



CIEE Global Internship in Cape Town, South Africa

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 seminar + 200-240 work / internship placement
Term:	Summer 2019

Course Description

The course is designed to prepare students for leadership in a globally interdependent 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 the 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:

- Identify and analyze the leadership principles and intercultural values that make an impact on the work environment.
- Assess the significance of culture on an organization through the framework of adaptive leadership.
- Identify the interaction between culture and leadership in the work environment.
- Explore how to become more sensitive to cultural differences, interactions, and experiences.
- 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, video and text discussion forums, email between instructor and student
- Assignments - Individual assignments and assignment feedback
- Course materials - readings and videos

In-Person Components

Face-to-face elements of the course include:

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

Attendance

Percentage of Total Course Hours Missed (seminar + internship)	Equivalent Number of Classes	Minimum Penalty
Up to 10%	A combination of either 7 sessions of lecture/discussion, 7 global work world activities, or 22 hours of internship.	Participation graded as per class requirements
10 – 20%	A combination of either 8-15 sessions of lecture/discussion, 8-15 global work world activities, or 23-45 hours of internship.	Participation graded as per class requirements; written warning
More than 20%	A combination of either 46 sessions of lecture/discussion, 16 global work world activities, or 46 hours of internship.	Automatic course failure, and possible expulsion

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:

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.

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 Berlin or London Academic Director. However, students who feel they have a valid excuse must be in contact with their instructor AND a CIEE staff member 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 Student Academic Manual for further information on academic integrity.



Assessment and Final Grade

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

Weekly Lecture Discussion	15%
Global Work World Activities	15%
Internship Participation	20%
Internship Work Plans (Pre and Follow-up)*	10%
Intercultural Effectiveness Scale plan*	5%
Informational Interview*	5%
Weekly Reflection Journal Entries*	10%
Capstone Digital Storytelling Project*	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

Weekly Lecture Discussion 15%

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.

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.

Global Work World Activities 15%

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 20%

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 200-240 hours total, though many students



choose to work 32-36 hours per week.

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.

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.
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Internship Work Plans (Pre and Follow-Up) 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.

- 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.
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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:

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Intercultural Effectiveness Personal Development Plan 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.

Informational Interview

5%

Students will conduct one informational interview with an individual in your host country. The goal of this assignment is to develop networking skills by conducting an informational interview. This should be someone who is in your field of interest rather than a peer or someone not connected to a work setting.

Emphasis on course objectives:

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

Weekly Reflection Journal Entries

10%

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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Capstone Digital Storytelling Project

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.

The final Digital Story should consist of a 3-5min video that tells the student’s global internship story in the first person. Specifically, it should address a goal the student set at the beginning of his or her internship, how he or she navigated to accomplish that goal, challenges encountered and how they were handled, and any results from the journey, including accomplishments, personal growth learning.

Your Digital Story will be assessed based upon:

- Story purpose – strongly establishes a purpose for the story early on
- Content relevance – content is clearly relevant to story and theme
- Critical thinking and reflection – strong evidence of critical thinking and reflection
- Use of voice – natural and engaging speaking voice. Highly expressive. Speaking rhythm/pace/tone is strong fit with the narrative
- Use of music – Music stirs a rich emotional response that heightens the message of the text
- Use of visuals – Images or video clips create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors

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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. 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, 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
- Meet with supervisor to create the internship work plan (due Week 2 on Sunday)

Due Sunday evening this week:

- Reflection Journal entry
- IES dimensions and results in your personal report. For optional additional reading, see the IES materials for educators - <http://www.kozaigroup.com/materials-for-educators-ies/>
- Attend and participate in local event

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)..

Due Tuesday this week:

- Ladder of Inference and Social Identity Mapping
- Optional - Listen to podcast episode with executive coach on Shadow Qualities <https://www.gimletmedia.com/startup/shadowed-qualities-season-4-episode-3>

Due Sunday this week:

- Reflection Journal entry
- Work Plan due
- Instructor video introducing the Capstone Project - Telling Your Story assignment



- (due Week 8). Reply to the discussion prompt this week (Week 2).
- Attend and participate in local event

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, 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)
- Lecture & Discussion on adaptive challenges
- Informational interview: Begin networking to find an individual to interview. Summary will be due at the end of Week 6.

Due Sunday this week:

- Learn about polarities, polarity mapping. Select two polarities and complete the polarity mapping exercise
- Reflection Journal entry
- Review Capstone Project Tip 2 in Canvas
- Attend and participate in local event

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 Tuesday this week:

- PAL reading: pp. 209- 220 (understand roles and scope of authority)
- PAL reading: pp. 149 - 164 (orchestrate conflict)
- Lecture and discussion on IES debrief and personal development plan

Due Sunday this week:

- IES Personal Development Plan due
- Reflection Journal entry - Roles and Authority
- Attend and participate in local event

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 Tuesday this week:

- 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>
- Lecture & Discussion - Coping strategies
- Social Transformation Project - Managing Your Triggers Toolkit - http://stproject.org/toolkit_tool/managing-your-triggers-toolkit/ (optional)

Due Sunday this week:

- View Capstone Project Tip 3 in Canvas
- Reflection journal entry
- Attend and participate in local event

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 Tuesday this week:

- Lecture & Discussion - Networking and relationships
- Eric Barker, How to become, according to science, <https://theweek.com/articles/617478/how-become-luckier-according-science>
- Susan Cain, The Power of Introverts , https://www.ted.com/talks/susan_cain_the_power_of_introverts

Due Sunday this week:

- Informational interview summary due
- Reflection journal entry
- Internship work plan follow up due next week
- Attend and participate in local event

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 significant challenges that need to be solved.

Due Tuesday this week:

- PAL reading Chapter 20, Engage Courageously (pp. 247 - 262)
- PAL reading Chapter 23, Thrive (pp. 289 - 297)
- Lecture & Discussion - Your role and industry in a global context



Due Sunday this week:

- Reflection journal entry
- Internship work plan follow up report due
- Write thank you notes to deliver next week
- Attend and participate in local event

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 Tuesday this week:

- Capstone Project - Telling Your Story videos

Due Sunday this week:

- Final meeting with peer coaching group - review IES post results, re-entry
- Course evaluations
- Attend and participate in local event
- Grading of Internship participation

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