



CIEE Global Internship Program

Course name:	Academic Internship in the Global Workplace
Course number:	INSH 3826 HYBR
Programs offering course:	Global Internship
Language of instruction:	English
U.S. Semester Credits:	6
Contact Hours:	30 seminar + 200-240 work / internship placement
Term:	Spring 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 and lectures, 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.

Learning Objectives

By completing this course, students will be able to:

- 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, communication systems, 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



There are no course prerequisites.

Methods of Instruction

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 lectures (pre-recorded video lectures, video and text discussion forums, email between instructor and student); assignments (individual assignments and assignment feedback); and course materials (readings and videos). Face-to-face elements of the course 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 a mid-term survey in Canvas to provide feedback on their internship placement and academic experience.

Course Component	Task Hours
Online Lectures, Discussions, and Readings	7.5
Reflection Journals and Informational Interviews	5
Internship Work Plan	2.5
Global Professional Skills and Intercultural Development	15
E-Portfolio	5
Internship Participation	200-240
Total Task Time	235-275

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 Course Hours (Total Task Hours) Missed	Total Number of Unexcused Course Hours	Minimum Penalty
Up to 10%	Up to 23 hours	Participation graded as per class requirements
10 – 20%	23 to 46 hours	Participation graded as per class requirements; written warning
More than 20%	More than 46 hours	Automatic course failure, and possible expulsion

Students must notify their center’s Academic Director if they will be late to or miss any module overview lecture, discussion, Global Professional Skills and Intercultural Development 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 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 midnight Eastern Time. Please note that this will likely be a different time zone than your host city. Late work will not be accepted and instructors cannot grant extensions. 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.

Assessment and Final Grade

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

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| • Reflection Journals and Informational Interviews | 10% |
| • Online Discussions | 15% |
| • Internship Work Plan | 15% |
| • Internship Participation | 20% |
| • Global Professional Skills and Intercultural Development | 20% |
| • E-Portfolio | 20% |

Course Requirements

Reflection Journals

Students will complete five journals entries in total (2% each). Each entry must be submitted via Canvas LMS and 150 words in length. Additional instructions and grading criteria will be provided by the instructor, who will also clarify the following requirements:

- Two of these journal entries will summarize a 15-20-minute informational interview, one conducted with a co-worker at your internship placement, and the other with a person who works in a field related to your internship, but not at your job site.
- Two of these journal entries will focus on responding to these prompts:
 - What hours are worked at this workplace, how productive are those hours, and how do they compare with others in your sector in comparison to the United States?
 - What does teamwork look like at your internship site?
- One journal entry is a topic of your choice related to your internship placement and/or the course learning objectives.

Online Discussions

Students will participate in five online discussions during the course (3% each). 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. Participation includes signing in and providing a meaningful contribution to the online discussion. Simply signing on, but not contributing will result in a reduction of the participation grade.



Internship Work Plan

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 (worth 10% of the grade for this assignment):

- Outline of the mission of the organization and how the student's work will connect to this mission.
- How does this organization contribute to the local context? How is it connected globally, or what are the global influences that influence the work of the organization? How do expectations related to work hours compare to the US and other settings?
- Specific goals set by the internship site partner that the student agrees to and to be completed by the end of the internship.
- A Gantt chart outlining the stages in the student's work plan, with due dates for key deliverables.
- Proposed strategies by student of how he/she/they will achieve these goals (e.g. research resources, skills that will benefit the organization etc.)
- Expectations of how students are to conduct themselves at the internship site.
- Communication plan for how the site supervisor and student will keep in touch regarding the work.

Near the conclusion of the internship, students will provide a narrative summary (via Canvas, in 500-750 words) of the goals outlined in the initial internship work plan. Identify successes, as well as 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. This narrative summary is worth 5% of the grade for this assignment.

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 upon [this](#) rubric. These will be taken into account by the instructor in assessing internship attendance and participation.

Global Professional Skills and Intercultural Development

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 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); and 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. Students will participate in a 15-minute mock job online interview with the instructor via Skype, which will be recorded.

Weekly Schedule

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

Week 1: Project Management 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) assessment tool, students will identify strengths and weaknesses in their abilities to work with people different from them. This self-knowledge will be referenced throughout the course as they debrief their work experiences and their experiences navigating intercultural differences.

Due Wednesday this week

- Read:
 - Complete the Intercultural Effectiveness Scale (IES) online
- Complete these Canvas pages:
 - Welcome and Course Overview
 - Introduce Yourself Discussion Forum
 - Project Planning Overview
- Initiate work plan meeting with your supervisor

Due Sunday this week

- Attend and participate in an in-person workshop focused on self-awareness as an intern abroad, in addition to debriefing the IES report

Week 2: Organizational Structure I

Students will research and analyze the internship site's organizational structure, using Boleman and Deal's four frames as presented in *Reframing Organizations*, and discuss with the



internship supervisor how the work is situated within local, national, regional, and global contexts. Students will consult with the internship supervisor to complete and submit a project plan that includes the internship tasks to be completed in a timeline that will meet or exceed supervisor expectations.

Due Wednesday this week

- Read:
 - Four-Frame Model - Reframing Organisations (Vincent, 2013)
- Complete this Canvas page:
 - Organizational Structure I
- Submit Internship Work Plan

Due Sunday this week

- Submit Reflection Journal 1 (work hours at the internship site)
- Attend and participate in an in-person site visit to a local start-up company

Week 3: Organizational Structure II

This week, students will continue to analyze organizational structure with an emphasis on strategic planning. Students will use SWOT analysis to map the opportunities and constraints that influence their internship placement's short- and long-term strategic goals. This week will also cover strategies for conducting informational interviews and reflecting upon interview findings.

Due Wednesday this week

- Read:
 - An Overview of Strategic Management: An Analysis of the Concepts and the Importance of Strategic Management (Athapaththu, H.K.S., 2016)
- Complete these Canvas pages:
 - SWOT Analysis
 - Informational Interviews
 - SWOT Analysis Online Discussion

Due Sunday this week

- Submit Reflection Journal 2 (informational interview with coworker)
- Attend and participate in an in-person presentation by a local guest speaker, who will focus on strategic planning

Week 4: Organizational Culture I

This week will focus on organizational culture within the local context. Students will observe and analyze their internship site's organizational culture using techniques identified by Heathfield (2018). These include observation of communication patterns, emotions, artifacts and physical spaces. Students will also complete a second informational interview, this time with someone



working in their professional field of interest.

Due Wednesday this week

- Read:
 - How to Understand Your Current Company Culture (Heathfield, 2018)
- Complete these Canvas pages:
 - Organizational Culture I
 - Work Plan Check-In Online Discussion
 - Mid-term survey on the internship placement and academic experience in Canvas

Due Sunday this week

- Submit Reflection Journal 3 (informational interview in your field of interest)
- Attend and participate in an in-person site visit to an arts/cultural organization

Week 5: Organizational Culture II

Students will continue to explore organizational culture with an emphasis on local cultural values associated with teamwork, networking, and professionalism. Students will learn to identify a short list of factors that have an outsized influence on team success, as presented by Haas and Mortensen (2016). There will be an on-site workshop on networking strategies, followed by an opportunity to practice networking skills.

Due Wednesday this week

- Read:
 - The Secrets of Great Teamwork (Haas and Mortensen, 2016)
 - Optional: What Having a “Growth Mindset” Actually Means (Dweck, 2016)
- Complete these Canvas pages:
 - Organizational Culture II - Networking and Professionalism
 - Online discussion on teamwork in the local setting

Due Sunday this week

- Submit Reflection Journal 4 (teamwork at the internship site)
- Attend and participate in an in-person workshop on networking skills in the local setting, followed by a networking event.

Week 6: Leadership, Ethics, and Social Responsibility

The focus this week will be 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. This 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). Finally, students will begin working on crafting



effective job application materials and schedule a mock online interview with their instructor.

Due Wednesday this week

- Read:
 - Values in Tension: Ethics Away From Home (Donaldson, 1996)
- Complete these Canvas pages:
 - Leadership, Ethics, and Social Responsibility
 - Preparing Effective Job Application Materials
 - Online discussion on the role of ethical leadership and social responsibility in the local setting
- Schedule a mock online interview with your instructor for next week

Due Sunday this week

- Submit Reflection Journal 5 (topic of your choice related to your internship and/or the course learning objectives)
- Attend and participate in an in-person guest lecture focused on self-care and work/life balance

Week 7: Intercultural Development

Students will learn about and reflect upon intercultural development in the workplace, including how to communicate effectively and behave appropriately in different workplace contexts. Molinsky and Gundling (2016) will introduce students to adaptation techniques for building trust on cross-cultural teams. Students will also continue to work on job application materials and conduct a mock job interview with their instructor.

Due Wednesday this week

- Read:
 - How to Build Trust on Your Cross-Cultural Team (Molinsky and Gundling, 2016)
- Complete these Canvas pages:
 - Intercultural Development in the Workplace
 - Effectively Interviewing for Jobs
 - Online discussion on effective/ineffective behaviors in the workplace

Due Sunday of this week

- Conduct a mock online interview with your instructor

Week 8: Reflection and Next Steps

This week will focus on bringing the internship experience to a close. Students will reflect upon their progress against their internship work plan and summarize their accomplishments in job application materials via the e-portfolio project. Given what they 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 Wednesday this week

- Complete these Canvas pages:
 - Reflection and Next Steps
- Submit Internship Work Plan summary
- Attend and participate in an in-person closing event focused on preparing for the next step in your career

Due Sunday this week

- E-portfolio, including revised resume, cover letter, work sample, recording of Skype mock interview

Site Supervisor submits to Instructor via Qualtrics (not submitted by student):

- Scored Internship Participation Rubric

Course Materials

See Canvas for links to additional course readings and videos.

Readings

Athapaththu, H.K.S. (2016). An overview of strategic management: An analysis of the concepts and the importance of strategic management. *International Journal of Scientific and Research Publications*, 6, 124-127.

Donaldson, T. (1996). *Values in tension: Ethics away from home*. Retrieved from <https://hbr.org/1996/09/values-in-tension-ethics-away-from-home>

Dweck, C. (2016). *What having a “growth mindset” actually means*. Retrieved from <https://hbr.org/2016/01/what-having-a-growth-mindset-actually-means>

Haas, M., & Mortensen, M. (2016). The secrets of great teamwork. *Harvard Business Review*, June, 70-76.

Heathfield, S. (2018). How to understand your current culture. Retrieved from <https://www.thebalancecareers.com/how-to-understand-your-current-culture-1918811>

Kozai Group. (2009). *Intercultural effectiveness scale*, St. Louis, MO: Kozai Group https://www.kozai.com/wp-content/uploads/2017/11/IES_IndividualReport_Jun2017.pdf

Molinsky, A., & Gundling, E. (2016). How to build trust on your cross-cultural team. *Harvard Business Review*, June <https://hbr.org/2016/06/how-to-build-trust-on-your-cross-cultural-team>

Vincent, P. (2013). *Four-Frame Model - Reframing Organisations*. Retrieved from <http://www.slideshare.net/PhilVincent1/fourframe-model>

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