



**INTP 3348 (6 Credits)**

**Global Internship Course: Remote**

**CAPA Fall 2020**

### **Course Rationale and Description**

The Covid-19 global pandemic of 2020 has illustrated how small the world is and how porous national borders are despite an unprecedented increase in nationalist rhetoric across the globe, particularly within the political realm in recent years. Ironically, due to the pandemic, there has been a significant rise in media attention given to, and a rise in public consciousness of, the need for fully operational transnational (open border) global supply chains to support the movement of goods, such as health supplies and capital.

Covid-19 has also changed the way many companies and their employees conducted their business. The main difference is that many people are now working from home. This has created many challenges on operational and personal levels, many of which have been overcome through the use of technology. In terms of personal challenges, these include the need for creating work routines (and spaces), work-life balance, and maintaining one's wellbeing. Some companies have announced that as lockdowns decrease and, hopefully post Covid-19, their employees can continue to work remotely from home if they choose.

When physically interning abroad, students see and experience different work cultures, many of which echo the national cultures of the host nation, such as work and communication customs and concepts of time which can be placed into the categories of high context and low context cultural norms. One main difference between these two cultures is that in a low context culture, such as that in many parts of the US, work/educational directions and communication (work systems) are explicit and well-organized. In high context cultures in, for example, Ireland, communication can be highly ambiguous and seemingly disorganized. Do these customs change when interaction is through online communication, be it through text (i.e. emails and written communication) and/or through communication technologies such as Zoom which facilitate face-to-face interaction across space? Of course, Americans may not write "right?" at the end of their written sentences like they might say it in verbal communication, and likewise, Spanish speakers will not write "no?" as they might say "no?" at the end of their spoken sentences in their verbal communication. However, work practices, expectations, and cultural nuances still exist. They may become more invisible, yet still present, with online communication.

The ability to work and communicate across time and space, (i.e. globally), with different

people (cultures) is now highly valued. To do so effectively requires a number of highly prized competencies. Online communication skills are now in high demand. Communicating effectively via technologies such as Zoom can be challenging. Apart from learning to look at a webcam or small black circle at the top of one's computer (which is difficult; especially for interpersonal and extroverted people), people need to learn how to communicate effectively through the use of, for example: their tone of voice, upper body language, and eye contact. The term "language is power" is often used in critical analysis and discourse on educational disadvantage, the power of the media, and the influence of political rhetoric (language) on elections. This ability to write/master language and tell stories across cultures is also a valuable skill when working remotely across time and cultures.

The Global Internship Course (GIC) provides a unique and innovative opportunity for students to engage in an online remote internship experience supported by academic online educational synchronous and asynchronous sessions that will further develop students' personal and professional skills while earning academic credit. The GIC fits in with CAPA's philosophy and practice of enabling students to learn about the social and cultural context of their internship placement and the host region and country, as well as other GIC themes, through comparative global analysis. At times, this analysis will be facilitated through a small selection of CAPA Masterclasses and our 'In Conversation With...' series given by leading professionals from a diverse range of fields. The online class gives students the opportunity to discuss and analyze theories and models of work, organizational behavior, and management with a focus on a cross-cultural online context.

A variety of teaching and learning activities will be used, for example: lectures, workshops, discussions, informal and formal presentations, self-guided and guided research, and live mock (recorded) interviews. The assessment mechanisms are all designed to support learning, using the remote internship experience as a vehicle. Above all, the online CAPA sessions give students the opportunity to listen to individual experiences, compare and contrast activities with others, and consider the experience in terms of their personal and professional development. At the beginning, we focus on self-reflection, and at the end of this process, we challenge each student to focus on self-projection. At its core, GIC provides an opportunity for students to unpack, synthesize, and articulate the value of their learning. Six Credit students will undertake a small group research project within a blended learning framework including small group tutorials with their instructor.

It is, therefore, our intention that students will treat these online sessions with the same dedication and professionalism that we expect students to display at their remote internships. Students will undertake an intensive orientation session to help them prepare for and integrate into their online internship placements which will include training in communication tools such as Zoom and Google Hangouts; presentation technologies, such as how to create narrated Google Slides professional presentations; and other programs such as Screencast-O-Matic for synchronous and asynchronous use.

Additional resources and readings to aid students' personal and professional development will be provided. Central to the pedagogy of GIC is self-reflection and collaboration; we value the diverse socio-cultural and academic backgrounds our students bring to the course and see the multi- and interdisciplinary nature of GIC as a plus for discussion and collaboration. Students with prior knowledge of certain topics covered in class are encouraged to share their knowledge in a mentoring capacity with their peers and to build upon their knowledge by considering such topics from different academic fields and a global and practical perspective. Some of the online classwork will involve sub-group

collaboration. These projects are devised in a way to mimic online work practices so that students learn by doing. Furthermore, we aim to organise online synchronous fire-side chats and Q&A sessions with leading professionals who work for multinational global firms so that students hear first-hand the challenges and possibilities from professionals who must navigate time and work cultures on a daily basis.

The content of this course is arranged around three key themes:

- **Personal and Professional Development (PPD):** A focus on personal and professional development provides students with the opportunity to develop self-awareness which will include development of an effective online presence, as well as an awareness of others within a professional setting. Online classes, activities, and assignments— such as a collaborative asynchronous group CPD project and presentation, live zoom mock interviews—provide the perspective required to determine effective strategies for future professional and educational development. The GIC uses aspects of KOLB's model of experiential learning so that students are continually guided through a process of self-reflection to an extent that their learning is increasingly self-directed and authored. We empower/link “character building” with the capacity for students to metaphorically and physically get into character so that they can engage with a diverse range of people in a range of informal and formal online academic, social, and internship (future employment) settings.
- **Intercultural competence, to include how organizations work and work culture:** This includes an introduction into the area of effective leadership and management styles in an online, working (collaboratively) in remote teams, employee motivation, performance and self management and wellbeing when working remotely, and the management of effective professional communication via technologies such as Zoom. Students will explore the concepts of culture and intercultural competency and emotional intelligence, and how the everyday socio-cultural realities of a country and/or the realities of globalization are reflected in the workplace and are reflected online.
- **Comparative analysis, remote internship host location and the US:** Students will foster a greater sense of self and the ability to look at the world with an ethno-relative lens as connected with PPD skills outlined above. The GIC also encourages students to look at their internships and online learning from a macro or globalized perspective. In this case, the GIC also includes elements of CAPA's Student Learning and Development Outcomes (SLDOs), which include Globalization, Urban Environments, Social Dynamics, and Diversity. An example of comparative analysis is an exploration of the national and global realities facing workplaces abroad that may (or may not) differ from similar workplaces and institutions in the US to include a focus on Diversity, Equity and Inclusion in the workplace. The lessons addressing this theme are driven by CAPA's professionally recorded and edited International Masterclasses; an ‘In Conversation With: \_\_\_\_\_’ series’, as well as current news items and developments in organizations, employment relationships, and similar activities as they emerge across the period during which GIC takes place. Issues such as globalization and sustainability may be discussed. Students are encouraged to cultivate their political consciousness, and develop an understanding of how macro political and economic policy affect the everyday life/societies in which they are interning.

Through their engagement with these three themes, students are able to personalize their learning experience. Associated assessment materials build upon previous academic and

professional experiences as well as current experiences at remote internships. GIC begins with self-reflection and ends with self-projection.

### **Course Aims**

1. To link the remote internship experience with a consideration and analysis of current and historical aspects of the various work cultures in the CAPA location to enable insightful comparison of these with the US and other (online) workplaces and cultures.
2. To build, develop, and document students' analytical and critical thinking skills related to the remote internship experience.
3. To actively participate in the (online) culture of the host society through a remote internship placement.
4. To be able to demonstrate a deeper understanding of the host organization's culture through the completion of presentations and written reflections that complement the course materials and weekly sessions.
5. To create a participative and critically challenging program which promotes personal and professional development on a number of levels, with a focus on online communication and skills.
6. To provide an assessment framework that requires students to demonstrate participation, skills development, and personal and professional awareness within a rigorous academic context.
7. To provide a program that encourages students to develop time management skills and practice wellbeing in a remote work situation.

### **Requirements and Prerequisites**

The work undertaken at the remote internship should be viewed as academic fieldwork for the assignment requirements and online learning. While internship performance, attendance, and attitude are vitally important, it is the written work, and online presentations which account for the greatest portion of the course grade. The course and assessment tasks described in this document carry the internship credit on student transcripts (under the name Global Internship Course).

### **Learning Outcomes**

On completion of the program, students should have the skills and be able to:

- a) identify and apply the hard and soft skills obtained from internship roles;
- b) demonstrate an improved working knowledge of the host language, where applicable, as related to the internship/industry;
- c) reflect analytically on an organization and/or industry through oral and written reports;
- d) demonstrate an understanding of critical and strategic thinking and its application in business and research/study with a focus on online remote communication and practices;
- e) discuss theory concerning, and provide practical and personal examples of, intercultural competence in order to function in a globalized environment and multicultural society online;
- f) discuss theory and provide examples of group formation stages and team roles in different settings, including online, and demonstrate an ability to work collaboratively in a remote setting;
- g) prepare a professional resume and cover letter, and be aware of networking platforms such as LinkedIn and the issue of social media management and etiquette;
- h) demonstrate good interview preparation and interview skills in order to articulate with confidence the value of an online, remote internship abroad as it relates to one's major, career objectives and skillsets;

- i) adapt behavior (body language, tone, vocabulary) to different online work and educational settings.
- j) demonstrate the ability to prepare, conduct and analyze work-related / research interviews

### **Developmental Outcomes**

Students should demonstrate: responsibility and accountability, independence and interdependence, goal orientation, increasing self-confidence, time management (wellbeing), resilience, adaptability, and appreciation of differences. Throughout the online course, students will be encouraged to observe, understand, and practice the art of interacting in different work and social situations, whereby they can consciously adapt their behavior, body language, tone, and vocabulary according to the different online situations they find themselves in.

### **Class Methodology**

There are two components to the Global Internship Course:

The *remote internship* component of the course provides students with a unique opportunity to learn by active participation and observation remotely at a host organization in order to develop skills and aptitudes relevant to their career aspirations, critical analytical skills, and to further their personal and professional development. Students will be encouraged to relate course readings, discussions, and activities to their remote internship placements. They will be able to increase their self-confidence, self-awareness, and an awareness of others in a practical/online setting. Students will also be able to initiate the development of a network of international contacts to assist their future career.

The *academic* and reflective components are intended as a forum for students to connect the work which they are doing at their remote internship with its immediate and broader social and cultural context. Therefore, there will be a mixture of group discussions, presentations, and reflection. Students will be subdivided into small groups and will participate in a number of zoom tutorials with their instructor so that they can discuss their internship experiences and assignments in greater depth. The online sessions allow students to participate actively in debate and to interact with CAPA faculty, guest speakers, and peers. Of critical importance will be the opportunity for students to analyze and evaluate theoretical frameworks in the context of their remote internship, session activities, and other personal experiences. The concept of “theory into practice and practice into theory” will be a significant element. All students must be participating in a CAPA remote internship placement to participate on the course. A passing academic grade will not be awarded unless students complete the minimum required remote internship hours. One of the online asynchronous sessions will be a virtual tour of a particular area/district of the host location. For example, students will take a visual virtual tour of the financial districts of Dublin and London to virtually explore the radical physical and socio-cultural changes of those spaces.

### **Assessment and Grading**

Assessment for the course is split into two parts. The first part is directly related to the online component of the course and the second is concerned with research related to students' remote internship placements.

## Assessment/Grading Policy

The following table sets out CAPA's grading structure:

Descriptor	Alpha	US	GPA
Excellent	A	93+	4.0
	A-	90-92	3.7
Good	B+	87-89	3.3
	B	83-86	3.0
	B-	80-82	2.7
Average	C+	77-79	2.3
	C	73-76	2.0
Below Average/Poor	C-	70-72	1.7
	D+	67-69	1.3
	D	60-66	0.7
			1.0
Fail	F	<60	0

## Grade Breakdown and Assessment of Learning Outcomes

	Week	Grade	Learning Outcomes
<b>My Single Story</b> (1,000 words): Self-reflection exercise	2	10%	c&d
<b>*Signed Learning Agreement</b>	3	10%	a&g
<b>*Mid-Term Internship Reflection</b> Interim reflective analysis and review of online internship experience and on-line class course work (750 words)	6	5%	a,b,c,h
<b>Mock Interview (delivery - wk 9)</b> (Reflective analysis and review of mock interview experience)	9	15%	all
<b>Personal &amp; Professional Development Review</b> (CPD group poster presentation)	11	15%	b,c,f&i
<b>Research Project</b> This has 3 different assigned components graded throughout the research project inc. Research Plan (7.5%), Mid-Point Interview and project assessment. (7.5%), Presentation (15%)	11	30%	a,b,c,h,i&j
<b>Participation</b> Assessment of engagement and performance during online classes, engagement with the internship site and feedback from site supervisor		15%	All

	Week	Grade	Learning Outcomes
		100%	

\* requires online meeting with internship site supervisor

### **Assignments:**

**Further details of individual assignments will be found on the relevant CANVAS submission page.**

#### **Learning Agreement**

**10% of final grade**

All students will type up their internship objectives agreed with their site supervisors, together with their plans for achieving them, in the Learning Agreement template provided. Students will submit a draft for faculty members to comment on and, once finalized, students will submit a scanned copy, signed by both them and their supervisor. Students also write a 750 word outline of their internship organisation within the context of its industry and location.

#### **My Single Story** (1,000 words)

**15% of final grade**

Based on class discussion of ethnocentric and ethnorelative ways of thinking about people and cultures this assignment allows students to self-reflect on how they view themselves and how people in different locations might view them based on first impressions and or stereotypes.

#### **Mid-Term Internship Reflection (750 words)**

**5% of Final Grade**

Students will write a reflection on their experiences of interning remotely online. This assignment must not only discuss their internship work, including how it relates to the academic material covered in class, but the personal challenges experienced during this type of internship and how students overcame them through, for example, good time management and technology. In preparation for this submission, students must have an online meeting to assess their progress to date and plans for the remainder of their time on the course.

#### **Personal & Professional Development Review (Poster Presentation)**

**15% of final grade**

In small groups, based on best practice used as part of some industries' Continuous Professional Development programs, students will asynchronously and synchronously collaborate to prepare and deliver their poster presentations that illustrate their understanding of their internship and in-class learning and PPD skill development.

## **Mock Interview**

### **15% of final grade**

Students will attend a professional mock (formal) online interview via video conferencing platform Zoom. Interviews are conducted on the basis that the interview is taking place after the current semester, and students will be encouraged to use their internship abroad experience as part of most answers. This assignment allows students the opportunity to synthesize and articulate aspects of their internship experiences and learning, such as PPD skills gained and or honed by interning remotely for a foreign company/organization.

In preparation for this assignment, students must diligently choose a realistic internship, graduate program, or job to apply for, keeping in mind that the more realistic the position, the more beneficial for the students. If, for example, they wish to apply to grad school, this is a great opportunity to be interviewed for such a program. Students may use an existing job posting taken from a company's website. Prior to the interview, students will submit an updated resume and LinkedIn profile that includes their current CAPA remote internship and online study abroad experience and write a cover letter tailored to the position for which they are applying. For example, they should echo the language in the job description in the cover letter and resume.

Following the interview, each student will listen back to their recording and write a focused critique of their answer to each question. They must also critique their overall performance in terms of, for example: tone, speed, use of filler words, and language (vocabulary) used. They must consider, for each of their answers, if answering this question again, what would they say differently, would they give a different example, etc. A percentage of the grade is given for the interview, as recommended by the interviewer, and for the students' written critique.

*In the past, students have completed a mock interview during their study abroad semester for jobs that they did apply for on return and have stated that the experience of the mock interview AND having global experience contributed to their getting the job! Read the following example in this blog post: <http://capaworld.capa.org/how-a-capa-dublin-internship-helped-kickstart-my-career>*

## **Research Project**

### **30% (cumulative) of the final grade (maximum equivalent of 1,750 words in total)**

The 6-credit internship specialized research project is designed to encourage and support students' understanding of the industry in which their internship organization is located. Where an internship and a student's work is directly connected with the student's Major, the research will give them a macro perspective of their industry / major in an international context. For some students, this research project will focus on particular themes such as, for example, gender and diversity in the workplace or one of CAPA's SLOs. We hope that the internship and project can inspire and excite students about their Major and field of study in a working context and, or, to illustrate the value of their study abroad experience to post graduate applications and work. As expressed above, GIC begins with self-reflection and ends with self-projection.



The research project is comprised of three interconnected assignments: 1) an initial research plan; 2) a mid-term report; and 3) a final research presentation. Following this and the overall GIC process it is envisaged that students will have the skill sets and confidence to speak knowledgeably using an extemporaneous mode of delivery in a range of professional settings. It is hoped that students can discuss and illustrate the value of this research component at job and graduate school interviews.

### **Research Project #1: Outline**

**7.5% of final grade (750 words)**

Students individually write up their investigation of the chosen themes, challenges or issues their sector or discipline is currently facing, specific to their internship organization.

### **Research Project #2: Report**

**7.5% of final grade (1,000 words)**

Students write up their analysis of the findings of two or more interviews conducted with professionals within their sector or discipline.

### **Research Report #3: Presentation**

**15% of final grade**

In their research groups, students present their analysis and findings from their res

### **GIC Participation**

**15% of final grade (*Supervisor's report component is 5%*)**

Participation is an essential element of the GIC for the academic and reflective components as well as the site-based and field components of the program.

**For the remote internship component** of the course, near the completion of the internship, supervisors will assess the quality of each student's performance within their respective organizations.

**For the academic and reflective components**, students will be treated as young professionals and are expected to be punctual and eager to engage remotely with their internship sites. A series of discussion-based sessions will take place within a trusting and cohesive online group environment where honesty about experiences is essential. Students will share ideas, test thoughts and theories, and develop a strong sense of self as well as gain key communicative and collaborative skills. Performance assessment and professional development are themes discussed theoretically through the GIC curriculum, thus linking theory and practice. While recognizing different learning styles and personality traits, all students are expected to illustrate to their instructors their engagement with the material and capacity for active listening and group participation. Students will, for one session, be expected to provide a synthesis and critique of one of the corresponding session's reading/viewing material.

**Class participation will be assessed according to the following guidelines:**

<b>Grade</b>	<b>Discussion</b>	<b>Reading</b>
<b>A range</b>	<b>Excellent: consistent contributor;</b> offers original analysis and comments; always has ideas on topics of the readings and relationship with internship; takes care not to dominate discussion.	Obviously has completed all readings; intelligently uses resultant understanding to formulate comments and questions for the discussion.
<b>B+</b>	<b>Very Good: frequent, willing, and able contributor;</b> generally offers thoughtful comments based on the readings and internship experience.	Has done most of the readings; provides competent analysis of the readings and applies insights from class appropriately.
<b>B / B-</b>	<b>Satisfactory: frequent contributor;</b> basic grasp of key concepts, but little original insight; comments/questions are of a general nature and do not relate to the internship often.	Displays familiarity with some readings and related concepts, but tends not to analyze them.
<b>C range</b>	<b>Poor: sporadic contributor;</b> comments/questions betray lack of understanding of key concepts; often digresses in unhelpful ways and makes little or no connection with the internship.	Displays familiarity with few readings; rarely demonstrates analytical thought.
<b>D / F</b>	<b>Very Poor: rarely speaks or illustrates a lack of active listening and does not contribute to group discussion;</b> merely quotes text or repeats own comments or those of others with no connections made to the internship.	Little to no apparent familiarity with assigned material or application to relevant experience.

**Dress Code**

Business casual while interacting with remote internship location unless otherwise directed by internship supervisor. Students must also dress in business casual for their first remote orientation session and online mock interviews.

**Course Materials**

**The course text and additional materials are mandatory reading for the class.** Further reading materials are for students to use if they have a specific interest. Additional and further reading materials are available via the course modules. Presentations or supplementary notes used in class will be published on CANVAS shortly after the lesson.

**SUNY Oswego Online Library Resources**

If students do not have access to sufficient additional resources from their home institution to complete the coursework for this class, they may request access to the

online library resources of SUNY Oswego:

<http://libraryguides.oswego.edu/c.php?g=500670>. To use this resource, students need to request access during the first week of the program.

### **Required Materials**

Required reading, listening, and watching is organized by topic. Other reading is optional, but students should review if they have selected one or more of the topics for reflection and analysis for their assignments. Additional reading may also be provided online by faculty members.

Selected texts without links are available via CANVAS.

### **The study-abroad internship experience**

Burkeman, O. (2013). Open-Plan Offices Were Devised by Satan in the Deepest Caverns of Hell. *The Guardian*, November 18.

Fox, K. (2008). Work to Rule, in *Watching the English: The hidden rules of English behavior*. London, England: Nicholas Brearley, 176-207.

\*\*\* Kelly, D. (2016). CAPA Orientation Masterclass

[http://www.kaltura.com/index.php/extwidget/preview/partner\\_id/2096161/uiconf\\_id/33967411/entry\\_id/0\\_k8i68io7/embed/auto?&flashvars\[streamerType\]=auto](http://www.kaltura.com/index.php/extwidget/preview/partner_id/2096161/uiconf_id/33967411/entry_id/0_k8i68io7/embed/auto?&flashvars[streamerType]=auto)

Schweitzer, H.F. & M.A. King (2009). Chapter 10: Navigating the internship site, in *The Successful Internship (3<sup>rd</sup> ed.)*. Belmont: Brooks/Cole, 281-309.

Foot M. and Hook C. (2008). Chapter 9: Learning and talent development, in *Introducing Human Resource Management* Pearson, London, 288-332.

### **Global perspectives and intercultural competence**

\*\*\* Adichie, Chimamanda Ngozi, "The Danger of a Single Story",

<https://www.youtube.com/watch?v=D9Ihs241zeg>

\*\*\* Middleton J. 2014. Part One: What is cultural intelligence (CQ)?, in *Cultural Intelligence: The Competitive Edge for Leaders Crossing Borders*. London, England: Bloomsbury, 7-20.

Hofstede, G. (1993). Cultural constraints in management theories. *The Academy of Management Executive*, 7(1), 81-94.

### **Communication: listening, presenting and influencing**

Anderson, C. (2013). How to Give a Killer Presentation. *Harvard Business Review*, June, 121-125. <https://hbr.org/2013/06/how-to-give-a-killer-presentation>

Cavoulacos, A. 2016. 'Finally! The 23 Unwritten Rules of Email'. *The Muse*.

<https://www.themuse.com/advice/finally-the-23-unwritten-rules-of-email>

Davis, J. (2016). CAPA Communication Masterclass "The Perfect Pitch"

[http://www.kaltura.com/index.php/extwidget/preview/partner\\_id/2096161/uiconf\\_id/33967411/entry\\_id/0\\_hss5vqhr/embed/thumb?&flashvars%5BstreamerType%5D=auto](http://www.kaltura.com/index.php/extwidget/preview/partner_id/2096161/uiconf_id/33967411/entry_id/0_hss5vqhr/embed/thumb?&flashvars%5BstreamerType%5D=auto)

Elsbach, K., D. (2003). "How to Pitch a Brilliant Idea." *Harvard Business Review*, September, 117-123. <https://hbr.org/2003/09/how-to-pitch-a-brilliant-idea>

Martin, S. (2015). How Doctors (or Anyone) Can Craft a More Persuasive Message.

*Harvard Business Review Blog*, January 29. <https://hbr.org/2015/01/how-doctors-or-anyone-can-craft-a-more-persuasive-message>

Robbins, S. (2009). Seven Communication Mistakes Managers Make. *Harvard Business Review*, February.

Zenger, J. & Folkman, J. 2016. *What Great Listeners Actually Do*. *Harvard Business Review Blog*, 14 July. <https://hbr.org/2016/07/what-great-listeners-actually-do>

### **Defining your personal brand: profiles, resumes, cover letters and interviews**

Anderson, A. & Bolt, S. (2013). Chapter 14: Resume package, in *Professionalism: Skills for Workplace Success*. New Jersey: Pearson, 226-258.

Anderson, A. & Bolt, S. (2013). Chapter 15: Interview techniques, in *Professionalism: Skills for Workplace Success*. New Jersey: Pearson, 260-282.

Barrett, C. (2016). Make a Lasting Impression at Job Interviews Using Questions. *Quintessential*. <https://www.livecareer.com/quintessential/asking-questions-at-interview>

Knight, R. (2015). How to Conduct an Effective Job Interview. *Harvard Business Review Blog*, January 23. <https://hbr.org/2015/01/how-to-conduct-an-effective-job-interview>

Marr, B. (2014). Job Interview: Why Only 3 Questions Really Matter. *LinkedIn*, March 31. <https://www.linkedin.com/pulse/20140331030822-64875646-job-interview-why-only-3-questions-really-matter>

Marr, B. (2015). How To Create A Killer LinkedIn Profile That Will Get You Noticed. *LinkedIn Pulse*, June 2. <https://www.linkedin.com/pulse/how-create-killer-linkedin-profile-get-you-noticed-bernard-marr>

Peters, Y. (1997). The brand called you. *Fast Company Magazine*, August/September. <https://www.fastcompany.com/28905/brand-called-you>

### **Group dynamics and team working**

\*\*\* (2013) Clip from the movie *Remember the Titans* is used to illustrate Bruce Tuckman's theory of group stages (Forming, Storming, Norming, Performing and Adjourning) <https://www.youtube.com/watch?v=hEJaz3sinEs>

Brooks I. (2006). Chapter 5: Groups and Teams, in *Organisational Behaviour*. London, England: Pearson, 110-155.

Hayes J. (2006). Chapter 10: Communicating change, in *The Theory and Practice of Change Management*. London, England: Palgrave Macmillan, 178-190

Kastelle, T. 2013. 'Hierarchy Is Overrated'. *Harvard Business Review Blog*, 20 November. <http://blogs.hbr.org/2013/11/hierarchy-is-overrated>

Ministry of the Presidency. Spain Today Report, 2014. Editorial co-ordination: José María Caballero Casado, 2016. <http://www.lamoncloa.gob.es/espana/historico/Documents/Spain%20today%202014.pdf>

### **Analytical, critical and creative thinking**

Gardner, H. (1999). Chapter 3: The theory of multiple intelligences, in *Intelligence Reframed: Multiple Intelligences for the 21<sup>st</sup> Century*. New York: Basic Books, 27-46.

Dr Edward de Bono's official website: <http://edwdebono.com/>

“Changing Education Paradigms”, 2009 TED Talk by Sir Ken Robinson,  
[https://www.ted.com/talks/ken\\_robinson\\_changing\\_education\\_paradigms](https://www.ted.com/talks/ken_robinson_changing_education_paradigms)

**Weekly schedule at-a-glance**

<b>Orientation Week</b>	<b>Orientation      Monday September 28<sup>th</sup></b>
<b>In-class activity</b>	<p>Students will be familiarized with all administrative information and procedures required for the successful completion of the GIC program such as logging hours and completion of their internship learning agreement.</p> <p>Discussion of online meeting and work etiquette.</p> <p>Preparation for the first week at remote placements: Introduction to the concept of intercultural competence and low vs high context cultures. Cultural (invisible) minefields; the dos and donts (cultural codes and cures) of the host location’s online workplace. Students will document three words to describe how they feel about starting their remote internship.</p> <p>Importance of sitting posture and chair stretching / yoga.</p> <p>Introduction to the use of Zoom and Canvas LMS.</p>
<b>Assignments</b>	<p><b>To have watched before next class:</b>  <a href="http://www.kaltura.com/index.php/extwidget/preview/partner_id/2096161/uiconf_id/33967411/entry_id/0_k8i68io7/embed/auto?&amp;flashvars%5bstreamerType%5d=auto">http://www.kaltura.com/index.php/extwidget/preview/partner_id/2096161/uiconf_id/33967411/entry_id/0_k8i68io7/embed/auto?&amp;flashvars%5bstreamerType%5d=auto</a></p>

<b>Session 1</b>	<b>Introduction      Thu October 1st</b>
<b>In-class activity</b>	<p>Introduction to GIC syllabus, assignments, and the class online social contract.</p> <p>Development and discussion of concepts introduced in the orientation.</p> <p>Doing business and business vocabulary online in host location.</p> <p>Learning Agreement goal setting, including setting expectations and both hard and soft goals).</p> <p>Further discussion of time management and wellbeing when working remotely.</p>

<b>Session 1</b>	<b>Introduction Thu October 1st</b>
<b>Assignments</b>	<p>Have watched: "In conversation with: Rowena Hennigan":  <a href="https://www.youtube.com/watch?v=AfDtXCBQ2Z4&amp;feature=youtu.be">https://www.youtube.com/watch?v=AfDtXCBQ2Z4&amp;feature=youtu.be</a></p> <p>TED Talk: Derek Sivers on "Weird, or just different?"  <a href="https://www.ted.com/talks/derek_sivers_weird_or_just_different">https://www.ted.com/talks/derek_sivers_weird_or_just_different</a></p> <p>Matthews, Michael, 7 Tips for Internship Preparation  31 March 2011. Forbes. [Online]. Available from:  <a href="https://www.forbes.com/sites/michaelmatthews/2011/03/31/7-tips-for-internship-preparation/">https://www.forbes.com/sites/michaelmatthews/2011/03/31/7-tips-for-internship-preparation/</a></p>

<b>Session 2</b>	<b>Positionality &amp; Intercultural Competence Thu October 8<sup>th</sup></b>
<b>Activity</b>	<p>Have watched this <b>before class</b>:</p> <p>TED Talk: by <u>Chimamanda Ngozi Adichie</u> on "The Danger of a Single Story"  <a href="https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en">https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en</a></p> <p>Positionality and introduction to intercultural competence</p>
<b>Assignments</b>	<p>Reflections on first week at remote internship - individual informal presentations.  Using the iceberg analogy discussed in the online Masterclass, identify at least three observable everyday cultural traits (behaviors) you experience remotely from interactions with your host location and consider their cultural-historical significance/context.  Bring draft Learning Agreement to class.</p> <p><b>READING:</b> Middleton J. 2014, <i>Cultural Intelligence: The Competitive Edge for Leaders Crossing Borders</i>. Bloomsbury, London.</p> <p><b>Insert Markers</b> on Shared Internship Google Map on internship location / neighbourhood (<b>October 7<sup>th</sup></b>)</p> <p><b>My Single Story Due:</b> 15% of final grade due this coming Sunday after this class (<b>October 11<sup>th</sup></b>)</p>

<b>Session 3</b>	<b>Sub-Group (20minute) Tutorials</b>	<b>Thu October 15<sup>th</sup></b>
<b>Activity</b>	Research Project introduction and planning.	
<b>Assignments</b>	<b>Signed Learning Agreement:</b> 10% of final grade (Oct 18 <sup>th</sup> )	

<b>Session 4</b>	<b>Guest Speaker</b>	<b>Thu October 22<sup>nd</sup></b>
<b>Activity</b>	Prepare question for the guest speaker	
<b>Assignments</b>	Research Project Question and Initial Plan due.	

<b>Session 5</b>	<b>Sub-Group Tutorial</b>	<b>Thu October 29<sup>th</sup></b>
<b>Activity</b>	Research Project: Qualitative interview methods and planning.	
<b>Assignments</b>		

<b>Session 6</b>	<b>Resumes, Cover Letters and LinkedIn Workshop</b> <b>Thu November 5<sup>th</sup></b>	
<b>Activity</b>	Students will have the opportunity to learn how to update their resumes and write cover letters that illustrate the value of their remote internship abroad with CAPA. LinkedIn workshop	
<b>Assignments</b>		

<b>Session 7</b>	<b>Sub-Group Tutorials</b> <b>Thu November 12<sup>th</sup></b>
<b>Activity</b>	Research Project: Draft Outline due inc. interview report
<b>Assignments</b>	Up-dated resume, Cover letter and job description submitted on ONE pdf by Wed Nov 18 <sup>th</sup>

<b>Session 8</b>	<b>Working in (Remote) Teams</b> <b>Thu November 19<sup>th</sup></b>
<b>In-class activity</b>	Belbin Test workshop... Discussion of Bruce Tukman's group life-cycle stages
<b>Assignments</b>	Have completed the Belbin Test <b>prior to class.</b>

<b>Session 9</b>	<b>Mock Interview</b> <b>Thu Nov 26<sup>th</sup></b>
<b>Activity</b>	Mock interview. Connect with your interviewer using the Zoom invite on time, dressed appropriately.  <i>Make sure you <b>RESEARCH</b> the company and position that you are applying for.</i>



<b>Session 9</b>	<b>Mock Interview Thu Nov 26<sup>th</sup></b>
<b>Assignments</b>	<p><b>Interview Critique:</b> 15% of final grade</p> <p>Following the interview, you must watch and listen to the recorded interview and type up each question and then type a critique of your response based on the content, including vocabulary and the examples you provided. Then comment on how you might answer this question differently with hindsight. Consider what you feel the reason was for the interviewer asking you each question. In your answer, did you end by explaining how the topic/task/skill/example would benefit you in the job being applied for either implicitly or explicitly?</p> <p><b>Submit</b> this document on Canvas by Nov 29<sup>th</sup></p>

<b>Session 9b</b>	<b>In Conversation with: Sheila Gaddis Diversity, Equity and Inclusion</b>
<b>Online asynchronous session</b>	Watch: <a href="https://youtu.be/9mgPEEY_MeU">https://youtu.be/9mgPEEY_MeU</a>
<b>Assignments</b>	Write a 500 word critique of the Masterclass to be submitted by Nov 29 <sup>th</sup>

<b>Session 10</b>	<b>Group Tutorial. Thu December 3<sup>rd</sup></b>
<b>Activity</b>	<b>Poster Presentation</b> , Students will workshop the main challenges and learning that has occurred to date and create a poster of a central image (metaphor) that illustrates their journey and experiences and will then present this poster to their peers.
<b>Assignment</b>	<b>Poster Presentation:</b> 15% of final grade (Slide presentation due on the day before presentation (Dec 2 <sup>nd</sup> ), present live in class on Thu (Dec 3 <sup>rd</sup> ), and 1-page written reflection by each student due on Friday, the night after the presentation. (Dec 6 <sup>th</sup> )

<b>Session 10</b>	<b>Group Tutorial. Thu December 3<sup>rd</sup></b>

<b>Session 11</b>	<b>Research Presentation Review and Celebration Thursday December 10<sup>th</sup></b>
<b>In class activity</b>	Final Research Project Presentation. (30% of final grade)
<b>Assignments</b>	

### **Attendance, Participation, and Student Responsibilities**

**Attendance:** CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every online class. The first time a student has an unexcused absence for a class, his/her grade will not be impacted. The second time a student has an unexcused absence in that class, it will result in a 3% reduction of the final grade (for example: an A- [92] will become an B+ [89]). The student will be placed on academic probation at this time. Three unexcused absences per class will result in failure of the course. A pattern of three absences in more than one course will result in dismissal from the program.

**Excused absences:** Absences are only excused for medical reasons, for a family emergency, or for a religious holiday. To request an excused absence, students must contact [excused.absence@capa.org](mailto:excused.absence@capa.org) ahead of time and provide evidence (e.g. a doctor's note) of the reason for his/her absence, otherwise the absence will not be excused. Even if the student knows the absence will not be excused, the student should still make contact to inform CAPA they will not be attending the online class.

In addition to contacting [excused.absence@capa.org](mailto:excused.absence@capa.org), it is the responsibility of the student to contact his/her instructor and make up any missed assignments.

**Class participation:** Students are expected to participate actively and critically in online class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class and sign in on time. Participation is a vital part of the grade: students are expected to participate orally in online forums and discussions in a critical and evaluative manner, to interact with the faculty and fellow students with respect and tolerance, and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives, or attitudes of others in the class will not be tolerated.

**Academic integrity:** A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work and class behavior. Plagiarism, self-plagiarism, and cheating can result in dismissal from the program.

Self-plagiarism—copying an assignment entirely or partially to submit to a different class in an attempt to receive credit twice for one piece of work—is unacceptable and considered cheating by duplication. Students risk receiving a "0" for any assignments in which they have duplicated their own work.

All substantial writing assignments (typically anything worth 20% or more of the final course grade) will be run through the plagiarism checking software Turnitin when submitted via CANVAS. See CAPA's Academic Standards and Policies for more information and resources on plagiarism.

**Sexual misconduct, required reporting, and Title IX:** CAPA is committed to encouraging a safe and healthy environment on our programs. This commitment includes the understanding of, and applicable adherence to, the guidelines outlined in Title IX of the Education Amendments of 1972. Title IX necessitates that US universities provide equity in all educational programs and activities without sex discrimination.

CAPA understands the implications of Title IX compliance for our institutional partners and thus endeavors to support this compliance as a vital aspect of partnership. The safety and security of all students during a program is a matter of crucial importance to CAPA. To facilitate this, CAPA encourages students to openly disclose any and all information that is Title IX relevant so that CAPA staff can provide support and connect students with appropriate resources. CAPA will work to advise students about the resources available through Title IX and explain the importance of compliance in Title IX reporting. CAPA will work to build student confidence in CAPA's status as a mandated reporter by outlining the advantage of disclosure for the student, reassuring them that any information disclosed will not be used in an inappropriate manner, and stressing that individuals will only be informed on a need-to-know basis.

**Use of electronic translators:** In language courses, students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

**Late submission:** Late submission of papers, projects, journal entries, pieces of homework, and portfolios is only permitted with prior approval. A request must be made to the relevant Faculty member no later than two days prior to the due date. Late submission

without prior approval will result in a full alpha grade penalty. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date, whichever comes first, after which point a grade of F will be given for the assessment.