



CIEE Global Institute – Shanghai

Course name:	Internship Seminar
Course number:	(GI) INSH 3801 SHCN
Programs offering course:	Open Campus
Language of instruction:	English
U.S. semester credits:	3
Contact hours:	135 hours (Seminar + Placement + Preparation)
Term:	Spring 2020

Course Description

This course seeks to immerse students in a professional work environment. Students will have the opportunity to observe and interact with co-workers, and will learn how to recognize and respond to cultural differences. They will compare concepts of teamwork and interpersonal interactions in different cultures as experienced on the job. Seminar work will help students apply academic knowledge in a business setting and identify opportunities to create value within the company. Students will research a specific topic related to their work placement and present their findings in a final research report.

Learning Objectives

At the end of the seminar the student will be able to:

- Identify and analyze cultural dimensions in organizational behavior.
- Analyze and develop intercultural skills.
- Compare teamwork and interpersonal interactions in different cultures.
- Integrate critical thinking in cross-cultural contexts.
- Demonstrate understanding and awareness of ethical issues in cross-cultural settings.
- Demonstrate expertise and creative thinking on a specific topic related to their internship.
- Relate the internship experience to lifelong learning and career development.

Course Prerequisites

None.

Methods of Instruction



The course will be run as a seminar in which we will address intercultural adaptation issues through the readings and apply them to experiential situations. In each session students will examine an intercultural topic incorporating critical incidents from the workplace. Course discussions will be based upon both the insights and experiences of the students as well as the assigned and suggested readings.

Assessment and Final Grade

The following table summarizes the various course assignments and their respective contribution to the final grade.

Participation	20%
(a) Lecture (10%)	
(b) Peer coaching group (5%)	
(c) Local events (5%)	
Internship Participation	15%
Reflection Journal*	20%
Informational Interview*	10%
Internship Work Plan*	15%
(a) Pre (7%)	
(b) Follow Up (8%)	
Capstone Presentation*	20%

*Assignment requires students to demonstrate “real world” knowledge and skills. See specific knowledge and skills as described in the relevant course objectives for each course requirement.

Course Requirements

Participation

20%

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

(a) Lecture Participation (10%)



Students are expected to provide meaningful contributions to weekly discussion forums. Participation includes signing in AND providing a meaningful contribution. Simply signing on, but not contributing will result in a reduction of the participation grade. Lecture participation is graded weekly.

(b) Peer Coaching Group Participation (5%)

Students are required to participate in and provide meaningful contributions to their weekly small-group peer coaching group. Participation includes signing in AND providing a meaningful contribution. Simply signing on, but not contributing will result in a reduction of the participation grade. Peer coaching group participation is graded weekly.

(c) Local Events Participation (5%)

Students are expected to participate in local site visits, workshops and guest speakers as organized by the local on-site staff. Local event participation is graded weekly. On-site staff will record participation on behalf of the instructor. Non-participation can be excused if there is a legitimate conflict with your internship and the local site staff are notified in advance.

Internship Participation

15%

Your internship is a professional commitment and you 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 100-120 hours total.

Hours completed in the internship will be documented by the internship site supervisor as part of the CIEE evaluation of student performance. This will be taken into account by the instructor in assessing internship attendance and participation.

Emphasis on course objectives:

1. Identify and analyze the leadership principles and intercultural values that make an impact on the work environment.
2. Assess the significance of culture on an organization through the framework of adaptive leadership.
3. Identify the interaction between culture and leadership in the work environment.
4. Explore how to become more sensitive to cultural differences, interactions, and experiences.
5. Enhance skills in identifying problems, strategic questioning, reflection and meaning making.

Reflection Journal

20%

The instructor will provide weekly prompts to assist students in reflecting upon the internship, the cultural experience in the host country, and the connection to academic course content.



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Informational Interview **10%**

Students will conduct one informational interview with an individual that is ideally in the host country, or at minimum outside of their primary cultural context. The goal of this assignment is to develop networking skills by conducting an informational interview.

Emphasis on course objectives:

5. Enhance skills in identifying problems, strategic questioning, reflection and meaning making.

Internship Work Plan Pre, Post **15%**

Internship Work Plan Pre (7%)

Students will create an internship work plan in collaboration with their site supervisor. It is the responsibility of the student to initiate this meeting with the supervisor.

Within the plan these criteria must be addressed.

- Outline of the mission of the organization and how the student's work will connect to this mission.
- Specific goals set by the internship site partner that the student agrees to and to be completed by the end of the internship.
- Proposed strategies by student of how he/she/they will achieve these goals (e.g. research resources, skills that will serve as gifts to the organization, etc.)
- Expectations of how students are to conduct themselves at the field site.
- Communication plan for how the site partner and student will keep in touch regarding the work.

Emphasis on course objectives:

4. Explore how to become more sensitive to cultural differences, interactions, and experiences.
5. Enhance skills in identifying problems, strategic questioning, reflection and meaning making.



Internship Work Plan Post (8%)

At the conclusion of the internship, provide an update on the goals outlined in the initial internship work plan. Identify successes. Identify challenges that might have impacted progress toward a goal/s and identify what you would do differently in this case, or a similar situation in the future.

Emphasis on course objectives:

4. Explore how to become more sensitive to cultural differences, interactions, and experiences.
5. Enhance skills in identifying problems, strategic questioning, reflection and meaning making.

Capstone Project - Telling Your Story Presentation 20%

A capstone project is designed to “pull it all together.” In preparing to tell the story, students will draw upon their internship experience, cultural experiences outside the classroom, reflective journals, class discussions, peer group experiences, and academic course content.

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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 Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.



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:

Percentage of Total Course Hours Missed (seminar + internship)	Minimum Penalty
Up to 10%	Participation graded as per class requirements
10 – 20%	Participation graded as per class requirements; written warning
More than 20%	Automatic course failure, and possible expulsion

Students must notify their instructor via Canvas if they will be late to or miss any lecture, peer coaching group, local event or internship activity. Students are responsible for any materials covered in their absence.

Weekly Schedule

Week 1: Understanding Self

Students learn more about themselves and identify their preferences for interacting with the world through engaging with a personality instrument. This self-knowledge will be referenced throughout the course as they debrief their work experiences and their intercultural navigation experiences.

Readings:



- The Practice of Adaptive Leadership (PAL) reading, Chapter 2: The Theory Behind the Practice (pp. 13 - 40, themes such as technical vs. adaptive leadership, leadership vs. authority, overview of the OII model)
- Instructor video overview of the Observe/Interpret/Intervene model - Discussion Group topic
- Introduce Direction, Alignment, Commitment (DAC) - article or video - Discussion Group topic

Assignments:

- Reflection Journal entry
- Meet with supervisor to create and submit the internship work plan.

Week 2: Navigating Culture

Students are exposed to and explore the concept of culture, particularly as it relates to the city and country they are in; later weeks will have them explore cultures of work and industry. Students practice observation skills that they will continue to hone in the following 6 weeks. The topic "Giving Effective Feedback" is introduced (which is another space for students to practice their observation skills).

Reading:

- PAL reading Chapter 13, See Yourself as a System, and Chapter 14, Identify Your Loyalties (pp. 181 - 194)

Assignment:

- Reflection Journal entry
- Instructor video introducing the Capstone Project - Telling Your Story assignment (due Week 8). Reply to the discussion prompt this week (Week 2).

Week 3: Navigating Ambiguity and Polarities

Students learn how to use polarity mapping as a tool to explore and understand various polarities – "two seemingly opposing values that can complement each other when applied in a balanced way." Students will use this methodology to examine national culture polarities (using Hofstede), work-world polarities, and tensions in their own lives.

Due Tuesday this week:

- PAL reading Chapter 5, Diagnose the Adaptive Challenge, and Chapter 6, Diagnose the Political Landscape (pp. 69 - 100)

Assignments:



- Informational interview: Begin networking to find an individual to interview. Summary will be due at the end of week.
- Reflection Journal entry

Week 4: The Global Work World

Students will explore the concept of culture as it relates to their worksites. They will also go through the debrief of the Intercultural Effectiveness Scale in the context of preparing for the global work-world. Students will create a personal development plan using the Intercultural Effectiveness Scale.'

Readings:

- PAL reading: pp. 209- 220 (understand roles and scope of authority)
- PAL reading: pp. 149 - 164 (orchestrate conflict)

Assignment:

- View Capstone Project Tip 3 in Canvas
- Reflection Journal entry - Roles and Authority

Week 5: Resilience

This week provides a deep dive into the Intercultural Effectiveness Scale dimension of hardiness and has students explore different approaches to building personal resilience. Students will also use a resilience lens to explore the city/community and their organization.

Reading:

- PAL reading Chapter 15, Know Your Tuning (pp. 195 - 204)
- PAL reading Chapter 8, Make Interpretations, Chapter 9, Design Effective Interventions, Chapter 10, Act Politically (pp. 113 -148)
- Carol Dweck <https://hbr.org/2016/01/what-having-a-growth-mindset-actually-mean>

Assignments:

- Reflection Journal entry
- Write thank you notes to deliver next week

Week 6: Connection

This will build on the Interpersonal Engagement dimension of the Intercultural Effectiveness Scale; includes informational interviewing, perspectives on community building and social capital, professional image, etc.

Reading:

- PAL reading Chapter 20, Engage Courageously (pp. 247 - 262)
- PAL reading Chapter 23, Thrive (pp. 289 - 297)



Assignments:

- Course evaluations
- Grading of internship participation
- Internship work plan follow-up due next week
- Capstone Presentation

Course Materials

Heifetz, R., Grashow, A., & Linsky, M. *The practice of adaptive leadership*. Boston, MA: Harvard Business Press, 2009.

See Canvas for links to additional course readings and videos.

Appendices: Course Emphasis

Adapt Interculturally - Gain enhanced intercultural aptitude.

- Describe the multiple lenses of culture to which they are exposed, including the culture of country, city, industry and, workplace.
- Compare teamwork and interpersonal interactions in different cultures
- Identify and analyze how culture influences organizational behavior.
- Recognize cultural differences in the workplace and develop strategies to bridge those gaps.
- Deepen their self-awareness of their own mental models and cultural influences and how those impact their behavior and understanding of their environment.

Build Understanding - Acquire deeper knowledge and understanding about at least one host culture and think critically about broader global dynamics. Analyze and practice adaptive leadership strategies.

- Recognize the complexity of global issues, systems, interconnections, and trends and hone skills for navigating these complexities
- Compare and contrast their initial expectations with their actual experience within the context of professional, academic, and personal perspectives
- Gather, critique, synthesize, and evaluate information from a range of sources and media on a variety of global concerns and compare these cross-site with other students' reflections and experiences
- Identify project-based and responsibility-driven opportunities to create value within an organization
- Observe and interpret leadership styles in the internship setting



- Reflect upon how culture intersects with leadership in the internship setting
- Apply the OII framework to tackle problems/challenges experienced or encountered in the internship setting

Communicate Effectively - Develop effective oral, written, listening, and non-verbal communication skills

- Interact with colleagues using oral and written communication styles suitable to the workplace
- Articulate how the internship experience abroad will shape their professional development, academic pathway, and personal interest in lifelong learning
- Develop effective and culturally appropriate skills for giving feedback
- Gain self-sufficiency and confidence in their ability to communicate cross-culturally