



Course title:	Academic Internship in the Global Workplace
Course code:	INSH 3826 HYBR
Programs offering course:	Summer Global Internship, Virtual Global Internship Program & Course - 8 Week, Virtual Global Internship Program & Course - 12 week, Global Internship Summer, Summer Global Internship, Summer Global Internship
Language of instruction:	English
U.S. semester credits:	6.00
Contact hours:	90.00
Term:	Summer Session I 2022

Course Description

The course is designed to equip students with experience, knowledge, and skills for succeeding in globally interdependent and culturally diverse workplaces. Throughout the course, students will be challenged to question, reflect upon, and respond thoughtfully to the issues they observe and encounter in the internship setting and local host environment. Students will have the opportunity to cultivate essential skills such as project management, teamwork, intercultural communication, and comparative analysis, while developing an individual e-portfolio that highlights their skills and experience as they embark on a career in their field of interest. The hybrid nature of the course allows students to focus on their assigned tasks and projects at the internship site, while engaging in online discussion, as well as readings and other assignments, that are necessary to receive academic credit for the internship. The course includes 45 academic course hours and 225-300 work / internship placement hours.

Learning Objectives

By completing this course, students will:

- Create a project plan to complete assigned tasks on time while meeting or exceeding a supervisor's expectations.
- Produce job application materials in order to become a competitive candidate for open positions in your field of interest and identify areas for further professional development.
- Research and analyze the internship site's organizational structure; its position within local, national, regional, and global contexts; opportunities and constraints that influence its short- and long-term strategic goals; and its approach to change management.
- Observe and analyze the internship site's organizational culture, and its preferred styles for teamwork and professionalism.
- Apply leadership and intercultural skills in order to identify others' needs, challenges, and motivations; to propose thoughtful solutions to challenges; to adhere to ethical and socially responsible norms; and to communicate effectively and behave appropriately in different workplace contexts.

Course Prerequisites

None

Methods of Instruction

This is a blended learning course, with online and in-person components. Online elements of the course are taught using the Canvas Learning Management System (LMS). These include online discussions; email between instructor and student; assignments (individual assignments and assignment feedback); and course materials (readings and videos). Face-to-face elements of the course include participation in one's internship. The table below outlines the minimum total task time required for the course; across the eight-week Global Internship program, this corresponds to approximately 30-35 hours per week of student effort. Additionally, students will also be asked to complete non-graded quizzes in Canvas to provide feedback on their internship placement and academic experience.

Course Component	Task Hours
Online Discussions, Videos, and Readings	12
Reflection Journals	6
Internship Work Plan	6
E-Portfolio	21
Internship Participation	225-300
Total Task Time	270-345

Assessment and Final Grade

1.	Reflection Journals	20%
2.	Online Discussions	20%
3.	Internship Work Plan	20%
4.	E-Portfolio	20%
5.	Internship Participation	20%
	TOTAL	100%

Course Requirements

Reflection Journals

Students will complete four journal entries in total (5% each). Each entry must be submitted via Canvas LMS and 375-500 words in length. Additional instructions and grading criteria will be provided in Canvas.

Online Discussions

Students will participate in four online discussions during the course (5% each). Participation is defined as meaningful contribution in the online discussion with classmates and the instructor, utilizing the resources and materials presented to students as part of the course. Additional instructions and grading criteria will be provided in Canvas. Students may be asked to submit Online Discussion contributions

Internship Work Plan

Students will create a work plan in collaboration with their internship site supervisor. It is the responsibility of the student to initiate this meeting with the supervisor. The work plan should be 1500-2000 words in length; each section is worth 5% of the grade for this assignment (15% in total):

- The first section of the work plan should explain the context of the internship by addressing the following questions:
 - What is the mission of this organization and how will the student's internship work connect to it?
 - What local, national, regional, and/or global influences impact the work of the internship organization?
- The second section of the work plan should outline the scope of the internship by including the following:
 - Goals set by the internship site supervisor that the student agrees to and that will be completed by the end of the internship
 - Proposed strategies for how the student will achieve these goals (e.g., research resources, skills that will benefit the organization, etc.)
 - Optional: a Gantt chart outlining the stages in the student's work plan, with due dates for key deliverables
- The third section of the work plan should clarify the expectations for the internship by describing the following:
 - Expectations of how students are to conduct themselves at the internship site, including work hours
 - Communication plan for how the internship site supervisor and student will keep in touch regarding project status

Near the conclusion of the internship, students will provide a narrative summary (375-500 words in length) of the goals outlined in the initial internship work plan. Identify successes, as well as challenges that may have impacted progress towards these goals; articulate what you would do differently in this case, or a similar

situation in the future. This narrative summary is worth 5% of the grade for this assignment.

E-Portfolio

Students will create an e-portfolio in Canvas that includes the following components:

- A revised CV or resume (2 pages maximum, including references) that includes the internship position
- A cover letter for an open position at an organization in their field that references the projects conducted at the internship (500 words maximum)
- A professional LinkedIn URL that includes the internship position
- A sample of work suitable for their career field (examples might include a business plan, project proposal or overview, a writing sample or marketing materials), preferably created during the internship
 - In order to protect private company information, work samples created during the internship must be approved by the internship site supervisor to submit them for this assignment.
- A 3-4-minute video in which the student gives an "elevator chat" about their internship experience by:
 - Introducing themselves
 - Summarizing the internship organization and the contributions that they made while working there as an intern
 - Describing the professional skills that they developed; an intercultural moment that they navigated; a challenge that they overcame; and/or an accomplishment that makes them feel proud.

Internship Participation

- Internship Participation (15%)
- Course Learning Activities Participation (5%)

Participation is defined as meaningful contribution in the digital classroom, using the resources and materials presented to students as part of the course. Meaningful contribution requires students to prepare in advance of each recorded session and regularly engage with the resources, discussions, reflective assignments, and all other online learning activities. Students are required to demonstrate engagement with course materials, for example, through insightful, constructive comments and by using subject-appropriate terminology in: online discussion boards, peer-to-peer feedback (after viewing the presentations of others), interaction with guest speakers, where available, and submissions related to other outside-of-class activities. Students should ensure that submitted commentary balances opinions, general impressions, and specific and thoughtful criticisms or contributions. Grades are based on the content, depth, and quality of the aforementioned types of meaningful contributions as measured per the Participation grading rubric in Canvas.

Students are also expected to use the Canvas inbox for communicating any clarifying questions they may want to ask about assessments or other course requirements.

Your internship is a professional commitment and students are expected to complete the hours agreed upon between you, your internship site supervisor, and the on-site CIEE staff. The commitment for this program is 225-300 hours total, though many students may work 32-36 hours per week or more depending on the local internship culture. Hours completed in the internship will be documented by the internship site supervisor as part of the CIEE evaluation of student performance. The site supervisor will also assess the student's participation / professionalism, critical thinking and problem-solving, and intercultural skills based a upon detailed rubric that will be provided in Canvas for your reference. These will be taken into account by the instructor in assessing internship participation.

Attendance

To encourage engaged learning, regular class attendance is required throughout the program. This includes any required co-curricular class excursion or event, as well as internship, service-learning, or other required field placement.

An excused absence in a CIEE course will only be considered if approved by a CIEE Center Director/Academic Director (not the Instructor), and:

- it is a self-certified absence for illness (only once per course, requires formal request before or within 24 hours, cannot miss assessment worth more than 5% of final course grade)
- a doctor's note from a local medical professional is provided
- evidence of a family emergency is provided
- it is a pre-approved observance of religious holiday

Unexcused absences include personal travel and/or travel delays, as well as missing more than 25% of a single class period (including tardiness and early departure). Assessments missed due to unexcused absences will be

marked as zero. Students with over 10% unexcused absences will be contacted by CIEE staff. Students with over 20% unexcused absences will be contacted by CIEE staff, receive a formal warning letter (shared with their home institution) and lose 10% of the final course point total (e.g., a final A grade of 93% will be lowered to a B grade of 83%).

For more detail, please consult your CIEE Academic Manual.

Academic Integrity

Academic integrity is essential to a positive and inclusive teaching and learning environment. All students are expected to complete coursework responsibilities with fairness, respect, and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in grade penalties or disciplinary action. See the CIEE Student Academic Manual for further information on academic integrity.

N.B. Course schedule and co-curriculars are subject to change. The final duration and distribution of content and assignments will be determined and presented to students at the onset of the course.

Weekly Schedule

Week 1

Class: Project Planning

Preliminary work: Introduction

- Participate in an online discussion in Canvas Discussions where you briefly introduce yourself by sharing information such as
 - your college or university
 - your major;
 - your prior volunteer, work, or internship experience;
 - your internship placement;
 - your hopes for this course.
- Respond to at least two of your peers' posts.

Project Planning

Students will learn strategies for creating a project plan, as use that to agree and document their internship work plans with their supervisors.

Readings

- "The Four Phases of Project Management" (Harvard Business Review 2016).
- "How to Build a Great Relationship with a Mentor" (Horoszowski, 2020)

Assignments

- Read the assigned materials ("The four phases of project management," "How to Build a Great Relationship with a Mentor") as context for completing your internship work plan this week.
- Meet with the internship supervisor to prepare a work plan that articulates the scope, context and expectations for the internship. Submit each of the three parts of the work plan as outlined in the assignments.
- Submit part one of the Internship Work Plan
- Develop Your Career Vision: Complete the Career & Life Criteria exercise from the [Harvard Business School](#). First, check out the [linked example criteria](#) and then complete the Career and [Life Criteria Worksheet](#).

Week 2

Class: Self-awareness, Leadership and Intercultural Development

Students will reflect upon their own abilities to work with people from different backgrounds. This self-knowledge will allow students to debrief their work experiences and their experiences navigating intercultural differences. Students will learn about and reflect upon intercultural development as a means to communicate effectively and behave appropriately in different professional contexts.

Readings

- "The Role of Cultural Self-Awareness" (Wernsing and Clapp-Smith, 2014).
- "How to Build Trust on Your Cross-Cultural Team" (Molinsky and Gundling, 2016)

Assignments

- Submit Reflection Journal #1. Respond to the following prompt: What themes from the readings resonate with your internship experience?
- Submit Parts Two and Three of the Internship Work Plan

Week 3

Class: Conflict Resolution

Students will explore how leadership comes into play when identifying others' needs, challenges, and motivations, and proposing thoughtful solutions to challenges, in addition to examining the fourth of Bolman and Deal's "four-model" organizational frames; they will grapple with the strengths and tensions found in both the cultural relativism and universal standards approaches to ethical behavior, as explored by Donaldson (1996).

Readings

- "Power, Conflict, and Coalition" (chapter 9) in Reframing Organizations (Bolman and Deal, 2017)
- "Values in Tension: Ethics Away from Home" (Donaldson, 1996)
- "Looking Another Culture in the Eye" (Meyer, 2014)
 - [Looking Another Culture in the Eye - The New York Times](#)
- "How to Respectfully Discuss Contentious Issues at Work" (Grenny, 2022)
 - <https://hbr.org/2022/02/how-to-respectfully-discuss-contentious-issues-at-work>

Assignments

- Participate in an online discussion in Canvas by answering the prompt below and responding to at least one post by your peers, comparing your experiences in a constructive and professional manner.
- Identify an example from the U.S. – or another location where you have lived, studied, or worked – and analyze both the article by Erin Meyer and your own example by applying themes from either the Bolman and Deal (2017) or Donaldson (1996) reading – i.e., What values or beliefs are in tension here -- and how are they shaped by local/regional and national values? In your example, how does the Political Frame help us to analyze Erin Meyer's experiences and your own example?

Week 4

Class: CV writing, Job Application Materials, and Career Design

In preparation for the process of job search, students will create the elements of effective self-representation, including an updated résumé, cover letter, LinkedIn profile, elevator pitch and work sample. Students will summarize their accomplishments in job application materials via the E-portfolio project. While these deliverables will be due the following week, this week provides an opportunity to prepare and focus that effort by reflecting upon what students have learned about their work preferences from their internship experience. Students will articulate a strategy for pursuing a career in their field of interest.

Readings

- "How to Write a Résumé that Stands Out" (Gallo 2014)
- "How to Write a Cover Letter" (Gallo 2014)

Assignments

Submit your Reflection Journal #2: Write a career development plan that is personally meaningful and motivating to you, by answering the following prompts:

- Where do I want to be in three years? e.g. job function, industry, geographic location.
- What are the key skills that I need to develop to get there?
- Where do I want to be in six years?
- What are the additional skills that I need to develop to get there?

Using the materials from the readings this week, complete your résumé and submit to feedback to one of your fellow interns on this course. Respond to their feedback and edit your resume to reflect their suggestions. Submit your updated resume to Assignments.

Week 5

Class: Leveraging LinkedIn and Career Networking

Building on last week's assignments to drafting and submitting an updated résumé and cover letter, students will use these materials to build a personal pitch and update their LinkedIn profile.

Readings and Videos

- Watch "What's the Point of LinkedIn, Anyway?" (HBR 2020) <https://hbr.org/video/6204971616001/whats-the-point-of-linkedin-anyway>
- "The Art of the Elevator Pitch" (Gallo 2018)
- "The Secrets of Great Teamwork" (Haas and Mortensen, 2016)
- Watch: "The Three Bones of Networking" (Serwanga, 2018) <https://www.youtube.com/watch?v=s9hpFx39QdA> or "Designing a Purposeful Personal Brand" (Tran, 2017) https://www.youtube.com/watch?v=Alqt7pIbp_o

Assignments

- Global Internship Program Workshop – Guest Speaker Fareen Shaikh: "Craft Your LinkedIn Profile and Attract Recruiters" Students will use this opportunity to assess how their internship is progressing roughly halfway through the experience. To provide further context for that assessment, students will attend (or watch a replay) and reflect on the Global Internship Program Workshop: "Craft Your LinkedIn Profile and Attract Recruiters". Attending/viewing the workshop and posting a 250 words summary of your personal takeaways from this event will constitute your participation grade for the week.
- Present your personal elevator pitch to a peer. After taking their feedback into consideration, record a video of your personal pitch and upload to assignments.

Week 6

Class: Organization structure

Students will explore organizational culture with an emphasis on local values associated with teamwork, networking, and professionalism. Students will identify a short list of factors that have an outsized influence on team success, as presented by Haas and Mortensen (2016).

Readings

- "Organizational Symbols and Culture" (chapter 12) in Reframing Organizations (Bolman and Deal, 2017)
- "How to Understand Your Current Company Culture" (Heathfield, 2018)
- "Getting Organized" (chapter 3) in Reframing Organizations (Bolman and Deal, 2017)
- "People and Organizations" (chapter 6) in Reframing Organizations (Bolman and Deal, 2017)

Assignments

Participate in an online Canvas discussion by answering the prompt below. Respond to at least one posts by your peers, comparing your experiences in a constructive and professional manner:

- Understanding your workplace culture: Identify an object or artifact, interaction or emotional expression at your workplace that has sparked your curiosity. Using the techniques in the Heathfield (2018) reading, articulate two hypotheses about what it might reveal about your organization's culture.

Week 7

Class: Organizational structure and organizational change

Students will consider how entrepreneurship facilitates successful achievement of an organization's goals. Whether the aim is to increase competitiveness, to improve efficiency, or to enhance the impact of an organization's products or services, innovation and creativity are essential to creating organizational change. Students will examine the skills associated with entrepreneurship – notably problem solving, design thinking, planning, and collaboration – and explore how different industries or sectors in the local setting are adapting to changes within and outside of their organization.

Readings

- "Getting Organized" (chapter 3) in Reframing Organizations (Bolman and Deal, 2017)
- "People and Organizations" (chapter 6) in Reframing Organizations (Bolman and Deal, 2017)

Assignment

Submit your Reflection Journal #4. Respond to one of the following prompts:

- To what extent does your internship organization reflect the Structural Frame, Human Resource Frame, or Symbolic Frame, as defined by Bolman and Deal?
- What examples of entrepreneurship, innovation, or creativity have you observed your internship organization?

Submit internship work plan narrative summary.

Week 8

Class: Interviewing and Negotiating

Preparation is key to a successful interview. Students will learn key interviewing techniques for their first post internship job interview. Further, they will learn crucial negotiation techniques to help overcome anxieties around compensation negotiation.

Reading

- "Negotiating a Job Offer? Here's How to Get What You Want" (DePaul, 2020) <https://hbr.org/2020/12/negotiating-a-job-offer-heres-how-to-get-what-you-want>

Assignments

Global Internship Program Workshop – Guest Speaker Monica Rockstroh

Salary Negotiation

They say that 70% of hiring managers expect you to negotiate their offer, while only 46% of men and 34% of women negotiate offers. Learn how to ask for more in your future job search! Students can attend (or watch a replay) and reflect on the topic by posting a 250 words summary of your personal takeaways from this event. This will constitute your participation grade for the week.

Drawing on the preparatory readings and exercises of the course as a whole, students will submit their self-representation materials (CV, cover letter, LinkedIn profile, elevator pitch, and work sample). Students will summarize their accomplishments in job application materials via the e-portfolio project.

Assignments

Submit E-portfolio, including revised resume, cover letter, LinkedIn profile, work sample, and "elevator pitch" video

Course Materials

Readings

Course readings and links to online resources are provided below, or posted in Files, respectively.

Bolman, L. and Deal, T. (2017). *Reframing organizations*. Jossey Bass.

Depaul, K. (2020, December) "Negotiating a Job Offer? Here's How to Get What You Want" Retrieved from <https://hbr.org/2020/12/negotiating-a-job-offer-heres-how-to-get-what-you-want>

Donaldson, T. (1996, September-October). Values in tension: Ethics away from home. *Harvard Business Review*.

Gallo, A. (2014, February). How to write a cover letter. Harvard Business Review. Retrieved from <https://hbr.org/2014/02/how-to-write-a-cover-letter>

Gallo, A. (2014, December). How to write a résumé that stands out. Harvard Business Review. Retrieved from <https://hbr.org/2014/12/how-to-write-a-resume-that-stands-out>

Gallo, C. (2018, October). The Art of the Elevator Pitch. Harvard Business Review. Retrieved from

<https://hbr.org/2018/10/the-art-of-the-elevator-pitch>

Grenny, J. (2022, February) "How to Respectfully Discuss Contentious Issues at Work" Retrieved from <https://hbr.org/2022/02/how-to-respectfully-discuss-contentious-issues-at-work>

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

Harvard Business Review (2016, November). The Four Phases of Project Management. Retrieved from <https://hbr.org/2016/11/the-four-phases-of-project-management>

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

Horoszowski, M. (2020, January). How to build a great relationship with a mentor. *Harvard Business Review*. Retrieved from <https://hbr.org/2020/01/how-to-build-a-great-relationship-with-a-mentor>

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

Wernsing, T., & Clapp-Smith, R. (2014, January). The role of cultural self-awareness in global leadership. *Ideas for Leaders*, 306. Retrieved from <https://www.ideasforleaders.com/ideas/the-role-of-cultural-self-awareness-in-global-leadership>

Media Resources

Harvard Business Review (2020, October 27). What's the Point of LinkedIn, Anyway? [Video] <https://hbr.org/video/6204971616001/whats-the-point-of-linkedin-anyway>

Serwanga, I. (2018, September 3). The three bones of networking for student success [Video]. YouTube. <https://www.youtube.com/watch?v=s9hpFx39QdA>

Tran, T. (2017, May 5). Designing a purposeful personal brand from zero to infinity [Video]. YouTube. https://www.youtube.com/watch?v=Alqt7pIbp_o