



CIEE Global Internship in Mumbai, India

Course name:	Academic Internship
Course number:	INSH 3806 HYBR
Programs offering course:	Summer Global Internship - All Locations
Language of instruction:	English
U.S. Semester Credits:	6
Contact Hours:	30 classroom + minimum 200-240 hours internship placement
Term:	Summer 2018
Course meeting times:	TBD
Course meeting place:	Online
Professor:	Dr. June Nobbe
Contact Information:	Office 612-625-6531, Cell 952-270-6201, Skype junenobbe001 june.nobbe@hotmail.com
Office address:	N/A
Office hours:	Tuesday 8:00 - 9:00 AM (United States/Central Standard Time)- Please contact the instructor in advance to confirm office hours.

Course Description

The course is designed to prepare students for leadership in a globally independent and culturally diverse workforce.

Throughout the course, students will be challenged to question, think, and respond thoughtfully to the issues they observe and encounter in the internship setting, and the designated city in general. Students will have the opportunity to cultivate the leadership skills of problem-solving, deliberation, negotiation, teamwork, intercultural communication, and systems thinking.

In addition, the hybrid nature of course, with classmates attending from different regions of the world, offers a unique opportunity for cultural comparative analysis.

Learning Objectives

The course prepares students to create value in a globally interdependent and culturally diverse global workforce. Through this work, students in this course will learn about their own leadership styles, skills, and goals. Students can expect to:



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.

Course Prerequisites

There are no course prerequisites.

Methods of Instruction

This is a hybrid course, with online and in-person components.

Virtual Components

Online elements of the course are taught using the Canvas learning management system. These include:

- Lecture - Instructor led webinars or pre-recorded video lectures, discussion forums, email between instructor and student
- Discussion Section - Coaching group webinars with teaching assistant
- Assignments - Individual assignments, coaching group assignments, and assignment feedback
- Course materials - readings and videos

In-Person Components

Face-to-face elements of the course include:

- Local Events - Site visits, workshops and guest speakers
- Internship - Participation in one's internship

This diagram summarizes the different course elements and their method of instruction.



METHOD OF INSTRUCTION					
Virtual				In-Person	
Lecture	Discussion Section	Assignments	Course Materials	Local Events	Internship
Instructor led webinars or pre-recorded video lectures	Coaching group webinars with TA	Individual assignments	Readings	Site visits	Participation in internship
Discussion forums		Coaching group assignments	Videos	Workshops	
Email between instructor and student		Assignment feedback		Guest speakers	

Attendance, Academic Integrity, and Assignments

Attendance

Showing up and being present with lecture, discussion section, local event and internship activities is essential for learning in this program. As such, each of these elements are given an attendance and participation grade, which you can find outlined in the Assessment and Final Grade section of this syllabus.

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

Due Dates

It is expected that students will provide assignments on assigned due dates. Failure to turn assignments in by the deadline may result in a loss of points. The amount of points



will be dependent upon the circumstances involved and are at the discretion of the instructor. At minimum, you need to communicate ahead of time if an assignment will be late.

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 disciplinary action.

Academic Dishonesty

Academic dishonesty as a part of academic integrity means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing academic records; fabricating or falsifying data, research procedures, or data analysis; or submitting the same work in more than one course (whether with CIEE or between CIEE and any other academic institution). Within this course, a student responsible for academic dishonesty can be assigned an “F” (zero points) on assignments, or, an “F” for the course, and will be required to complete the CIEE Academic Honesty form. Refer to your CIEE Participant Contract for more details regarding CIEE policies related to Academic Honesty.

Assessment and Final Grade

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

ASSIGNMENT	PERCENT OF FINAL GRADE
Attendance and participation (a) Lecture	35% (a) 10%



(b) Discussion section (c) Local events (d) Internship	(b) 5% (c) 5% (d) 15%
Intercultural Effectiveness Scale plan*	5%
Reflection Journal*	20%
Polarity Map*	5%
Informational Interview*	5%
Internship Work Plan* (a) Pre (b) Follow Up	10% (a) 5% (b) 5%
Capstone Paper and Presentation*	20%
TOTAL	100%

*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

Attendance and Participation 35%

(a) Lecture Attendance and 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:

- 10% = Participated all 8 weeks
- 8% = Missed 1 week of participation
- 6% = Missed 2 - 3 weeks of participation
- 4% = Missed 4 - 5 weeks of participation



2% = Missed 6 - 7 weeks of participation

0% = Missed 8 weeks of participation

(b) Discussion Section Attendance and 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:

5% = Participated all 8 weeks

4% = Missed 1 week of participation

3% = Missed 2-3 weeks of participation

2% = Missed 4-5 weeks of participation

1% = Missed 6 weeks of participation

0% = Missed 7-8 weeks of participation

(c) Local Events Attendance and Participation (5%)

Students are expected to attend local site visits, workshops and guest speakers as organized by the local on-site staff. On-site staff will take attendance on behalf of the instructor. Absences can be excused if there is a legitimate conflict with your internship and the local site staff are notified in advance.

5% = No unexcused absences from local events

4% = 1 unexcused absence from local events

3% = 2 unexcused absence from local events

2% = 3 unexcused absence from local events

1% = 4 unexcused absence from local events

0% = 5 unexcused absence from local events

(d) Internship Attendance and 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 minimum for this program is 200-240 hours total, though many students work 32-36 hours per week.

The student will track and provide documentation of hours completed at the conclusion of the internship, which will include the signature of the internship site supervisor. The internship site supervisor will also complete the CIEE evaluation of student performance. Both will be taken into account by the instructor in assessing internship attendance and participation.



- 15% = No unexcused absences from internship
- 10% = Three unexcused absences from internship
- 5% = Five unexcused absences from internship
- 0% = More than five unexcused absences from internship

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.

Intercultural Effectiveness Personal Development Plan (Based on your IES results) 5%

Complete the Intercultural Effectiveness Scale, read through the results packet, and prepare a personal development plan based on your results.

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. The personal development plan is about targeting growth in a particular area, and it is the completion of that plan that is graded.

Emphasis on course objective:

4. Explore how to become more sensitive to cultural differences, interactions, and experiences.

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.

Emphasis on course objectives:

1. Identify and analyze the leadership principles and intercultural values that make an impact on the work environment.
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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.

Polarity Map

5%

Students will learn how to use polarities 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, in conjunction with Hofstede’s taxonomies, to examine national cultural polarities, and work-world polarities.

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.

Informational Interview

5%



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 **10%**

Internship Work Plan Pre (5%)

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.

- I. Outline of the mission of the organization and how the student's work will connect to this mission.
- II. Specific goals set by the internship site partner that the student agrees to and to be completed by the end of the internship.
- III. 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.)
- IV. Expectations of how students are to conduct themselves at the field site.
- V. 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 (5%)

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 Paper and 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.

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.

WEEKLY SCHEDULE

Pre Departure

Preparation and Introductions

Students prepare for the course and begin to get to know each other. Students will also have access to a variety of documents to acquaint themselves with the economic, political, and social



aspects of their host country. Stage is set in terms of the learning approach utilized and level of self-discovery and disclosure desired for course.

Assignments/readings/tasks due by Sunday evening:

1. Review all course preparation/pre-departure information assigned to you by CIEE
2. Complete the "Dinner Guest Question" to your site group
3. Take the Intercultural Effectiveness Scale (IES) assessment

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.

Due Wednesday this week:

- The Practice of Adaptive Leadership (PAL) reading: pp. 13 - 40 (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
- Meet with supervisor to create the internship work plan (due Sunday)

Due by Sunday evening this week:

- Reflection Journal entry
- IES dimensions and results - see the IES materials for educators - <http://www.kozaigroup.com/materials-for-educators-ies/>
- Meet with peer coaching group
- Internship Work Plan due

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). First cross-site comparative group project is introduced, related to feedback.

Due Wednesday this week:

- PAL reading: pp. 181 - 194 (your many identities/loyalties)
- Elsa Maxwell as CIEE can help us find great stuff for “what is culture” “being an observer” “exploring your cultural programming.” - Discussion topic
- Instructor video on the peer coaching group feedback process - Discussion topic

Due Sunday this week:

- Reflection Journal entry
- Meet with peer coaching group - practice feedback
- Instructor video on the Capstone Project - Telling Your Story assignment (due Week 8)

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 Wednesday this week:

- PAL reading: pp. 69 - 100 (Diagnose adaptive challenges and the political landscape)
- Video introduction to polarity mapping - Discussion topic
- Useful cultural dimensions- <https://geert-hofstede.com/countries.html>
- View instructor video on informational interview assignment. Begin networking to find an individual to interview. Summary will be due at the end of Week 6.

Due Sunday this week:

- Select two polarities and complete the polarity mapping exercise
- Reflection Journal entry
- Meet with peer coaching group

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.'

Due Wednesday this week:

- PAL reading: pp. 209- 220 (understand roles and scope of authority)
pp. 149 - 164 (orchestrate conflict)
- Instructor video on creating the IES personal development plan
- IES debrief and personal development plan- Discussion topic

Due Sunday this week:

- IES Personal Development Plan due
- Reflection Journal entry
- Meet with peer coaching group
- Reminder - informational interview summary due Week 6

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.

Due Wednesday this week:

- PAL reading: pp. 193 - 204 (know your triggers)
pp. 113 -148 (interpretations/make interventions/act politically)
- Carol Dweck
<https://hbr.org/2016/01/what-having-a-growth-mindset-actually-mean>
- Coping strategies -Discussion topic

Due Sunday this week:

- Reflection journal entry
- Meet with peer coaching group
- Review instructor video on the Capstone Project - Telling Your Story assignment (Due Week 8)
- Reminder - Informational interview summary due Week 6

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.

Due Wednesday this week:

- PAL reading: revisit pp. 69 - 100 (Diagnose the adaptive challenge and political landscape)
- Networking and relationships - Discussion topic

Due Sunday this week:

- Informational interview summary due
- Reflection journal entry
- Meet with peer coaching group
- Internship work plan follow up due next week

Week 7 Looking to the Future

This week will focus on helping students explore global trends and future forecasting. This includes workplace skills desired by employers, workforce/job type changes, and the upcoming big, hairy problems that need to be solved.

Due Wednesday this week:

- PAL reading: pp. 247 - 262 (Engage courageously)
pp. 289 - 297 (Thrive)
- Your role and industry in a global context - Discussion topic

Due Sunday this week:

- Reflection journal entry
- Meet with peer coaching group
- Internship work plan follow up report due
- Write thank you notes to deliver next week

Week 8 Transition

This week will focus on wrapping up the experience through student presentations, reflections and professionally bringing their internship experience to a close.

Due Wednesday this week:



Capstone Project - Telling Your Story presentations

Due Sunday this week:

Final meeting with peer coaching group - review IES post results, re-entry
Course evaluations

Course Materials

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

IES dimensions and results - <http://www.kozaigroup.com/materials-for-educators-ies/>

Kolb's learning styles - <https://www.youtube.com/watch?v=Rp-gaV-uSlo>

Useful cultural dimensions - <https://geert-hofstede.com/countries.html>

Carol Dweck

<https://hbr.org/2016/01/what-having-a-growth-mindset-actually-mean>

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