴特勒大學 (Butler University · Indianapolis) 海外學習中心 (IFSA) 發起的非營利高等教育交流機構，2000 年成立於美國印第安納州，首要任務為促進大學生國際交流，提升學生國際化程度。SAF 在臺灣、中國、日本、南韓等地均設立辦公室為當地的學生提供在地服務。

Foundation for International (FIE) 成立於 1998 年的非盈利教育機構，長期與美國知名大學合作提供實習課程；合作大學包括 American University、Drexel University、Northeastern University、Purdue University、University of Wisconsin-Madison、及 UC Davis 等美國大學。FIE 每年接收超過 800 名美國大學生赴英實習，實習課程成績與學分由 Drexel 大學管理提供。

SAF 與 FIE 結和雙方優勢，共同提供 SAF-FIE 職場實習課程，實習課程涵蓋會計及金融、人文社科、商業與經濟等多種領域，同時配備密制的講座以及文化課程，使學生可以深入地瞭解英國文化及英國職場形態。

二、 SAF-FIE 實習課程構成

SAF-FIE 職場實習課程分為兩個階段，第一階段以學分課程選修為主，第二階段以實習為主。

第一階段 (Academic phase)：為期 7 周的課程。這些為學生在英國生活與工作設計的課程涵蓋了文學及戲劇、當代英國、全球商業、歷史和政治、人文社科、傳媒等領域。(見附件 A：課程選單及課程大綱列舉)

第二階段 (Internship phase)：為期 7 周的實習。學生通常進行每周三天的實習 (見附件 B)，並且每周另有一天學生將參加 FIE 講座。講座主要是探討學生在工作中遇到的實際問題，並幫助學生深入瞭解英國公司/企業文化，從而豐富充實學生的實習經歷。(見附件 C)

三、 專案費用，開課時間

	2011 年秋季學期 (9 月-12 月)	2012 年春季學期 (1 日-5 月)	2012 年春季 Quarter* (3 月-6 月)
SAF 專案費用	8892 英鎊	8892 英鎊	7295 英鎊

*春季班為 Quarter 制，為期 10 周，第一階段課程及第二階段實習分別各為期 5 周。

注：FIE 有為期一個月的寒暑假期間課程，欲知詳情，請與 SAF 臺灣辦公室聯絡。

專案費用包括：

迎新：

- 機場接送;步行遊覽的南肯辛頓;
- 倫敦尋寶遊戲;歡迎酒會;專業導遊，遊覽車倫敦市區遊
- 學生生活輔導，倫敦劇院和/或劇場表演介紹
- 全程倫敦交通卡
- 全程旅行/健康保險

學生顧問辦公室及課外活動：

- 提供課外文娛活動
- 發佈每週倫敦消費娛樂指南電子郵件
- 學生心理治療輔導員（免費）
- 可加入帝國學院（Imperial College）的俱樂部和社團

學生宿舍：

- 24 / 7 的電腦室
- 24 小時接待/緊急聯絡
- 宿舍輔導員
- Wi - Fi
- 共用廚房設施

四、申請條件

- 大三或大三以上及研究生同學
- GPA：2.75/4.0
- 英語成績：TOEFL(IBT) 80；IELTS 6.5

Appendix A:

1. List of courses available:

Key Courses	Britain in Europe – British Culture and Visual Media – British Life and Business – British Life and Cultures
Arts, Literature and Theater Courses	Contemporary British Theatre – History of Modern Design – Music in Twentieth Century Britain – Photojournalism: London Through the Lens – Shakespeare and Elizabethan Literature – The Nature of Story: Creative Writing
Contemporary Britain Courses	British Politics – Contemporary British Broadcasting – Contemporary British Theatre – Food, Society and Culture in Britain – Media in Britain – Photojournalism: London Through the Lens – Social Welfare Issues in the UK
Global Business Courses	Economic Integration of the European Union – Environmental Economics – Ethical Dilemmas: Business and the World – Fundamentals of Finance – Global Marketing – International Trade – Strategic Brand Management
Global Studies Courses	Global Conversations (Offered in partnership with BCA. Taught online by BCA faculty) – Environmental Economics – London: Investigation of a Global City – Social Psychology in a Global Context – Transnational Studies: Global Diasporas
History and Politics Courses	British History: 1815 to Present – British Politics – History of Modern Design – International Diplomacy – Music in Twentieth Century Britain – Social Welfare Issues in the UK
Humanities and Social Sciences Courses	Food, Society and Culture in Britain – International Diplomacy – London: Investigation of a Global City – Peace and Conflict Resolution – Social Psychology in a Global Context – Social Welfare Issues in the UK – Sporting London: British Identity Through the Olympic Games – Transnational Studies: Global Diasporas – Understanding Civilizations: Islam and the West
Media and Communications Courses	Contemporary British Broadcasting – Media in Britain – Music in Twentieth Century Britain
Peace, Conflict and Social Justice Courses	International Diplomacy – London: Investigation of a Global City – Peace and Conflict Resolution – Social Welfare Issues in the UK – Understanding Civilizations: Islam and the West

2. Sample course

Course Title:

Strategic Brand Management

Course Description:

Understanding the principles of strategic brand management is essential if brand and organisational value are to grow. A cursory glance of brand league tables (Interbrand Millward Brown etc) highlights the significant financial value of brands. It is no longer a "fluffy art" left to "creatives" but a strategic management activity that frequently takes centre stage at a range of organisations. To drive the financial value of their brands it is increasingly common to see organisations monitor the influence their strategic brand management activities have on brand equity and so brand value. This course introduces, explores and applies a range of strategic

brand management issues that drive brand equity and value. Brand marketers used to consider customers as passive participants in the branding process. Customers were viewed as the end of the value chain consuming perceived brand value.

Guided by this logic brands did things to consumers e.g. one way advertising and other brand communications. Brand managers who live in this world are living in the past. Customers are now part of real or virtual communities. They expect to be able to shape the nature of brands and engage with brands on their terms. Equitable relationships are central. Customers are increasingly co-creators of brand value as part of a more interactive and dialectical process. Witness the rise of social media where dialogue, conversation, interaction are the key drivers of brand growth. The days of shouting from a billboard as the primary form of brand marketing are gone.

This course contends brands are essentially a cluster of values irrespective of sector. In this sense brand values are the cornerstone or fulcrum of a brand. However, brand marketers must be cognisant of brand context to maximise brand value. The growth of the services sector, at the expense of the manufacturing sector, necessitates the need to understand the principles of services branding. Appreciating the differences between services and goods branding is but part of the process of managing services brands. Similarly, retailer brands no longer play a game of catch-up behind leading brand manufacturers. They are innovators who reshape and drive markets. The rise of the private brand label is of particular note here. These changing conditions elucidate the challenges facing the strategic brand marketer and so form an important part of this course.

To underpin this course, the material used to structure the sessions draws on powerful branding theories. These are well grounded and applicable in a variety of contexts. The aim is to provide a solid theoretical grounding whilst working through cases / examples to apply these concepts.

Course Objectives

By the end of Strategic Brand Management you'll be able to understand:

- The rationale for creating brands
- The strategic branding process
- How consumer perception affects brand choice
- How brands enable consumers to satisfy social and psychological needs
- The dynamics of B2B, B2C, service, product, retail and internet (fixed & mobile web / mobile) branding
- The role brands play in the competitive landscape
- The dynamic of developing and sustaining brand value
- The brand planning process
- How to evaluate brands (particularly brand equity)

Please note: Achieving these objectives is dependent on you:

- Coming to class on time
- Preparing for class (by completing the directed reading)
- Communicating (i.e. talking and listening) in class.
- Thinking / critically evaluating the theories and ideas we explore in class.

Course Learning Outcomes:

By the end of the course you should have developed a deeper understanding of brand, the strategic branding process and an appreciation of how to brand in a given context to maximise equity and value

Instructional Methods:

Strategic Brand Management will be delivered through a series of lectures, classroom discussions, group work and site visits / guest speakers. As little time as possible will be taken using PowerPoint. Strategic Brand Management will be delivered through a series of lectures, classroom discussions, group work and site visits / guest speakers. As little time as possible will be taken using PowerPoint.

Attendance Policy:

Class attendance is mandatory. Regular attendance is essential to achieving a passing grade in a course. A class constitutes lectures, student presentations, discussions, seminars, field visits, tests and examinations. In addition to physical presence in

class, a student's class **participation score of 20%** will be based on the mastery of assigned course readings as reflected in a consistent contribution to class discussions, in-class exercises, and in asking questions that enrich the on-going discourse. Occasional participation will have a negative impact on a student's participation score.

Class attendance will be formally recorded, and incorporated into a student's final grade.

Attendance is taken at the beginning of each class. Any student arriving late in class by 5 minutes or more will be marked absent for that day, unless the tardiness is excusable. It is the responsibility of the student to contact the course Instructor in advance, in the event of an excused absence. Absence from class does not relieve a student of responsibility for assignments. There is a strong relationship between class attendance and success or failure in the classroom. It is the responsibility of the student to communicate with the instructor about absences due to illness or family emergency. Class absences are deemed excused only at the discretion of the Academic Director and require documentation, where possible.

An excused absence or an excused reason for being late to class is any documented emergency and/or acute illness or injury directly involving the student. **Unexplained absence is not permitted.** Two unexplained absences will be flagged immediately by the Instructor with the Academic Director, Development. The Academic Director and the Instructor will then take a joint decision on further action.

Assessment Plan:

Assessment for Strategic Brand Creative Management will take the form of class participation, one student led group workshop and individual report. The breakdown is as follows:

- Class Participation (30%)
- Student led session (30%)
- FIE Brand Audit (40%)

Assignments:

Class attendance, Participation and Discussion

You are expected to come prepared to participate in every class. Being prepared means arriving at class on time with the reading completed and with some comments and / or insightful thoughts you wish to share. Participation means not only attendance in class, but raising questions for discussion and pointing to specific places in the text to analyse or seek clarification. At the start of each session your tutor will test the extent to which you have read the core material via interactive PowerPoint exercises. This will play a pivotal role in the grade you receive for this part of the assessment. Your level of engagement when colleagues present by asking questions or seeking clarification will also influence your grade.

Group Presentation

In groups of 3-4, you will provide a 30 minute presentation on a brand of your choice (agreed with your tutor in the first week). Your presentation will provide an overview and critical evaluation of the chosen brand's strategy. Credit will be given for depth of research / knowledge of the case brand, acknowledging context, locating theory within the brand's current strategy and utilisation of theory to structure critical evaluation. The degree of audience interaction / engagement you facilitate will also have a bearing on your grade. You should allow 20-25 minutes for presentation and 5-10 minutes for questions (which is where all students will be assessed under the above rubric).

Individual Management Report – FIE Brand Audit

Students will write a report that audits the FIE's brand to identify possible sources of brand equity. The objective of this project is to give you 'hands on' brand management experience. This document should be written as a professional report for submission to the Marketing Director of FIE. Particular credit will be given for depth of analysis guided by relevant theoretical frameworks introduced during the course. The plausibility of recommendations provided given the organisation's context should also be carefully considered. During the recommendations you should suggest ways to improve and drive FIE's brand equity based on potential shortcomings you have identified in the earlier stage of your audit. This report should be no more than 1500 words and follow formal report format convention i.e. Executive Summary, Introduction, Main Body / Findings, Conclusions and Recommendations. Whilst FIE is a not for profit organisation and so by law does not formally conduct marketing per se it is still possible to apply brand marketing principles to FIE in the form of brand choice, perceived brand values and brand personality etc. It is appreciated that some information will not be available. Should this be the case assumptions and associated logic should be outlined.

Appendix B:

實習概覽

1. 地點

實習地點在倫敦。倫敦是英國首都，同時也是世界金融、經濟、商業、文化、藝術、時尚和設計的中心。倫敦很和諧的將其古老的歷史以及現當代文化結合，同時彙聚來自世界各地、擁有不同文化背景的人群。在倫敦實習，學生有機會接觸到最前衛，最多元的科技、商業管理理念、以及文化藝術潮流。

2. 職場領域

SAF- FIE 職場實習課程包括下列領域：

- 會計與金融(Accountancy & Finance)：各類公司財務部門、會計事務所、股票交易所、私人投資公司等機構。實習工作內容包括資料分析、監控投資及市場情況、客戶關係維護及協助完成收支平衡表等具體工作。
- 人文學科(Arts & Humanities)：人文學科職場包括博物館、美術館、攝影工作室、劇院、及眾多藝術與文化機構的行政部門。
- 商業與經濟(Business & Economics)：中小型企業、創業型機構、房地產公司及物業管理公司、人力資源部門以及政治團體及非營利性機構。
- 媒體(Communications)：體育、服飾、媒體等大型公司的公共關係部門或者市場部門進行實習，也包括廣告公司及展會策劃公司。
- 設計(Design)：平面設計、網站設計、服裝設計及室內設計方面的職場。實習生有機會實際參與設計及實施的過程。
- 教育(Education)：中小學、非盈利性教育機構或者政府教育機構。
- 環境及可持續性發展(Environment & Sustainability)：政府機構、非盈利機構及民間組織。實習工作包括行政工作、資金募集以及調查研究等幾方面。
- 時尚(Fashion)：時尚公司或大型商店的公共關部門、推廣部門、銷售部門、市場發展部門或者擁有獨立品牌的工作室。
- 影視(Film & Television)：在影視職場實習的學生可能在前期製作、後期製作、電影電視推廣及宣傳等領域以及經紀人公司進行實習。
- 資訊技術及多媒體(Information Technology & Multimedia)：在資訊技術及多媒體職場實習生可能參與軟體發展、資料庫管理、網路管理、網站設計及技術支援等方面的工作。
- 新聞與媒體(Journalism & Media)：傳統媒體(如雜誌及報紙)及新媒體(如電子雜誌及報紙)機構的實習。實習工作內容涉及文章編輯、事實查證、資料庫更新、版面設計、照片拍攝、網站更新等。
- 法律及司法(Legal & Justice Organizations)：律師事務所，公司法律部門以及政府司法機構。通常實習工作涉及文檔起草、專案協助、案件協助、調研以及行政。
- 音樂(Music)：唱片公司、音樂場館、音樂製作公司進行溝通及行政方面的工作，實習生可以實地觀察音樂業界的實際運作。音樂業界實習也包括在電臺以及音樂人協會方面的實習工作。
- 政治(Politics)：政治黨派辦公室、國會議員辦公室以及政府或非政府的政治機構進行實習的機會。通常實習工作涉及調研分析、競選宣傳、聯繫黨派支援者、媒體聯絡等工作。
- 心理學(Psychology)：大學或政府資助的研究專案中的實習機會，實習生也有機會進入一些心理健康諮詢機構，一般而言這些機構為非盈利機構、政府機構或慈善機構。
- 社會福利及非盈利機構(Social Welfare & Non-Profit Organizations)：英國的社會福利及非營利機構發展歷史悠久，所注重的領域包括難民、婦女權益、貧窮、殘疾人權益、宗教/種族歧視、青少年問題等。

3. 實習機構及內容

大部分的實習工作機構為中小型組織或企業。相較於大型機構，在中小型機構實習有許多的優勢。

大型機構	中小型機構
✓ 通常有既定的實習計劃，較無配合國際學生的時間與領域的彈性	✓ 實習生可參與具有意義的工作
✓ 實習生一般參與非常基礎的工作	✓ 實習生有機會參與工作的決策過程
✓ 一般只能瞭解自己所在部門的工作情況	✓ 可以全方位、整體瞭解該行業的運作
✓ 很少有機會和其它部門以及高層人士交流	✓ 可以和公司/機構負責人近距離接觸並進行交流

實習工作例舉：

a. 會計 Accountancy

實習機構類型	中等規模跨國企業的財務部門
實習機構描述	該公司是世界領先的新媒體及娛樂傳媒與科技的出版商，在亞洲、歐洲及美國都設有辦公室。實習工作在財務部門，該部門負責所有的財務預算及海外收益。
實習職責描述	實習任務包括： 為客戶出具帳單 帳目收集及對賬 做預算 - 財務預測 Oracle 軟體安裝及維護 資料庫管理 辦公室工作
所需技能	實習生需要具備： 會計及金融知識 良好的電腦能力 數值資料的精確性 獨立、努力工作的積極態度

b. 金融 Finance

實習機構類型	金融投資網路公司
實習機構描述	該公司主營線上金融投資業務，擁有眾多國際客戶。作為英國最著名的股票及證券交易網站之一，該公司給使用者提供許多交易機會。公司為私人投資者提供專業投資資料、訊息及建議。
實習職責描述	實習生將參與某個專案的執行，內容包括： 市場訊息搜索 - 更新線上資訊 - 接待客戶 市場推廣 資料輸入 配置資產平衡表 與金融相關媒體保持聯繫
所需技能	實習生需要具備： 資產平衡表及股份收益(EPS)方面的知識 對數字敏感 注意細節，具備良好的資訊搜尋及資料管理能力

Appendix C

Course Title:

International Internship Course (IIC)

Course Description:

The IIC combines experiential learning (i.e. the internship placement itself) together with classroom seminars in order to provide students the opportunity to reflect on and analyse their own learning and development through dialogue and written work. Credit is given for reflective written work based on the internship experience. Therefore, the grade for the IIC will be a reflection of the quality of the written work through its detail, clarity and analysis as well as the degree of positive engagement with the seminar sessions.

We hope you enjoy and learn greatly from your internship experience.

Course Objectives:

- **BROADER KNOWLEDGE:** the understanding of the London workplace environment, the organisation's structure and culture; industry knowledge
- **SKILL DEVELOPMENT:** the building of transferable 'hard' skills such as IT, writing, research, as well as 'softer' skills such as oral communication, teamwork and problem-solving
- **PROFESSIONAL AND CAREER AWARENESS:** the development of analytical and reflective skills needed for the transition from university to work; knowledge of how work works
- **PERSONAL DEVELOPMENT:** confidence, self-awareness, value-awareness and a sense of professionalism
- **CULTURAL COMPETENCE:** the development of cultural and global awareness; recognition of cultural patterns, both general and specific; awareness of one's own culture and the role this plays in intercultural communication

Course Learning Outcomes:

The seminars enable students to make the most of their internship placement by providing them the opportunity to work with the faculty and exchange ideas with their peers. Students' ability to engage analytically with their internship experience will be assessed. Students will also be required to give oral presentations. These presentations, a series of short blog entries and a final report will provide structured expression of student development before and during the internship process.

By the end of this programme students should be in a position to understand general aspects of the UK sector in which they work and to have a high degree of understanding of the organisation in which they have been placed. They should be able to describe and reflect on their internship experience and the ways in which they have developed during the semester. They should be able to connect readings and key class themes to their experience. They should also be able to reflect on their own performance in the workplace as well as to be able to engage with intercultural issues which have emerged.

Instructional Methods:

The IIC course is a seminar course; that is, it is intended as an 'exchange of ideas' among participants and not primarily as a lecture-based course. Hence, participation and attendance are weighted accordingly. The experience of the placement as well as assigned readings will form the basis for classroom activities and discussion. In many ways, the course differs from courses students have taken previously in that it relies on the students themselves for the majority of the input.

The international internship experience is meant to be challenging (often in unexpected ways) and to stretch students beyond their 'comfort zone'. Students who benefit most of from the experience are those who regard each day as an opportunity to learn something new about themselves, the world or work and the world around them. The seminars are a key opportunity for

students to process their observations and document their learning.

Faculty will be available to meet outside of class by appointment. Students are encouraged to take advantage of the opportunity to meet with the faculty member teaching the course if they have any questions or need any additional support. The faculty are able to assist in dealing with the challenges that one may face in the placement as well as in written assignments.

Assessment Plan:

- 20% Blog (requirements set out as Assignment 1)
- 5% Internship Agreement Form
- 25% Internship Report (A structured essay – requirements set out as Assignment 2)
- 15% Presentation (requirements set out in Assignment 3)
- 15% Attendance and Participation at seminars
- 20% Workplace Evaluation (performance, behaviour, attendance)

IMPORTANT NOTE!

If students withdraw from an internship placement, have unexcused absences, performance or behavioural issues in the workplace or if their position is terminated by the workplace supervisor, they will not be able to continue in the course nor earn a passing grade, unless there are special extenuating circumstances.

If a student cannot participate in their internship for more than two weeks due to prolonged illness, disability, personal reasons such as bereavement or other extenuating circumstances, FIE communicates with the student and their home institution in order to arrange a suitable academic alternative. Due to immigration requirements, all students must be involved in some form of academic study in order to satisfy their visa conditions.

Class Schedule:

Week	Seminar	Assignment
Week 1	<u>Internship Orientation & Placement Information Meetings</u> : Students will be introduced to the logistics, policies and procedures involved with the internship interview and placement and will have an opportunity to ask individual questions.	
Week 2	<u>FROM ANTICIPATION TO DISILLUSIONMENT: Managing expectations & negotiating the British workplace</u> Students will be asked to share their interview and initial placement experience. Discussion of course syllabus and readings.	Blog entry 1
Week 3	<u>CONFRONTATION: Negotiating meaning through culture & values</u> Students will be asked to reflect on their own values and those associated with American culture. Discussion of readings and cultural experience thus far.	Blog entry 2
Week 4	<u>BUILDING COMPETENCE: Examining organisations and professionalism</u> Students will discuss observations about their organisation and what it means to operate in a professional context. Organisational culture will be addressed.	Blog entry 3
Week 5	<u>CULMINATION: Assessing learning and looking forward</u> Students will engage in an assessment of their skill development through the placement. Students will develop the international dimension of their CVs.	Blog entry 4
Week 6	Presentations & wrap-up Keeping your future 'global' The challenge of 're-entry'	Blog entry 5 <u>In class</u> <u>presentations</u>