Course title: Academic Internship in the Global Workplace
Course code: INSH 3826 HYBR
Programs offering course: Summer Global Internship, Summer Global Internship, Summer Global Internship, Summer Global Internship, Summer Global Internship, Summer Global Internship, Summer Global Internship, Summer Global Internship, Summer Global Internship, Summer Global Internship, Summer Global Internship, Summer Global Internship, Summer Global Internship, Summer Global Internship, Summer Global Internship, Summer Global Internship, Summer Global Internship, Summer Global Internship
Language of instruction: English
U.S. semester credits: 6.00
Contact hours: 90.00
Term: Summer 2020

Course Description

The course is designed to equip students with experience, knowledge, and skills for succeeding in globally interdependent and culturally diverse workplaces. Throughout the course, students will be challenged to question, reflect upon, and respond thoughtfully to the issues they observe and encounter in the internship setting and local host environment. Students will have the opportunity to cultivate essential skills such as project management, teamwork, intercultural communication, and comparative analysis, while developing an individual e-portfolio that highlights their skills and experience as they embark on a career in their field of interest. The hybrid nature of the course allows students to focus on their assigned tasks and projects at the internship site, while engaging in online discussions, local events such as guest speakers and site visits, as well as readings and other assignments, that are necessary to receive academic credit for the internship. The course includes 30 seminar hours and 200-240 work / internship placement hours.

Learning Objectives

By completing this course, students will:

- Create a project plan to complete assigned tasks on time while meeting or exceeding a supervisor’s expectations.
- Produce job application materials in order to become a competitive candidate for open positions in your field of interest and identify areas for further professional development.
- Research and analyze the internship site’s organizational structure; its position within local, national, regional, and global contexts; opportunities and constraints that influence its short- and long-term strategic goals; and its approach to change management.
- Observe and analyze the internship site’s organizational culture, and its preferred styles for teamwork and professionalism.
- Apply leadership and intercultural skills in order to identify others’ needs, challenges, and motivations; to propose thoughtful solutions to challenges; to adhere to ethical and socially responsible norms; and to communicate effectively and behave appropriately in different workplace contexts.

Course Prerequisites
None

Methods of Instruction

Summarize instructional activities that will be used to deliver course content and meet Learning Objectives in alignment with the course level. Refer to SOP and Academic Manual for instruction to populate this field.

This is a hybrid course, with online and in-person components. Online elements of the course are taught using the Canvas Learning Management System (LMS). These include online discussions; email between instructor and student; assignments (individual assignments and assignment feedback); and course materials (readings and videos). Face-to-face elements of the course may include local events such as co-curricular site visits,
workshops and guest speakers, as well as participation in one’s internship. The table below outlines the minimum total task time required for the course; across the eight-week Global Internship program, this corresponds to approximately 30-35 hours per week of student effort. Additionally, students will also be asked to complete non-graded quizzes in Canvas to provide feedback on their internship placement and academic experience.

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Task Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Discussions, Videos, and Readings</td>
<td>7.5</td>
</tr>
<tr>
<td>Reflection Journals</td>
<td>5</td>
</tr>
<tr>
<td>Internship Work Plan</td>
<td>2.5</td>
</tr>
<tr>
<td>In-Person Events</td>
<td>15</td>
</tr>
<tr>
<td>E-Portfolio</td>
<td>5</td>
</tr>
<tr>
<td>Internship Participation</td>
<td>200-240</td>
</tr>
<tr>
<td><strong>Total Task Time</strong></td>
<td><strong>235-275</strong></td>
</tr>
</tbody>
</table>

**Assessment and Final Grade**

1. Reflection Journals 15%
2. Online Discussions 15%
3. Internship Work Plan 20%
4. In-Person Local Event Participation 15%
5. E-Portfolio via Canvas 15%
6. Internship Participation 20%

**TOTAL 100%**

**Course Requirements**

**Reflection Journals**

Students will complete three journals entries in total (5% each). Each entry must be submitted via Canvas LMS and 375-500 words in length. Additional instructions and grading criteria will be provided in Canvas.

**Online Discussions**

Students will participate in three online discussions during the course (5% each). Participation is defined as meaningful contribution in the online discussion with classmates and the instructor, utilizing the resources and materials presented to students as part of the course. Additional instructions and grading criteria will be provided in Canvas.

**Internship Work Plan**

Students will create a work plan in collaboration with their internship site supervisor. It is the responsibility of the student to initiate this meeting with the supervisor. The work plan should be 1500-2000 words in length; each section is worth 5% of the grade for this assignment (15% in total):

- The first section of the work plan should explain the context of the internship by addressing the following questions:
  - What is the mission of this organization and how will the student’s internship work connect to it?
  - What local, national, regional, and/or global influences impact the work of the internship organization?
- The second section of the work plan should outline the scope of the internship by including the following:
  - Goals set by the internship site supervisor that the student agrees to and that will be completed by the end of the internship
  - Proposed strategies for how the student will achieve these goals (e.g., research resources, skills that will benefit the organization, etc.)
  - Optional: a Gantt chart outlining the stages in the student’s work plan, with due dates for key deliverables
The third section of the work plan should clarify the expectations for the internship by describing the following:

- Expectations of how students are to conduct themselves at the internship site, including work hours
- Communication plan for how the internship site supervisor and student will keep in touch regarding project status

Near the conclusion of the internship, students will provide a narrative summary (375-500 words in length) of the goals outlined in the initial internship work plan. Identify successes, as well as challenges that may have impacted progress towards these goals; articulate what you would do differently in this case, or a similar situation in the future. This narrative summary is worth 5% of the grade for this assignment.

**In-Person Local Event Participation**

Students are expected to participate in five local events – featuring site visits, workshops, and guest speakers – to learn about essential professional skills needed for the global workplace (3% each). Non-participation can be excused if there is a legitimate conflict with your internship and the on-site staff are notified in advance.

Additionally, to focus on intercultural development as an important element of global professional skills, students will also complete the Intercultural Effectiveness Scale, read through the results packet, and debrief the results at an in-person workshop. Your results on the IES have no impact upon your grade. The goal of the IES is to get an accurate snapshot of your current strengths and weaknesses, not to achieve a certain level of performance or judge one’s results. It is the completion of the IES and participation at the debrief workshop that is graded (5% of the grade for this assignment).

**E-Portfolio via Canvas**

Students will create an e-portfolio in Canvas that includes the following components:

- A revised CV or resume (3-4 pages maximum, including references) that includes the internship position
- A cover letter for an open position at an organization in their field that references the projects conducted at the internship (500 words maximum)
- A sample of work suitable for their career field (examples might include a business plan, project proposal or overview, a writing sample or marketing materials), preferably created during the internship
  - In order to protect private company information, work samples created during the internship must be approved by the internship site supervisor to submit them for this assignment.
- A 3-4-minute video in which the student gives an “elevator chat” about their internship experience by:
  - Introducing themselves
  - Summarizing the internship organization and the contributions that they made while working there as an intern
  - Describing the professional skills that they developed; an intercultural moment that they navigated; a challenge that they overcame; and/or an accomplishment that makes them feel proud.

**Internship Participation**

Your internship is a professional commitment and students are expected to complete the hours agreed upon between you, your internship site supervisor, and the on-site CIEE staff. The commitment for this program is 200-240 hours total, though many students may work 32-36 hours per week or more depending on the local internship culture. Hours completed in the internship will be documented by the internship site supervisor as part of the CIEE evaluation of student performance. The site supervisor will also assess the student’s participation / professionalism, critical thinking and problem-solving, and intercultural skills based a upon detailed rubric that will be provided in Canvas for your reference. These will be taken into account by the instructor in assessing internship participation.

**Attendance**

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for short-term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.
Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Unexcused absences will lead to the following penalties:

<table>
<thead>
<tr>
<th>Percentage of Course and/or Placement Hours (Total Task Hours) Missed</th>
<th>Total Number of Unexcused Course and/or Placement Hours Missed</th>
<th>Minimum Penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 10%</td>
<td>Up to 23 hours</td>
<td>Participation graded as per class requirements</td>
</tr>
<tr>
<td>10 – 20%</td>
<td>23 to 46 hours</td>
<td>Participation graded as per class requirements; <strong>written warning with copy to home school</strong></td>
</tr>
<tr>
<td>More than 20%</td>
<td>More than 46 hours</td>
<td>Automatic course failure, and possible expulsion</td>
</tr>
</tbody>
</table>

Students must notify their center's Academic Director if they will be late to or miss any module overview lecture, discussion, in-person event, or internship hours. Students are responsible for any materials covered in their absence.

Students may not miss hours at the internship unless approved in advance and in writing by the Academic Director and internship supervisor. All students must work a minimum of 200 hours on site at the internship placement to be eligible for academic credit.

**Due Dates**

It is expected that students will provide assignments on assigned due dates by 11:59 PM local time. Students will not be penalized for submissions up to and including 1 hour late.

- Assignments will be accepted late up to and including 24 hours after the deadline.
- Students submitting work from 1 hour and 1 minute late up to and including 24 hours late will be penalized 15% deducted from the assignment.
- Student work submitted from 24 hours and 1 minute late onwards will receive a zero grade.
- In exceptional circumstances (e.g., medical condition or illness as verified by a doctor's note, proof of a family emergency, etc.), requests may be made to the CIEE Academic Director. **However, students who feel they have a valid excuse must be in contact with their instructor and the CIEE Academic Director before an assignment is due for an extension to be considered.**

**Academic Integrity**

Academic integrity is essential to a positive teaching and learning environment. All students are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in grade penalties or disciplinary action. See the CIEE Student Academic Manual for further information on academic integrity.

**Dates, times, and locations for all in-person workshops, guest speakers, and/or site visits will be provided at the on-site academic orientation.**

**Weekly Schedule**

**Week 1**

Class: 1.0 Project Planning and Self-Awareness

Students will learn strategies for creating a project plan, as well as meeting assigned tasks on time while meeting or exceeding a supervisor's expectations. By taking the Intercultural Effectiveness Scale (IES) online assessment, students will identify strengths and weaknesses in their abilities to work with people from different cultural backgrounds. This self-knowledge will be referenced throughout the course as students debrief their work experiences and their experiences navigating
Due by Wednesday

- Complete the Intercultural Effectiveness Scale (IES) online assessment
- Initiate a meeting with your supervisor to prepare your Internship Work Plan
- Participate in an online discussion in Canvas where you:
  - Briefly introduce yourself by sharing information such as your college or university and your major; your prior volunteer, work, or internship experience; your internship placement; and your hopes for this course
  - Respond to at least two posts by your peers, comparing your backgrounds and experiences in a friendly and professional manner

Date and details to be announced at academic orientation and posted on Canvas

- Attend and participate in an in-person workshop focused on debriefing your IES profile

Optional reading

- “Succeed in New Situations” (Rollag, 2015)

Week 2

Class: 2.0 Organizational Structure

Students will research and analyze their internship site’s organizational structure, using the Structural Frame concept as defined by Bolman and Deal (2017), and consider how their organization is situated within local, national, regional, and/or global contexts. Additionally, students will consult with the internship supervisor to complete and submit a work plan that articulates the scope, context, and expectations for the internship.

Due by Thursday

- Read:
  - “Getting Organized” (chapter 3) in Reframing Organizations (Bolman and Deal, 2017)
  - “How to Build a Great Relationship with a Mentor” in Harvard Business Review (Horoszowski, 2020)
- Submit your Internship Work Plan
- Complete a program check-in quiz in Canvas – this quiz is non-graded but not anonymous, in an effort to identify areas where you may need assistance or support from CIEE staff

Date and details to be announced at academic orientation and posted on Canvas

- Attend and participate in a site visit to a local start-up

Week 3

Class: 3.0 Organizational Culture

This week will focus on organizational culture within the local context. Students will consider how to observe and analyze their internship site’s organizational culture using techniques identified by Heathfield (2018). These techniques include observation of communication patterns, emotions, artifacts, and physical spaces.

Due by Thursday

- Read:
  - “Organizational Symbols and Culture” (chapter 12) in Reframing Organizations (Bolman and Deal, 2017)
  - “How to Understand Your Current Company Culture” (Heathfield, 2018)
  - Local reading or video
- Participate in an online discussion in Canvas by answering both of the prompts below. Respond to at least two posts by your peers, comparing your experiences in a constructive and professional manner:
  - Start-up culture: How does the local start-up that you visited during Week 2 compare or contrast with your internship organization, or another organization where you have volunteered, worked, or interned in the past?
  - Your workplace culture: Identify an object or artifact, interaction or emotional expression at your workplace that has sparked your curiosity. Using the techniques in
Week 4
Class: 4.0  Organizational Change

Students will consider how entrepreneurship facilitates successful achievement of an organization’s goals. Whether the aim is to increase competitiveness, to improve efficiency, or to enhance the impact of an organization’s products or services, innovation and creativity are essential to creating organizational change. Students will examine the skills associated with entrepreneurship – notably problem solving, design thinking, planning, and collaboration – and explore how different industries or sectors in the local setting are adapting to changes within and outside of their organization.

Due by Thursday

- Read:
  - “People and Organizations” (chapter 6) in Reframing Organizations (Bolman and Deal, 2017)
- Local reading
- Submit your first Reflection Journal, in which you respond to one of the following prompts:
  - To what extent does your internship organization reflect the Structural Frame, Human Resource Frame, or Symbolic Frame, as defined by Bolman and Deal?
  - What examples of entrepreneurship, innovation, or creativity have you observed your internship organization?

Date and details to be announced at academic orientation and posted on Canvas

- Attend and participate in a presentation by a guest speaker

Optional reading

- Innovation reading or video

Week 5
Class: 5.0  Leadership, Ethics, and Social Responsibility

Students will explore how leadership comes into play when identifying others’ needs, challenges, and motivations, and proposing thoughtful solutions to challenges, in addition to examining the fourth of Bolman and Deal’s “four-model” organizational frames. This week will include grappling with the strengths and tensions found in both the cultural relativism and universal standards approaches to ethical behavior, as explored by Donaldson (1996).

Due by Thursday

- Read:
  - “Power, Conflict, and Coalition” (chapter 9) in Reframing Organizations (Bolman and Deal, 2017)
  - “Values in Tension: Ethics Away from Home” (Donaldson, 1996)
  - Local case study
- Participate in an online discussion in Canvas by posting responses to the following prompts:
  - Internship work plan check-in
    - Post a brief status update about your internship work plan – i.e., What progress have you made towards your goals? What barriers or obstacles have you encountered? What do you need to do to stay on track and/or adjust your strategy?
  - Case studies:
    - Identify a similar example from the U.S. – or another location where you have lived, studied, or worked – and compare it to the local case study. Analyze these examples by applying themes from either the Bolman and Deal (2017) or Donaldson (1996) reading – i.e., What values or beliefs are in tension in the local case study? In your example, how does the Political Frame help us to analyze the local case study and your own example?
    - In Canvas, respond to at least two posts by your peers, comparing your case studies in a constructive and professional manner.
Week 6
Class:  6.0  Teamwork, Networking, and Professionalism

Students will continue to explore organizational culture with an emphasis on local values associated with teamwork, networking, and professionalism. Students will identify a short list of factors that have an outsized influence on team success, as presented by Haas and Mortensen (2016). This week will include an in-person workshop focused on networking strategies, followed by an opportunity to practice those networking skills.

Due by Thursday

- Read:
  - “The Secrets of Great Teamwork” (Haas and Mortensen, 2016)
  - Local reading
- Watch:
  - “The Three Bones of Networking” (Serwanga, 2018) or “Designing a Purposeful Personal Brand” (Tran, 2017)
- Submit your second Reflection Journal, in which you respond to one of the following prompts:
  - What does teamwork look like at your internship organization? Consider the criteria (output, collaborative ability, and individual development) and the conditions (compelling direction, strong structure, supportive context, and shared mindset) outlined in “The Secrets of Great Teamwork” in your answer.
  - To what extent has your internship changed your understanding of professionalism?
  - What techniques have you used when networking? How would you apply the strategies presented in the Serwanga or Tran TEDx Talks?

Date and details to be announced at academic orientation and posted on Canvas

- Attend and participate in a workshop on networking skills in the local setting, followed by a networking event

Week 7
Class:  7.0  Intercultural Development

Students will learn about and reflect upon intercultural development as a means to communicate effectively and behave appropriately in different professional contexts. Molinsky and Gundling (2016) will introduce students to adaptation techniques for building trust on cross-cultural teams.

Due by Thursday

- Read:
  - “How to Build Trust on Your Cross-Cultural Team” (Molinsky and Gundling, 2016)
  - Local reading
- Submit your third Reflection Journal, in which you respond to one of the following prompts:
  - Reflect on your Intercultural Effectiveness Scale report from Week 1. To what extent have your strengths and weaknesses shaped your internship experience? How will you approach working in different cultural or professional contexts in the future, as a result of this internship experience?
  - What themes from the local reading or “How to Build Trust” reading resonate with your internship experience?

Week 8
Class:  8.0  Reflection and Next Steps

This week will focus on bringing the internship experience to a close. Students will review their progress against their Internship Work Plan and summarize their accomplishments in job application materials via the e-portfolio project. Reflecting upon what they have learned about their work preferences from their internship experience, students will also articulate a strategy for pursuing a career in their field of interest.

Due by Thursday

- Submit the following via Canvas:
  - Internship Work Plan narrative summary
  - E-portfolio, including revised resume, cover letter, work sample, and “elevator chat”
Date and details to be announced at academic orientation and posted on Canvas

- Attend and participate in a closing event focused on preparing for the next step in your career

Internship supervisor submits to instructor via Qualtrics (not submitted by the student)

- Internship Participation Rubric

Course Materials

Readings

Course readings and links to online resources, including local materials for Weeks 3-7, will be provided via Canvas.


Online Resources

