



## **INTP 3347**

### **Global Internship Course 3 credits**

#### **Course Description**

The Global Internship Course (GIC) provides a unique and innovative opportunity for students to engage in an internship (and living abroad experience) while supported by academic in-class educational / mentoring and on-line sessions to further develop their personal and professional skills while earning academic credit. GIC students also partake in out-of-class guided and self-guided activities and excursions that have been devised to enable students to become more comfortable with, and knowledgeable of, their internship locations / neighbourhoods. Furthermore, a day-long field trip illustrates how socio-political and economic factors, such as the effects of housing costs in global cities, necessitate commuting and changing work practices such as flexible working hours and working remotely that embody best practice in wellbeing. Field excursions vary depending on location and may also include a focus on, for example, corporate social responsibility and sustainability.

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, or, CAPA's "In Conversation With:\_\_\_\_\_" series, given by leading professionals from a diverse range of fields. The in-class active learning approach gives students the opportunity to discuss and analyze theories and models of work, organizational behavior and management in a cross-cultural context.

A variety of teaching and learning activities will be used, for example: lecture, workshop, discussion, informal and formal presentations, self-guided and guided research and mock (recorded) interviews. The assessment mechanisms are all designed to support learning, using the internship and living abroad experience as a vehicle. Above all, the in-class 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, synthesis and articulate (the value of) their learning.

It is, therefore, our intention that students will treat these on-site sessions with the same dedication and professionalism that we expect the students to display at their internships. Students will undertake an intensive orientation session to help them prepare for and integrate into their placements. 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 inter-disciplinary 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 a global and practical perspective.

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 the opportunity to develop self-awareness to include development of an effective on-line presence, as well as an awareness of others, within a professional setting. In class workshops, activities and assignments, such as formal presentations, 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 can continually be 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 diversity in a range of informal and formal academic, social, and internship (future employment) settings.

- *Intercultural Competence, to include how organizations work and work culture*: an introduction into the area of effective leadership and management styles; working (collaboratively) in teams; employee motivation; performance (and self) management and wellbeing; and the management of effective professional communication. Students will explore the concepts of culture and intercultural competency and how the everyday socio-cultural realities of a country and or the realities of globalization are reflected in the workplace.
- *Comparative Analysis, CAPA Location and USA*: While students 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 time abroad 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 and educational institutions in the host CAPA location that may (or may not) differ from similar workplaces and institutions in the USA. The lessons addressing this theme are driven by CAPA's professionally recorded and edited International Masterclasses, as well as current news items and developments in organizations, employment relationships and similar activities as they emerge across the year in which the semester takes place. Issues such as the politics of globalization, Brexit and sustainability may be discussed. Students are encouraged to cultivate their political consciousness, and how macro political and economic policy affect the everyday life/societies in which they are residing during their time abroad.

Through their engagement with these three themes students are able to personalize their learning experience, as in-class and on-line activities, and associated assessment materials build upon previous academic and professional experiences, as well as current experiences at internship sites. GIC begins with self-reflection and ends with self-projection.

### **Course Aims**

1. To link the 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 workplaces and cultures.
2. To actively participate in the life of the host society through an internship placement and the local environment.
3. To be able to demonstrate a deeper understanding of the host organization culture through the completion of presentations and written reflections that complement the course materials and weekly sessions.
4. To create a participative and critically challenging program to promote personal and professional development on a number of levels.
5. To provide an assessment framework that requires students to demonstrate participation, skills development, personal and professional awareness within a rigorous academic context.
6. To provide students with the tools to work and commute in a global city and to work remotely if required during their internship.

### **The context of COVID 19 and GIC**

The Covid-19 global pandemic 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 and economic 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 conduct business. The main difference is that many people are now, and will into the future, work fully or in-part, 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. Due to the pandemic, it might be the case where students will be required to be partially, or in some case, fully remote during their CAPA global internship. The GIC has within it the scope to help students work remotely and to articulate the particular skills and competencies that students gain from working remotely. 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.

### **Requirements and Prerequisites**

The work undertaken at the internship and out-of-class activities and excursions should be viewed as academic fieldwork for the assignment requirements and in-class learning. While internship performance, attendance and attitude are vitally important, it is the written work, presentations in class 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. reflect analytically on an organization and/or industry through oral and written reports;
- c. discuss theory concerning, and provide practical (and personal) examples of intercultural competence – in order to function in a globalized environment and multicultural society;
- d. discuss theory and provide examples of group formation stages and team roles in different settings and demonstrate an ability to work collaboratively;
- e. prepare a professional resume, cover letter, and be aware of networking platforms such as LinkedIn and the issue of social media management and etiquette.
- f. demonstrate good communication skills such as interview preparation and interview skills; to articulate with confidence the value of interning and living abroad as it relates to one's major, career objectives and skill-sets.
- g. adapt behavior (body language, tone, vocabulary) to different work and educational settings (inc. remote where required)

### **Developmental Outcomes**

Students should demonstrate: responsibility and accountability, independence and interdependence, goal orientation, increasing self-confidence, time management (wellbeing), resilience and appreciation of differences. Throughout the 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 situations they find themselves in.

### **Class Methodology**

There are two components to the Global Internship Course:

The *site based internship* component of the course provides students with a unique opportunity to learn by active participation and observation 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 able to increase their self-confidence, self-awareness, and an awareness of others in a practical setting. They 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 the internship with its immediate and broader social and cultural context. There will therefore, be a mixture of group discussions, presentations, and reflection. The on-site and occasional on-line 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 internship, session activities, and other personal experiences. The concept of “theory into practice, and, practice into theory” will be a significant element of the on-site sessions. All students must be participating in a CAPA internship placement to participate on the course. A passing academic grade will not be awarded unless students complete the minimum required site internship hours.

### Field Components

CAPA provides the unique opportunity to learn about the city through direct and guided experience. Participation in field activities for this course is required. Students will take part in an arrival city / neighbourhood guided walking tour in which they will learn how to navigate and behave (social norms) in their global city. Before starting their internships, students are required to travel alone to their internship location to familiarise (by observation and analysis) themselves with the transport network and the location in which the internship is located. This self-guided assignment begins the process of self-reflection in which students examine their preconceived and initial thoughts and “feelings” about working in a global / complex and foreign environment. Students will partake in a day-long excursion to a location on the periphery of or outside their global city in which they are currently living. Through the medium of out-of-class activities guided and self-guided research and activities students will have the chance to collect useful information that will be an invaluable resource for the essays/papers/projects assigned in this course. A central academic research and learning component of GIC is the student’s engagement with their on-site internship supervisor (and colleagues). As well as the on-going learning that takes place at the internship location above and beyond the daily tasks, students must meet with their supervisors 3 times during the semester to plan, evaluate, re-evaluate and assess their (hard and soft) learning. Students are also strongly encouraged to participate in co-curricular program activities such as CAPA My Global City events.

### Assessment and Grading

Assessment for the course is split into two parts, the first part is directly related to the site-based component of the course and the second is concerned with research related to students’ 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

#### Graded Assignment Schedule

Assessment Task	Grade %	Learning Outcomes	Due Date*
Self-Guided Internship Location Research to be completed before attending the internship for the first time (750 words & media – on class Google	10%	a, b, c, f	Week 2

Map before class 2)			
<b>My Single Story</b> (1,500 words)	<b>20%</b>	a, b, c, f	Week 3
<b>Mid-term On-Line form</b> (Interim reflective analysis and review of internship experience, 500 words)	<b>7.5%</b>	a, b, c	Week 6
<b>Mock Interview</b> (Submission of job vacancy, resume, and cover letter; attendance at 15 minute face-to-face interview; submission of interview audio recording; and submission of reflective analysis and review of interview experience, circa 1,000 words)	<b>20%</b>	all	Week 10tbc
<b>Group Digital Poster Presentation</b>	<b>35%</b>	a, b, c, d, f, g	Final week
<b>Final Internship Reflection</b> (Reflective analysis and review of interview experience, 500 words)	<b>7.55%</b>	a, b, c, d, f, g	Final Week
<b>Participation</b>	<b>15%</b>	all	Final Week

\* dates to be confirmed depending on, for example, break week

### Assignments:

\* See detailed class schedule for ungraded mandatory assignments

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

#### Self-Guided Internship Location Research:

**10% of final grade (750 words plus images and media clips-links)**

Within their shared class google map, students will write a reflection of their initial engagement with (feelings) and critical observations of their internship location and their global city based on their pre-internship self-guided exploration of the internship location. They must also include images and media links within their maps.

#### Learning Agreement

**0% of final grade but mandatory completion**

All students will type up their draft internship Learning Agreement (LA) template and discuss and amend where needed in consultation with the site supervisor. Students will then submit the LA Jotform and upon receipt of the signed copy, download and submit onto Canvas.

#### My Single Story

**20% of final grade but MANDATORY completion (1,500 words)**

Based on class discussion and readings of ethnocentric and ethnorelative ways of thinking about people and cultures, this assignment allows students to reflect on how they view themselves and to consider how people in their host internship location might view them based on first impressions and or stereotypes. The assignment encourages students to think and write critically while telling their stories. Furthermore, students will discuss how the development of intercultural competence can help them navigate their internships and diverse and or global workspaces in the future.

#### Mid-Term Internship Reflection

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

Students will complete the Mid-term internship review form on-line, which will be partially premised on a reassessment of their Learning (goals) Agreement and review of their internship engagement and work with their supervisors.

**Mock Interview**  
**20% of final grade**

Interviews may be held in-person (and recorded) at the CAPA centre or via 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 study 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 and living abroad.

In preparation for this assignment students must diligently choose a realistic internship, graduate program, or job to apply for. 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 submit an updated resume (and LinkedIn profile) that includes their current CAPA internship and study abroad experience and write a cover letter for the position. *Students must tailor their resume and cover letter to the position being applied for.* 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 / watch 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 I was to answer this question again what would I say differently, would I 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 studied abroad 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>*

**Digital Poster Presentation and Written Reflection**  
**20% of final grade**

In small groups students will prepare and deliver digital poster presentations that 'illustrate' their understanding of their internship and in-class learning and PPD skill development. Students must embed a voice recording to narrate each slide so that they can be viewed asynchronously. A written reflection by each individual group member must reflect on the process of making the presentation through the lens of the weekly session on Belbin and team Roles.

**Final Internship Reflection**  
**7.5% of final grade (750 words)**

Students will critically reflect on their GIC experience in summative form. The assignment must also be forward looking and comment on how the student intends to build upon the GIC experience.

**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 components of the program. While contributions to class and sub-group discussions are valued, and can be part of the participation grade, "active listening" is also recognised and valued as class participation.

The **site-based internship component** of the course, near the completion of the internship, supervisors will complete an assessment of 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 as punctual and as eager to engage as at their internship sites. A series of discussion-based sessions will take place within a trusting and cohesive group environment where honesty about experiences is essential. Students will share ideas, test thoughts and theories, and develop a strong sense of self and

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.

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

Grade	Discussion	Reading
<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; basic</b> grasp of key concepts but little original insight; comments/questions are of a general nature and does 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; merely quotes text</b> 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 on internship location unless otherwise directed by internship supervisor. Students must also wear business casual wear for their first orientation session, formal group presentations, and 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.

### Required Materials

Required reading, listening and watching is organized by topic for both 3-credit and 6-credit students. The required core materials for each in-class session are marked with “\*\*\*” at the beginning of the entry. 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 in-class by faculty members.

Required readings will be available on the web via a hyperlink, or available via CANVAS. The full version of all anthologies and textbooks are available in the London Academic Affairs office.

### 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 behaviour*. 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**

\*\*\* 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**

\*\*\* Belbin, R.M. (2010). Chapter 9: The art of building a team, in *Team Roles at Work* (2<sup>nd</sup> ed.). New York: Routledge, 97-106.

\*\*\* <<kpkammer>> (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>

Leheney M. (2008). Chapter 2: A commitment to people, in *The Five Commitments of a Leader*. London, England: Kogan Page, 53-80.

### **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)

### **Working Remotely:**

Hennigan, Rowena (2020) Watch: "In conversation with: Rowena Hennigan" <https://www.youtube.com/watch?v=AfDtXCBO2Z4&t=1stalk>

### **Diversity Equity and Inclusion**

Gaddis, Sheila (2020) Watch: 'In Conversation with: Sheila Gaddis' [https://www.youtube.com/watch?v=9mgPEEY\\_MeU](https://www.youtube.com/watch?v=9mgPEEY_MeU)

### Weekly Schedule Overview

Class Session	Theme
Arrivals Week	Orientation. Host City Tour
<b>Week Beginning</b>	
Session 1	Introduction & CQ
Session 2	Intercultural Competence & assignment planning
	<b>No Class</b>
Session 3	Working in (Global-Diverse) Teams
	<b>No Class</b>
Session 4	Guest Speaker
	<b>Break Week tbc</b>
	<b>No Class</b>
Session 5	Articulation Workshop
Session 6	Tutorial – Digital Poster Presentation Assignment Overview
	<b>No Class</b>
Session 7	Mock Interviews (Sheila Gaddis DEI asynch work)
Session 8	Tutorial (Poster Preparation)
Session 9	Digital Poster Presentation

### Weekly Schedule at-a-glance

<b>Arrival Week</b>	<b>Introductory City Tour</b>
<b>Field activity</b>	Students will take part in an arrival city / neighbourhood guided walking and or bus tour in which they will learn how to navigate the city by foot to be made aware of transport networks, which includes an analysis of social norms in the host location. Discussion of the etiquette of participant-observation and taking photographs in the city.
<b>Assignments</b>	Students must not be passive observers but active participants and fully engaged in the tour, which includes taking photographs and mental notes to aid initial in class discussions.

<b>Arrival Week</b>	<b>Orientation</b>
<b>In-class activity</b>	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. Preparation for the first week at placements: Introduction to the concept of Intercultural competence and low vs high context cultures.

Arrival Week	Orientation
	<p>Cultural (invisible) mine fields; the do's and don'ts (cultural codes and cues) of the study location workplace. Students will document 3 words to describe how they feel about starting their internship.</p> <p>Introduction to the concept of field notes and journaling to enhance internship placement, language acquisition and in-classroom learning.</p>
Assignments	To have watched before next class: Masterclass: Positionality and CQ: Studying & Interning Abroad <a href="https://youtu.be/VU_4fCLZsC8">https://youtu.be/VU_4fCLZsC8</a>

Arrival Week	Self-Guided Internship Location Research
Field activity	Students must plan their commute / travel plans to get from their housing (and academic location) to their internship location. They must take this commute. Once in their location students must identify the precise location / building of their internship and slowly explore and critically observe the local neighborhood, noting shops, services, landmarks and, for example, green spaces as they go.
Assignment	Students will write a summary reflection of their initial engagement with (feelings) and critical observations of their internship commute, location and their global city based partly on their pre-internship self-guided exploration of the internship location. Students must be prepared to talk about their research in session 1 and must upload their assignment onto shared Google Map the night before week 2's class.

Session 1	Introduction
In-class activity	Introduction to GIC 6 credit syllabus, assignments and the class social contract. Development and discussion of concepts introduced in the orientation and orientation Masterclass focusing on (work) culture in the host location. Learning Agreement goal setting (setting expectations both hard and soft). Introduction to class shared Google Map.
Assignments	<p><b>WATCH:</b> 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><b>WATCH:</b> 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> <p><b>Discuss:</b> Organization/sector issues with site supervisor to inform research project</p>

<b>Session 2</b>	<b>Positionality &amp; Intercultural Competence</b>
<b>Activity</b>	Positionality and introduction to intercultural competence
<b>Assignments</b>	<p>Reflections on first week at Internship and host location: Using the iceberg analogy discussed in the on-line Masterclass and in the class 2 powerpoint, identify at least <b>3</b> observable everyday cultural traits (behaviour) you see / hear / experience in London and consider their cultural-historical significance / context.</p> <p><b>READ:</b> Middleton J. 2014, <i>Cultural Intelligence: The Competitive Edge for Leaders Crossing Borders</i>. Bloomsbury, London.</p> <p><b>WATCH:</b> TED Talk: by Chimamanda Ngozi Adichie on “The Danger of a Single Story”</p> <p><b>Upload (SUBMIT:)</b> Internship Location Research assignment into your section’s shared Google Map <b>by 10pm the night before this class:</b> (10% of final grade 750 words <i>plus</i> a minimum of 5 images and media clips / links)</p> <p><b>Upload Learning Agreement JOT FORM PDF from your email and Submit onto Canvas by Sunday at 10pm</b> – upload your LA PDF even if it has not yet been signed and returned to you by Jotform.</p>

	<b>No Class</b>
<b>In-class activity</b>	
<b>Assignments</b>	<b>Submit:</b> My Single Story by 10pm on Sunday, (20% of grade 1,500 Words)

<b>Session 3</b>	<b>Working in (remote and diverse) Teams (Belbin and Tuckman)</b>
<b>In-class activity</b>	<p>Discussion of team work and collaboration and its relationship to internship experiences and the relationship between team work in the host location versus the USA... are concepts of individuality and competition different in the host location compared with the USA?</p> <p>Watch this short video which uses the movie <i>Remember the Titans</i> (2000) to illustrate Bruce Tuckman's theory of group development:  <a href="https://www.youtube.com/watch?v=hEJaz3sinEs">https://www.youtube.com/watch?v=hEJaz3sinEs</a></p>
<b>Assignments</b>	Have completed the Belbin Test before class.

	<b>No Class</b>
<b>Activity</b>	
<b>Assignments</b>	

<b>Session 4</b>	<b>Guest Speaker</b>
<b>Activity</b>	
<b>Assignments</b>	<b>Submit:</b> Mid-term Form / Assignment is Due by 10pm on Sunday (7.5% of total grade, 750 words)

	<b>Break Week</b>
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	<b>No Class</b>
<b>Activity</b>	
<b>Assignments</b>	

<b>Session 5</b>	<b>Articulating the Internship Experience Workshop</b>
<b>Activity</b>	Unpacking the internship experience and internationalising your resume and cover letter highlighting your international Internship. Discussion of mock Interview and possible jobs, courses, internships to apply for. Interview practice Questions: <a href="https://www.youtube.com/playlist?list=PLGEEdBPIWim1o85EdQAI-1Lv5h5_76yRf">https://www.youtube.com/playlist?list=PLGEEdBPIWim1o85EdQAI-1Lv5h5_76yRf</a>
<b>Assignments</b>	<b>Read:</b> Ellie Doyle Director of Talent Hub's PowerPoint presentation

<b>Session 6</b>	<b>Tutorials and in-class research preparation</b>
<b>Activity</b>	Internship Review and Introduction to the digital poster presentation.
<b>Assignments</b>	<b>Submit:</b> Mock Interview PDF – w Resume, Cover Letter and Position description on Sunday, Nov 7.

	<b>No Class</b>
<b>Activity</b>	
<b>Assignments</b>	

<b>Session 7</b>	<b>Mock Interview</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>Assignments</b>	<b>Submit:</b> Interview Critique (20% of final Grade) by 10pm on Sunday 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 inc. vocabulary and the examples you provided and 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 saying how the topic / task / skill / example would benefit you ion the job being applied for either implicitly or explicitly? <b>Submit:</b> Sheila Gaddis Recording Reflection by Sun at 10pm.

<b>Session 8</b>	<b>Tutorials</b>
<b>In-class activity</b>	Mock Interview feedback; Internship Review & Digital Poster Presentation Discussion
<b>Assignments</b>	

<b>Session 9</b>	<b>Digital Poster Presentation, Final Reflection and Celebration</b>
<b>Activity</b>	Discussion of students' three words displayed as a Word Cloud and the journey they have taken... what are the main takeaways and how can they utilize / sell their experiences when they return home...
<b>Assignment</b>	<b>Submit:</b> Final Reflection: 7.5% of final grade (750 words) <b>Submit:</b> Digital Poster Presentation the Night before this final class; and one page reflection by Friday (20% of final grade)

### **Attendance, Participation & Student Responsibilities**

**Attendance:** CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. The first time a student has an unexcused absence for a class, their grade will not be impacted. The second time a student has an unexcused absence in that class, it will result in a 3 percent reduction of the final grade (for example: an A- [92] will become a 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. If a student arrives late for a scheduled class, it is the student's responsibility to notify the instructor to ensure that they are added to the class register for the session.

**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 the Academic Director ahead of time and provide evidence (e.g. a doctor's note) of the reason for their absence, otherwise the absence will not be excused. Even if the student knows the absence will not be excused, the student should still contact CAPA to inform CAPA they will not be in class. In addition to contacting the Academic Director, it is the responsibility of the student to contact their instructor and make up any missed assignments.

**Class Participation:** Students are expected to participate in all classes and to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assigned reading BEFORE the class and arrive at the session on time. Participation is a vital part of students' grade: students are expected to participate in class and 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 will not be tolerated.

**Academic Accommodations:** Any student who feels they may need an accommodation based on the impact of a physical, psychological, medical, or learning disability should contact the instructor and/or the Director of Academic Affairs privately to discuss their specific needs. Students requesting accommodations must have their home institution's Disabilities Services or an appropriate licensed professional or healthcare provider submit official documentation directly to CAPA in a timely manner outlining their specific needs. If the documentation is submitted by a provider other than the home institution's Disabilities Services, it must be someone familiar with the history and functional limitations of the student's disability (not a relative or family member of the student). Any required accommodations will be approved by CAPA's Vice President for Academic Affairs, in consultation with relevant Academic Directors, before being relayed to faculty. Any student who requires an accommodation based on official documentation should also discuss their needs directly with their instructor.

**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 their 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 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: The Global Education Network is committed to encouraging a safe and healthy environment at our CAPA centers. 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. Because students may not understand the implications of Title IX abroad, 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 Equipment in Class:** All devices such as laptops, i-pods, i-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are NOT allowed unless students have express permission from the faculty, or they have been instructed to do so. If students require an accommodation to use any type of electronic equipment, they must inform the Director of Academic Affairs at the beginning of term.

**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 "0" (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 for an extension 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 3 percent per day deduction of the final grade. 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 "0" (F) will be given for the assessment.

**Behavior during Examinations:** During examinations, students must do their own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, and students may not access online resources of any kind, compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam and may lead to failure of the course and disciplinary action.