Global Internship Program

COURSE DESIGNATOR: SDNY 3375
NUMBER OF CREDITS: 3 or 6
LANGUAGE OF INSTRUCTION: English
CONTACT HOURS: 18

COURSE DESCRIPTION

The Global Internship Program (GIP) is a unique and innovative opportunity for students to combine their internship placement (and living abroad) experience with a weekly in-class educational and mentoring experience (session), which aims to develop students' personal and professional skills while earning academic credit. The GIP fits in with CAPA's philosophy and practice of Globally Networked Learning (GNL), whereby students can learn about the social and cultural context of their internship placement and the host region and country, as well as other GIP themes, through comparative global analysis. At times, this analysis will be facilitated through a selection of CAPA Masterclasses given by leading professionals from a diverse range of fields. Thus, the weekly discussion-based sessions with their active learning approach gives students the opportunity to discuss and analyze theories and models of work, critical thinking, and 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, 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 on-site 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. The 6-credit internship class has a specialized focus on the latter by engaging students in an internship/industry related research video project to develop each student's connection between their internship and time abroad with possible postgraduate study and career opportunities. 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.

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

Personal and Professional Development: a focus on personal and professional development provides students the opportunity to develop self-awareness to include development of an effective online presence, as well as an awareness of others, within a professional setting. In-class workshops, activities, and assignments, such as formal presentations and mock interviews, provide the perspective required to determine effective strategies for future professional and educational development. The GIP 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.

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 & 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 GIP also encourages students to look at their internships and time abroad from a macro or globalized perspective. In this case, the GIP 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 and Brexit will 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 and attendance at a guest lecture with a leading professional based in Sydney, students are able to personalize their learning experience, as in-class and online activities, and associated assessment materials build upon previous academic and professional experiences, as well as current experiences at internship sites.

COURSE OBJECTIVES

The goals of this course are:

- 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
- To actively participate in the life of the host society through an internship placement and the local environment
- To be able to demonstrate a deeper understanding of the host organization culture through the completion of formal presentations and written reflections that complement the Masterclasses and weekly sessions
- To create a participative and critically challenging program to promote personal and professional development on a number of levels
- To provide an assessment framework that requires students to demonstrate participation, skills development, and professional awareness within a rigorous academic context

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

- Identify and apply the (hard and soft) skills obtained from internship roles
- Reflect analytically on an organization and/or industry through both oral and written reports
- Demonstrate an understanding of critical and strategic thinking and its application in business and research/study
- Design and deliver competent business/professional presentations
- Discuss theory concerning, and provide practical (and personal) examples of intercultural competence—in order to function in a globalized environment and multicultural society
- Discuss theory and provide examples of group formation stages and team roles in different settings and demonstrate an ability to work collaboratively
- 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
- Demonstrate good communication skills such as interview preparation and interview skills (personal branding)
- Articulate with confidence the value of interning and living abroad as it relates to one’s major, career objectives and skill sets
- Demonstrate the ability to prepare, conduct, and analyze work-related/research interviews
- Adapt behavior (body language, tone, vocabulary) to different work and educational settings
- Understand the value and uses of technology to study and work globally

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.
METHODOLOGY

There are two components to the Global Internship Program:

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, to develop 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 online sessions allow students to participate actively in debate and to interact with CAPA faculty, guest speakers, and peers. The online ethnographic field notes enable us to provide support as and when needed. CAPA Faculty and the CAPA Internship Co-ordinator will monitor this and respond to any issues you raise. Of critical importance will be the opportunity for students to analyze and evaluate theoretical frameworks in the context of their internship, course, and other personal experiences. The concept of ‘theory into practice and practice into theory’ will be a significant element of the course. 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.

6-credit students will be joined with 3-credit GIP students in class together to cover CAPA’s GIP core curriculum. 6-credit students and the same instructor will work on the 6-credit only curriculum, which includes a guest lecture and workshops that relate to the students’ final research project that equates 40% of their overall grade.

COURSE PREREQUISITES

The work undertaken at the internship 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 Program).

REQUIRED READINGS/ MATERIALS

REQUIRED READINGS TO BE DISTRIBUTED IN CLASS
Brochure, 17 March.

RECOMMENDED READING
Additional current articles will be distributed in-class and online when relevant and appropriate, and a range of additional reading material and CAPATalks will be available to students, including the following. The number in brackets refers to the meeting number.

JOURNALS
Asia Pacific Journal of Human Resources
Harvard Business Review
Human Resource Management Journal; London
Journal of Industrial Relations; Sydney
Journal of Leadership and Organizational Studies
Journal of Management Development; Bradford
Management Development Review; Bradford

LIBRARY AND RESEARCH FACILITIES
The Sydney TAFE library facilities are available for your use (access to electronic resources, in-library print material access, computer labs, printing and photo-copying). More information on CAPA Sydney library and research facilities can be obtained by looking through your Orientation Pack or by speaking to a CAPA Sydney staff member.
GRADING

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>Achievement that is outstanding relative to the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>Achievement that is significantly above the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>Achievement that meets the course requirements in every respect.</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>Achievement that meets the course requirements in every respect.</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>Achievement that is worthy of credit even though it fails to meet fully the course requirements.</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>Achievement that is worthy of credit even though it fails to meet fully the course requirements.</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>Achievement that is worthy of credit even though it fails to meet fully the course requirements.</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>Achievement that is worthy of credit even though it fails to meet fully the course requirements.</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
<td>Achievement that is worthy of credit even though it fails to meet fully the course requirements.</td>
</tr>
<tr>
<td>D</td>
<td>60-66</td>
<td>Achievement that is worthy of credit even though it fails to meet fully the course requirements.</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
<td>Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.</td>
</tr>
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SUMMARY OF HOW GRADES ARE WEIGHTED

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>GIP participation (including supervisor's report)</td>
<td>20%</td>
</tr>
<tr>
<td>Ethnographic field notes (online journal)</td>
<td>15%</td>
</tr>
<tr>
<td>Online masterclass activities and reflection</td>
<td>10%</td>
</tr>
<tr>
<td>Interview</td>
<td>15%</td>
</tr>
<tr>
<td>Industry research outline (750 words)</td>
<td>10%</td>
</tr>
<tr>
<td>Industry report update to include interview</td>
<td>15%</td>
</tr>
<tr>
<td>Industry research video presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Overall grade</td>
<td>100%</td>
</tr>
</tbody>
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ASSESSMENT DETAILS

GIP PARTICIPATION (20%) (SUPERVISOR’S REPORT COMPONENT IS 5%)
Participation is an essential element of the GIP. In this series of sessions students will be treated as young professionals and will be expected to be as punctual and as eager to engage as is expected of them at their internship sites. This being said, the sessions are discussion-based and honesty about one's experiences is essential and will occur within a trusting and cohesive group environment. It is an opportunity for students to share ideas, test thoughts and theories, and develop a strong sense of self and key communicative and collaborative skills. Ethnographic field notes (online journal) will include an analysis and critique of the internship site and thus provide students with the opportunity to illustrate to their
instructors their on-site engagement and analysis, which they will take into consideration when formulating the participation grade. Near the completion of the internship, supervisors will complete an assessment of the quality of each student’s performance within their respective organizations. Performance assessment and professional development are themes discussed theoretically through the GIP 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Discussion</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>A range</td>
<td>Excellent: consistent contributor; offers original analysis and comments; always has ideas on topics of the readings and relationship with internship; takes care not to dominate discussion.</td>
<td>Obviously has completed all readings; intelligently uses resultant understanding to formulate comments and questions for the discussion.</td>
</tr>
<tr>
<td>B+/B-</td>
<td>Very Good: frequent, willing, and able contributor; generally offers thoughtful comments based on the readings and internship experience</td>
<td>Has done most of the readings; provides competent analysis of the readings and applies insights from class appropriately.</td>
</tr>
<tr>
<td>B/B-</td>
<td>Satisfactory: frequent contributor; basic grasp of key concepts but little original insight; comments/questions are of a general nature and does not relate to the internship often</td>
<td>Displays familiarity with some readings and related concepts, but tends not to analyze them.</td>
</tr>
<tr>
<td>C range</td>
<td>Poor: sporadic contributor; comments/questions betray lack of understanding of key concepts; often digresses in unhelpful ways and makes little or no connection with the internship</td>
<td>Displays familiarity with few readings; rarely demonstrates analytical thought.</td>
</tr>
<tr>
<td>D/F</td>
<td>Very Poor: rarely speaks or illustrates a lack of active listening and does not contribute to group discussion; merely quotes text or repeats own comments or those of others with no connections made to the internship</td>
<td>Little to no apparent familiarity with assigned material or application to relevant experience.</td>
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**ETHNOGRAPHIC FIELD-NOTES (15%)**

You are asked to maintain an online journal, to be updated on/by Sunday following your week of interning. The word count of the journal needs to be between 250–350 words. This journal is only visible to Faculty and your CAPA internship advisor. The journal is a place for you to track your own progress and development and to raise any questions you may have about how to address issues in the workplace, enhance your performance, or otherwise make a strong contribution to your internship site. You should also consider the extent to which your actual experience aligns with your expectations, difficulties and issues that have arisen, what you are enjoying so far, your achievements, and any other specific events during the week and their effect on you.

The topic and readings for these week will also include prompts for reflection so make sure you check CANVAS/the syllabus before doing your journal posting. Faculty will respond to your journal to help keep you on track and may ask you to respond on particular points in your next post. Your response to the topic must reference the set reading. If there is no evidence of engagement with the reading you will be marked absent for that online class and given zero marks for that week. You are also expected to read your Faculty response and incorporate any suggestions or advice into subsequent postings.

**MASTER CLASS ONLINE ACTIVITIES (10%)**

The second component of the written assessment is a series of online activities linked to videos presented by leading academics and professionals. The activities associated with each Master Class will vary (refer to CANVAS and the weekly schedule below) and are designed to help you develop professional skills as you progress through your internship. The activities must be completed by Sunday evening following the week for which they are set.
INTERVIEW (15%)

Students must answer 2 of 4 questions. Each answer must be no longer than 3 minutes in duration. 70% of the grade is given to the students' responses; i.e., content. 30% of the grade will be awarded for clarity of voice and tone, as well as general presentation skills.

Students will record their answers to pre-recorded interview questions. This assignment allows students the opportunity to synthesize and articulate aspects of their internship experiences and learning. As students have the ability to prepare (direct) and re-record their answers prior to submission, the exercise is similar to an exit oral presentation / open-book exam. In this case, expectations for student submissions are high. It is envisaged that students, through fine tuning of their interviews will be learning by doing and will have the opportunity to articulate this learning process in their final reflection assignment at the end of term.

In preparation for (and central to) this assignment students must choose a realistic future internship, post graduate course, or job that they are applying for and state this in writing when submitting the interview assignment. Furthermore, in preparation for this assignment students must have up-dated their resumes and prepared a cover letter for the position being interviewed for as part of their resume/interview workshop. Students will conduct their interviews on the basis that the interview is taking place following their study abroad experience, and are required to use their study abroad experience as part of each answer.

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.capap.org/how-a-capa-dublin-internship-helped-kickstart-my-career

INDUSTRY OR THEMATIC RESEARCH VIDEO PRESENTATION (CUMULATIVE GRADE OF 40%)

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 SLDOs. 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, GIP begins with self-reflection and ends with self-projection.

The research project is comprised of 3 interconnected assignments: an initial research plan, a mid-term report to include the findings of an interview with an industry professional in Sydney, and a final research presentation. Following this and the overall GIP 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 postgraduate interviews.

Industry Review (10%)

In conjunction with their Internship learning agreement and contract, students, having engaged in initial independent research, must meet with their supervisors to discuss their internship and its related industry/field. They must write up a 750-word summative report of their findings along with a research plan that outlines how they will investigate their industry and or theme to include a list of other organizations, their websites and LinkedIn pages.

Mid-Term Industry Research Update (15%)

Following on from their research plan students will further investigate their fields to include an analysis of how companies and people within those companies are branding themselves on LinkedIn and other social media platforms. One aim of this research component is not simply an analysis of how companies brand or advertise themselves but for students to analyze and familiarize themselves with the language/vocabulary associated with that field (their Major). While one workshop is dedicated to 'act'ing in the business world (walk the walk) and presenting oneself on social media, students will also be challenged to use the vocabulary (discourse) of their field i.e. to talk the talk. This 1,000-word report will include the findings (and analysis) of an interview conducted with a professional within the field. Students will also include an outline (thesis) of their final industry presentation.
Industry Research Video Presentation (15%)
This is the final segment of the 6 credit GIP specialized research component. The aim of this research presentation is to have students synthesize their experiences and learning from their internship and knowledge of the related industry. In this case, their presentations must be rigorously edited and contain a clear thesis with the appropriate vocabulary and use of analysis that illustrates their ability for strategic and or critical thinking. The research presentation will primarily be through the medium of PowerPoint or Prezi.

COURSE CONTENT

WEEK 1: GLOBAL INTERNSHIP PROGRAM ORIENTATION

Preparation for the first week at placements: Cultural (invisible) mine fields; the do's and don'ts (cultural codes and cures) of the Sydney work place. Brief introduction to associated concepts such as globality and positionality, (intercultural competence) and high and low context cultures. Tips for successful navigation on public transport.

During orientation there will be an introduction to the online learning activities and assignments of your internship program and a discussion of important criteria for successful internships. The Industry research video presentation groups will be formed.

WEEK 2: Title here

This week you have three activities:
- Begin to reflect on your internship as a learning experience.
- Read the Daudelin article below then write your first weekly journal post. Your weekly journal gives you the chance to take the time to think about your internship experience. By reflecting on your experience you can begin to assess what motivates you, what you like/don't like, how you approach problems, how you socialize with others and so on. It gives you the opportunity to really learn about yourself.
- Complete your first entry, “Expectations and First Impressions,” in your personal reflective journal. Also in your journal provide Faculty with a link to your LinkedIn profile if you have one. You will receive advice on this and you can develop it further throughout the semester as you wish.

Reading Reference:

WEEK 3: MASTER CLASS – INTERCULTURAL FLEXIBILITY AND INTERNATIONAL EXPERIENCE

Complete the learning activity by 10 p.m.

Watch This CAPA Masterclass discusses the concept of Intercultural Competence and its importance for interning abroad.
http://www.kaltura.com/index.php/extwidget/preview/partner_id/2096161/uiconf_id/33967411/entry_id/0_k8i68io7/embed/auto?&flashvars[streamerType]=auto

Reading:
Middleton J. 2014, Cultural Intelligence: The Competitive Edge for Leaders Crossing Borders. Introduction and Chapter 1

Watch this TED Talk by Chimamanda Ngozi Adichie entitled, “The Danger of a Single Story,” https://www.youtube.com/watch?v=D9Ihs241zeg

Develop a short survey (5–10 questions) to administer to one person in your internship workplace that explores:
- What are the cultural values of Australian workplaces? What is considered important and/or valuable in the culture?
- How might the culture have developed based on the history of Australia?
- What would be considered taboo or culturally offensive in an Australian workplace?
- What constitutes an effective communicator in Australian workplace culture?

WEEK 4: INDUSTRY RESEARCH VIDEO PROJECT: STRATEGIC PLANNING & INTERVIEWING SKILLS

In class workshop on developing a research plan and strategic planning.

Students will be guided on how to use LinkedIn as a research tool to aid their industry research assignment. Students will discuss their industry interview mid-term assignment and interviewing skills—devising, recording, and reporting.

Learning Agreement is due, including 750-word Industry Report

WEEK 5: Title here

Journal: Work Values Inventory due 10 p.m. Sunday

This week, you have three activities:
- Complete, score, and reflect on the personal work values inventory using the materials on CANVAS.
- Read the two articles below.
- Complete your weekly entry into your own reflective journal. In your journal this week you might consider and comment on any of the following: How do you think your personal work values (based on the inventory) match the values of the organization you are interning in? Drawing on the readings, have you encountered a defining moment in your career to date? If not, what would you find challenging in dealing with such a moment? Speak to a member of your organisation and ask them if they have faced a defining moment. What was it and what did they learn from it?

Reading References:

Other references:
Work values inventory—See CANVAS
Scoring guide for the work values inventory—See CANVAS
Interpretative guide for the work values inventory—See CANVAS
**WEEK 6: IN-PERSON CLASS—TEAMWORK STYLES**

**In preparation for this in-person class, you are required to:**

1. Read the Chapter from Belbin and review the Belbin website material on team roles.
2. Reflect on working in teams. Can you identify some of the Belbin team roles in your internship? How well does your team perform? Have you worked in other teams that functioned well or teams that did not function so well? What characteristics did each of the members of the team have? Does this give you some insight into why some teams work well and why some don’t? Come prepared to share your thoughts on these questions in class.

**Reading References:**

Mid-Term Report Due. 1,500 words including interview analysis.

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**WEEK 7: Title here**

**Journal—Week in review due 10 p.m. Sunday**

There are no reading resources to review this week. However, you are required to make a general internship update on any happenings or observations that have taken place in your workplace over the last week.

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**SEMIESTER BREAK**

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**WEEK 8: MASTER CLASS—STARTING A START-UP**

**Complete the learning activity by 10 pm Sunday**

You and your team need to develop the draft storyline for your group video essay and have one member of the team upload this to the discussion forum.

**This week, you have two activities:**

- Watch the video on the start up of the Big Tiny Co on CANVAS.
- Reflect on the video and the reading reference. What are some of the critical success factors for start-ups? What is the history of your internship site? How did your internship organisation “start-up”? Consider what start-ups as described in the resources have in common with more established businesses (where many of you are interning, such as a travel agency, a physiotherapy practice, etc). What is fundamentally different? Where do you think you will make the biggest contribution and be most successful? If you are interested in starting a start-up explore this in greater detail. Post your thoughts in the CANVAS online discussion.

**Reading References:**
WEEK 9: ONLINE MASTERCLASS

Journal—Wellbeing: How we do things around here due 10 p.m. Sunday

Watch this CAPA Masterclass:
http://www.kaltura.com/index.php/extwidget/preview/partner_id/2096161/uiconf_id/33967411/entry_id/0_f2cct8q5/embed/thumb?&flashvars%5BstreamerType%5D=auto

This week you have three activities:
- Watch the Masterclass and read the article introducing the Cultural Web and review the website. With direct reference to the six elements of the framework develop your perspective on the paradigm of the organisation at which you are undertaking your internship. Consider whether or not the culture is appropriate for its current and/or future business.
- Complete your reflective journal post. In your journal this week, reflect on the effect organisational culture has on you, and how you respond to it. This will be useful when you are considering employment opportunities. What culture do you prefer? What culture would you establish if you had your own organisation. How important is the Wellbeing Agenda to you? To what extent must new professionals forgo 'wellbeing' to step up the corporate ladder?
- Cultural web explanation: Every organisation has its own culture. Sometimes described as, "The way things get done around here." it is a critical element of organisational performance. Ensuring it is well understood before undertaking significant transformation will greatly improve the probability of success. The Cultural Web, originally developed by Gerry Johnson and Kevan Scholes in 1992, is a straightforward framework that provides us with a common language and structure with which we can achieve such understanding. Considering each of the six elements enables us to formulate the Paradigm, the assumptions and beliefs that employees and decision makers hold in common and/or take for granted.

Reading References:
The Cultural Web https://www.mindtools.com/pages/article/newSTR_90.htm

Supplementary Masterclass of Jon giving 3 case studies of the lack of Wellbeing in employment:
http://www.kaltura.com/index.php/extwidget/preview/partner_id/2096161/uiconf_id/33967411/entry_id/0_51o7zfed/embed/thumb?&flashvars%5BstreamerType%5D=auto

WEEK 10: Title here

Journal—Week in review due 10 p.m. on Sunday 26 March

There are no reading resources to review this week. However, you are required to make a general internship update on any happenings or observations that have taken place in your workplace over the last week.

WEEK 11: Title here

Journal—Reflecting on Your Experience due 10 p.m. on Sunday 2 April

This week, you have two activities:
The reading for this week explains a learning cycle that we move through when we engage in experiential learning activities such as internships. Please read this article and try to apply the cycle to your own experience by looking back through your personal journal. Create a summative post on your journey of learning over the last 10 weeks. How did your first impressions relate to your actual experiences? Were your expectations of the internship met? Were there unexpected events or experiences that occurred during your time in your internship?

Submit your video-essay onto CANVAS no later than 10 p.m. Tuesday.

Reading Reference:

WEEK 12: INDUSTRY RESEARCH VIDEO PRESENTATIONS

This week in class we will be sharing your video-essays and debriefing your Australian internship experience.

You are also required to submit your Individual Interview by 10 p.m. on Sunday 9 April.

ATTENDANCE POLICY

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the onsite syllabus for specific class requirements.

UNIVERSITY OF MINNESOTA POLICIES AND PROCEDURES

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else’s work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

SCHOLASTIC DISHONESTY:

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an “F” or “N” for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

STUDENT CONDUCT:

The University of Minnesota has specific policies concerning student conduct. This information can be found on the Learning Abroad Center website.