

Dublin Internship: Learning through Experience

COURSE DESIGNATOR DBLN 3014

Language of Instruction English

NUMBER OF CREDITS 3 credits

Contact Hours 20 hours

COURSE DESCRIPTION

Internship Reflective Process. This course provides an opportunity for students to reflect on the intercultural context of Ireland's working cultural environment. By reflecting on the practical and emotional aspects of the internship experience, students will deepen their understanding of the host country cultural context and critically examine their own worldviews, assumptions, prejudices, attitudes and habitual patterns of defense. The course will use a mixture of group exercises, work discussion sessions, readings and reflective journaling.

The Process will pay special attention to the following values and concepts

- Understanding your own work ethic and sense of social responsibility
- Deepening awareness of what leadership actually is, what it feels like to you, and what attributes are valued in different cultures
- Developing a deeper understanding of how you communicate – i.e. how do your communications 'land'? - and what you would like to improve in your communication style?
- Developing an appreciation for workplace dynamics and group behaviour
- Understanding what it means to be a reflective citizen in the context of different cultures and professional life
- Appreciating that diverse cultures and working in a 'different' culture, provides an opportunity to appreciate the value in difference – e.g. working through values clashes in the workplace for more creative and collaborative outcomes
- Appreciating the wider social context and its influence on the workplace particularly social media, language, norms and values, politics, the influence of historical traumas/events, political culture, economic assumptions and structures etc.

INSTRUCTOR

Belinda Moller

COURSE GOAL

At the conclusion of this course students will be able to	Associated University Student Learning and Development Outcomes
<ul style="list-style-type: none"> • Analyze and understand cultural workplace dynamics with comparative focus with U.S. 	<ul style="list-style-type: none"> • Appreciation of difference • Can locate and critically evaluate information
<ul style="list-style-type: none"> • Identify skills and experiences necessary to reach future career goals; develop learning objectives for internship site that will help the move towards these career aspirations. 	<ul style="list-style-type: none"> • Goal orientation, awareness of expectations
<ul style="list-style-type: none"> • Be able to think about challenges that arise in the workplace and what it means to take up a professional approach and communicate concerns to colleagues in a tactful, compassionate and empathic manner. 	<ul style="list-style-type: none"> • Can communicate effectively • Can help identify, define and solve problems • Can begin to tolerate some ambiguity
<ul style="list-style-type: none"> • Articulate personal skills, strengths and values within the 	<ul style="list-style-type: none"> • Can communicate effectively

context of the work environment.	<ul style="list-style-type: none"> • Developing some self-awareness
<ul style="list-style-type: none"> • Understand different values and communication styles that impact workplace dynamics and develop strategies for adapting to these differences 	<ul style="list-style-type: none"> • Tolerating ambiguity in the workplace and within interpersonal relationship • Can communicate effectively • Can identify, define and solve problems
<ul style="list-style-type: none"> • Conduct their work during the internship utilizing best practices around professional behavior within a work environment 	<ul style="list-style-type: none"> • Responsibility and accountability

METHODOLOGY

There will be an initial preparation session in which the Internship Reflective process will be explained. The group will also conduct a small exercise in cross-cultural assumptions. This will be followed by 9 X 2- hour work discussion sessions using a mixture of reflective peer-based discussion and academic papers which will be offered to coincide with course requirements.

REQUIRED READING/MATERIALS

Argyris, Chris. 1991. 'Teaching Smart People How to Learn', *Harvard Business Review*.

Other articles will be picked according to Internship/workplace context and other criteria as they arise.

GRADING

CRITERIA FOR GRADING AND GRADING STANDARDS

Grading Rubric		
A	93-100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90-92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87-89	
B	83-86	
B-	80-82	Achievement that meets the course requirements in every respect.
C+	77-79	
C	73-76	
C-	70-72	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D+	67-69	
D	60-66	
F	0-59	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.

Summary of how grades are weighted:

Participation	20%
Goals paper	5%
Journal	15%
Interview paper	10%
Exit interview reflection	5%

Updated CV	5%
Final paper	45%
Overall Grade	100%

ASSESSMENT DETAILS

ATTENDANCE AND CLASS PARTICIPATION

Although ultimately rewarding, working in another country can be confusing or frustrating. There will be time given in all the Sessions to discuss and reflect on your workplace interactions and tasks. You should be ready to share your experiences and thoughtfully comment on other's experiences.

INTERCULTURAL EXPECTATIONS, CONCERNS AND DESIRED GOALS

You will write one page about your expectations, concerns and desires in the context of coming to work in a different cultural environment. Intercultural awareness is associated with a gain in interpersonal skills that are important to successfully engage at your current internship and in professional situations post-study abroad. Identify your aspirations and desired goals but also your concerns and worries. Speculate about the imagined differences and difficulties.

REFLECTIVE JOURNALING

At 3 points during the process, you will be asked to submit 3 X 300 word journals. Reflection means to 'bend back' – think of a light shining on yourself as you reflect on an experience at work, with a colleague, a project that challenged you or any workplace situation that left you 'thinking and wondering'. The task will be to use writing to reflect experientially. A number of experiential learning models will be offered to you, for ways to do this. You must choose an experiential learning model that helps you to reflect on your behavior and to learn from your own insights, those of colleagues and from you classmates attending the Work Discussion Groups

INTERVIEW A ROLE MODEL/MENTOR

You will interview someone in your Internship work place (Or other workplace as suitable) whom, you feel, models attributes or skills you admire and that you would like to emulate. You will write at least two-pages about the content of the interview and address the following themes: why you chose this person (what was it you noticed about them? E.g. their role, their working style, skills etc.?), explaining how you requested the interview, arranged it and how you conducted it; how you think this job may compare to a similar job in the U.S.; having conducting the interview and reflecting on the interviewee's answer; is this a role/job/field you would like to pursue; why or why not?.

Sample questions:

What was this person's career path? How did they progress from one step or phase to the next? What type of education do they have? Was it relevant to what they do now? What is their employment history? What types of tasks does their job include? What is their advice for getting into this field?

CURRICULUM VITAE UPDATING.

Using the template provided update your 'CV' integrate new skills, experience and outline any new intentions, aspirations or desires workplace related and educational as relevant.

FINAL CAPSTONE PAPER

A capstone assignment is meant to "pull it all together". In writing this paper (1500 words, 1.5line spacing) draw upon your initial paper outlining your expectations, concerns and goals. Having completed your Internship, integrate your reflections using your journal, the Work Discussion Sessions, the role model interview, required readings, and the relationships you formed at work. Further criteria will be provided to suit internship environments and students' intentions.

CLASS SCHEDULE

UNIT 1

- Preparation, explain process, intercultural group exercise, getting to know each other

UNIT 2

- Work Discussion Group 1
- Agreeing the ground rules for the effective functioning of this group, agree working structure.
- Discuss the Expectations and Concerns and Goals Assignment.
- Negotiate and agree Assignment deadline
- Brief review of article on working in multicultural workplaces (handout).

UNIT 3

- Work Discussion Group 2
- Review article on working in multicultural workplaces
- Students submit Expectations and Concerns and Goals Assignment
- Students discuss work experience according to agreed structure.

UNIT 4

- Work Discussion Group 3
- Review article on working in multicultural workplaces
- Preparation for Reflective Journaling – identifying an experiential learning model that suits group/individuals
- Students discuss work experience according to agreed structure.

UNIT 5

- Work Discussion Group 4
- Review article on working in multicultural workplaces
- Students discuss work experience according to agreed structure.
- Article as relevant

UNIT 6

- Work Discussion Group 5
- Review reading material
- Students submit Reflective Journal I - evaluate process and receive feedback
- Students plan Interviewing Role Model/Mentor assignment
- Students discuss work experience according to agreed structure.
- Articles as relevant/supportive

UNIT 7

- Work Discussion Group 6.
- Review article
- Students discuss work experience
- Articles as relevant/supportive

UNIT 8

- Work Discussion Group 7.
- Review article
- Group to Discuss, explore and Plan conducting an Exit Interview - (& integration into capstone paper)
- Students discuss work experience
- Articles as relevant/supportive

UNIT 9

- Work Discussion Group 8.
- Review article
- Students submit Reflective Journal 2
- Students discuss Exit Interview progress – finalize any details – (& integration into capstone paper)
- Students discuss work experience
- Articles as relevant/supportive

UNIT 10

- Work Discussion Group 9.
- Review article
- Review progress on Interviewing Role Model/Mentor assignment (& integration into capstone paper)
- Review criteria for capstone paper – discuss any concerns –Finalise and agree deadlines (TBC)/Submission formats.
- Students discuss work experience
- Articles as relevant/supportive

UNIT 11

- Work Discussion Group 10.
- Review article
- Review progress on Reflective Journaling III - evaluate process and receive feedback
- Students discuss work experience
- Articles as relevant/supportive

UNIT 12

- Work Discussion Group 11.
- Review article
- Students discuss work experience - evaluate process and receive feedback
- Articles as relevant/supportive

UNIT 13

- Work Discussion Group 12.
- Students submit Reflective Journal III
- Review Expectations and Goals assignment, submitted in Session3 – compare and contrast
- Students discuss Capstone Paper progress (in addition to process of group discussion – paper should reflect integration of 4 threads of work, expectations, reflective journals, role model interview and exit interview)

UNIT 14

- Work Discussion Group FINAL.
- ENDINGS

ATTENDANCE POLICY

Regular attendance and punctuality are mandatory in order to earn full marks. The final grade will take into consideration preparation required for class (i.e. readings) and participation in class discussions. If you miss any meetings without an excused absence from the on-site director, your final grade will be dropped accordingly. In the case of absences, it is the student's responsibility to find out what information was given in class including any announcements made.

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 and student needs. This information can be found on the Learning Abroad Center website.