
Global Internship Program

COURSE DESIGNATOR: LNDN 3375

LANGUAGE OF INSTRUCTION: English

NUMBER OF CREDITS: 3 or 6

CONTACT HOURS: 45

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 Master classes 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 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.

COURSE OBJECTIVES

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 formal presentations and written reflections that complement the Masterclasses 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, and professional awareness within a rigorous academic context.

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, 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 online sessions allow students to participate actively in debate and to interact with CAPA faculty, guest speakers, and peers. Of critical importance will be the opportunity for students to analyze and evaluate theoretical frameworks in the context of their 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.

6-credit students will be joined with 3-credit GIP students in class together bi-weekly to cover CAPA's GIP core curriculum. In the alternate weeks, the 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 READING

- Anderson, A. & Bolt, S. 2013. *Professionalism: Skills for Workplace Success*. Pearson, New Jersey. [6]
- Anderson, C. 2013. How to Give a Killer Presentation. *Harvard Business Review*, June 2013, pp. 121-125. <https://hbr.org/2013/06/how-to-give-a-killer-presentation> [3]
- Belbin, R.M. 2012. *Team Roles at Work*, 2nd ed. Taylor and Francis, Hoboken. [4]
- Cavoulacos, A. 2016. 'Finally! The 23 Unwritten Rules of Email'. *The Muse*. <https://www.themuse.com/advice/finally-the-23-unwritten-rules-of-email> [5]
- Elsbach, K. D. 2003. How to Pitch a Brilliant Idea. *Harvard Business Review*, September 2003, pp. 117-123. <https://hbr.org/2003/09/how-to-pitch-a-brilliant-idea> [3]
- Foot M. and Hook C. 2008, *Introducing Human Resource Management* Pearson, London. [10]
- Marr, B. 2015. 'How To Create A Killer LinkedIn Profile That Will Get You Noticed'. *LinkedIn Pulse*, 2 June. <https://www.linkedin.com/pulse/how-create-killer-linkedin-profile-get-you-noticed-bernard-marr> [6]
- Martin, S. 2015, 'How Doctors (or Anyone) Can Craft a More Persuasive Message'. *Harvard Business Review Blog*, 29 January. <https://hbr.org/2015/01/how-doctors-or-anyone-can-craft-a-more-persuasive-message> [3]
- Middleton J. 2014, *Cultural Intelligence: The Competitive Edge for Leaders Crossing Borders*. Bloomsbury, London. [2]
- Rosen R. 2000, *Global Literacies*, Simon and Schuster, London. [11]
- Schweitzer, H.F. & M.A. King. 2009. *The Successful Internship* 3rd ed. Brooks/Cole, Belmont. [2]
- Suff, R. 2016. 'Growing the health and well-being agenda: From first steps to full potential'. CIPD Policy Report, January 2016. <https://www.cipd.co.uk/publicpolicy/policy-reports/health-well-being-agenda.aspx> [5]
- The Muse. 2013. 'An Editor's Guide To Writing Ridiculously Good Emails'. Forbes, 19 November. <http://www.forbes.com/sites/dailymuse/2013/11/19/an-editors-guide-to-writing-ridiculously-good-emails> [5]
- UNIDO. 2014. 'Empowering Women – Empowering Humanity: UNIDO and the Beijing Platform for Action'. UNIDO Brochure, 17 March. [https://www.unido.org/fileadmin/user_media_upgrade/What we do/Topics/Women and Youth/Ref2PrintingPublication.pdf](https://www.unido.org/fileadmin/user_media_upgrade/What%20we%20do/Topics/Women%20and%20Youth/Ref2PrintingPublication.pdf) [9]
- 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> [3]
- Zhuo, J. 2014. 'Start-ups versus Big Companies: How they compare in what's awesome and sucky'. *The Year of the Looking Glass*. 23 September. <https://medium.com/the-year-of-the-looking-glass/start-ups-versus-big-companies-f275800e78e5#.lzufnmai> [7]

RECOMMENDED READING

Additional current articles will be distributed in-class 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.

Brooks I. 2006, *Organisational Behaviour*, Pearson, London. [7]

Burkeman, O. 2013. 'Open-Plan Offices Were Devised by Satan in the Deepest Caverns of Hell'. *The Guardian*, 18 November. [2]

Robbins, S. 2009. 'Seven Communication Mistakes Managers Make'. *Harvard Business Review*, Feb. [3]

Knight, R. 2015. 'How to Conduct an Effective Job Interview'. *Harvard Business Review Blog*, 23 January. <https://hbr.org/2015/01/how-to-conduct-an-effective-job-interview> [6]

Barrett, C. 2016. 'Make a Lasting Impression at Job Interviews Using Questions'. *Quintessential*. <https://www.livecareer.com/quintessential/asking-questions-at-interview> [6]

Fried, J. & D. Hansson. 2010. *Rework*. London, Vermillion. [7]

Gardner, H. 1999. *Intelligence Reframed: Multiple Intelligences for the 21st Century*. Basic Books, New York.

[2] Hayes J. 2006, *The Theory and Practice of Change Management*. Palgrave Macmillan, London. [5]

Kastelle, T. 2013. 'Hierarchy Is Overrated'. *Harvard Business Review Blog*, 20 November. <http://blogs.hbr.org/2013/11/hierarchy-is-overrated> [5]

Leheney M. 2008, *The Five Commitments of a Leader*, Management Concepts, Tysons Corner. [7]

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

GRADING

Grading Rubric		
A	93-100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90-92	
B+	87-89	Achievement that is significantly above the level necessary to meet course requirements.
B	83-86	
B-	80-82	
C+	77-79	Achievement that meets the course requirements in every respect.

C	73-76	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
C-	70-72	
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

GIP Participation INC. 5% supervisor's report	20%
Mid-Term Internship Reflection	5%
Formal Group Presentations (Circa 5 minutes per student)	15%
Interview	15%
Final Internship Reflection	5%
Industry Research Outline	10%
Industry Report Up-date to include research interview	15%
Industry Research Presentation	15%
Overall Grade	100%

ASSESSMENT DETAILS

GIP Participation: 20% of final grade (*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. Occasional field notes submitted 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:

Grade	Discussion	Reading
A range	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.	Obviously has completed all readings; intelligently uses resultant understanding to formulate comments and questions for the discussion.
B+	Very Good: frequent, willing, and able contributor; 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-	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	Displays familiarity with some readings and related concepts, but tends not to analyze them
C range	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	Displays familiarity with few readings; rarely demonstrates analytical thought.
D / F	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	Little to no apparent familiarity with assigned material or application to relevant experience.

Mid-Term Report: 5% of final grade (500 words)

Section 1) Based on their weekly written work to-date, students must report on, in summative form, their understanding of the reading material and 'core' sessions to-date. For example, they should consider the self- reflection component of the initial weekly sessions and illustrate, using specific examples, times in which they have displayed intercultural competencies. Relevant readings and outside sources must be cited within the document.

Section 2) Students must review and reassess their Learning Contract and, where appropriate and possible, redefine (*and discuss*) their personal learning goals for the second part of their internship (where new learning goals require possible changes in internship activities, students would need to discuss these with supervisors at a subsequent meeting).

Formal Student Group Presentation: 15% of final grade

The student formal group (PowerPoint/Prezi) presentation is an opportunity regularly throughout the GIP schedule for groups of an average of 4 students to make a formal presentation that illustrates their understanding of their internship and on-site session learning in the context of their internship field (Industry), major and/or a pre-agreed topic such as gender in the workplace*. An example could be a group of Digital Marketing students researching and presenting their initial findings on that industry as related to their internships (host country) and, where possible, comparing their findings with the US. These presentations will take place in sessions 6 and 10. The number of presentations and delivery dates will depend on class size and will help students towards their individual final research assignment.

This formal presentation should be circa 5 minutes per student and consist of a short number of rigorously edited slides. The presentation should be rehearsed by the team so that their understanding of each other's roles, slide content and

speaker transitions are fluid. Each student receives the same grade. After each presentation, detailed constructive feedback and peer-review will be directly given by fellow students and faculty member. This presentation will be good preparation for students' interview assignment. 65% of the grade will be for content and *35% for delivery*. The week which students present will be taken into consideration when grading. For example, the first group will have less time to prepare and some groups' presentations might coincide with other assignments due that week.

* While we endeavor to group students by Major and professional field we recognize that some students might be from diverse fields in which case we will work with them to agree a common interest to research.

Interview: 15% of final grade: *Students must answer 2 of 4 questions.*

Each answer must be no longer than 2 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.capa.org/how-a-capa-dublin-internship-helped-kickstart-my-career>

Final Internship Reflection: 5% of the final grade (500 words)

Students will critically reflect on their GIP experience in summative form. They should provide specific examples (highlights) of the PPD skills they have developed. The assignment must also be forward looking and comment on how the student intends to build upon the GIP experience.

Industry or Thematic Research 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. The internship and project are meant to 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 London, 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 intended that students can discuss and illustrate the value of this research component at job and postgraduate interviews.

Industry Review: 10% of final grade. 750 words

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 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 (including research interview findings and analysis): 15% of final grade. 1,000 words

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 acting 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 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 poster.

Industry Research Presentation: 15% of final grade

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

Orientation with CAPA London Internship Team and GIP Instructors (3 & 6 credit)
<p>In-class activity: Students will be familiarized with all administrative information and procedures required for the successful completion of the GIP program such as logging hours and completion of their internship learning agreement.</p> <p>Preparation for the first week at placements: Cultural (invisible) mine fields; the do's and don'ts (cultural codes and cures) of the London 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.</p>

UNIT 1: Introduce to GIP Core Curriculum (3 & 6 credit)

In-class activity: Introduction to GIP syllabus, bi-weekly 3/6 credit student core sessions, the CAPA GNL perspective, assignments, Learning Agreement, and the section's social contract.

Introduction to the concept of field notes and journaling to enhance internship placement and locality understanding and connections with GIP weekly sessions. Development and discussion of concepts introduced in the orientation focusing on (work) culture in London.

Assignments: [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)

Students should have watched this Orientation Masterclass by Dr Darren Kelly who works and teaches at CAPA. In relation to the recording students must consider what they perceive as being the working norms in the US (culture) and possible working (cultural) differences they might encounter in London? Is there an historical context for work (culture) practices in the UK and London specifically?

UNIT 2: Introduce to Research Project and 6-Credit Syllabus

In-class activity: Introduction to 6-credit only specialized GIP syllabus and research project and its component parts.

In class workshop on developing a research plan and strategic planning. Students will also be guided on how to use LinkedIn as a research tool to aid their industry research assignment

Assignments: Have completed a draft of the Learning Agreement and initial industry findings. Reading to be announced.

UNIT 3: Global Perspectives, Intercultural Competence, and Well-Being (3 & 6 credit)

In-class activity: Intercultural Competence. Discussion of Ethnocentric and Ethno-relative world views – cognitive dissonance and wellbeing (conflict prevention).

Internship Team Check-in. Periodically, a member of the internship team will join the GIP session to contribute to discussions and to check on students' work / hour logs and field administrative and or specific questions about their internships.

Assignments: Reading: Middleton J. 2014, *Cultural Intelligence: The Competitive Edge for Leaders*

Crossing Borders. Introduction and Chapter 1

Media: To be viewed before class: TED Talk by Chimamanda Ngozi Adichie entitled, "The Danger of a Single Story", <https://www.youtube.com/watch?v=D9Ihs241zeg>

Learning Agreements to be submitted in hard copy class today and soft copy on Canvas.

NOTE: Student sub-groups 1 & 2 will meet with their instructors for 15 minutes each to discuss their internships and

any possible concerns.

UNIT 4: Networking, Personal Branding, and Preparing and Conducting Work Interviews

In-class activity: Come to class with your laptop and have looked at your LinkedIn profile, related internship industry profiles and identified possible professionals in your field to interview.

Assignments: Having watched Adichie's presentation, reflect on what you perceive to be your 'single story' and your stories of your host city, country and internship site.

Reading to be assigned on the theme of interviewing <https://www.linkedin.com/pulse/how-create-killer-linkedin-profile-get-you-noticed-bernard-marr>

NOTE: Student (6-credit) sub-groups 3 & 4 will meet with their instructor for 15 minutes to each discuss their internships and any possible concerns.

UNIT 5: Communication Skills and Formal Student Presentations (3 & 6 credit)

In-class activity: Internship Team Check-In

Formal Student Presentations: Groups 1 and 2 Presentations: 15% of final grade Students must wear business casual attire for their formal presentations.

Detailed rubric will be provided. The presentations will be peer-reviewed. The duration depending on group size but circa 5mins per student.

Speed Stating: In pairs, students must be prepared to state what their internship placement business / organization does! Students must bring their phones to record themselves and review in class. This exercise will help students provide a synthesized answer to e.g. "what tasks did you perform in your internship" in their upcoming recorded interview.

Assignments To be viewed before class:

Masterclass: The Perfect Pitch by Prof. Justin Davis:
http://www.kaltura.com/index.php/extwidget/preview/partner_id/2096161/uiconf_id/33967411/entry_id/0_hss5vqhr/embed/thumb?&flashvars%5BstreamerType%5D=auto

Supplementary Reading and Resources:

Making yourself Persuasive: <https://hbr.org/2015/01/how-doctors-or-anyone-can-craft-a-more-persuasive-message>

How to Pitch and Catch: <https://hbr.org/2003/09/how-to-pitch-a-brilliant-idea>

Killer Presentations: <https://hbr.org/2013/06/how-to-give-a-killer-presentation>

Importance of Listening: <https://hbr.org/2016/07/what-great-listeners-actually-do>

UNIT 6: Guest Speaker

In-class activity: Guest lectures provide an opportunity for GIP students to listen to and interact with experts and professionals working in a diverse range of fields within London and England.

Assignments: Reading to be assigned by individual guest speakers on their chosen topic / field

Industry Research Report Up-Date to include interview findings and assessment 15% of Grade. 1,000 words

UNIT 7: Interviews, Cover Letters, and Resume Building (3 & 6 credit)

In-class activity: Introduction to 6-credit only specialized GIP syllabus and research project and its component parts.

In class workshop on developing a research plan and strategic planning. Students will also be guided on how to use LinkedIn as a research tool to aid their industry research assignment

Assignments: Mid-Term Report 5% of grade. 500 words

Section 1) Based on their weekly written work to-date, students must report on, in summative form, their understanding of the reading material and 'core' sessions to- date. For example, they should consider the self-reflection component of the initial weekly sessions and illustrate, using specific examples, times in which they have displayed intercultural competencies. Relevant readings and outside sources must be cited within the document.

Section 2) Students must review and reassess their Learning Contract and, where appropriate and possible, redefine (*and discuss*) their personal learning goals for the second part of their internship (where new learning goals require possible changes in internship activities, students would need to discuss these with supervisors at a subsequent meeting).

Reading: Anderson and Bolt (2013) Chapter 14 "The Resume Package"

Students must come to this session with a cover letter (printed out) for an internship, postgraduate course or realistic job that they might wish to apply for in the future. The letter (using the past tense) must be hypothetically written in the future i.e. the following year after the CAPA experience so that they can include their time studying abroad. The answers given to the questions in the students' assessed recorded interviews (week 12) need to be in relation to these cover letters / job applied for.

Supplementary material for interviews: Know how your interviewer will prepare: <https://hbr.org/2015/01/how-to-conduct-an-effective-job-interview>

Be memorable: <https://www.livecareer.com/quintessential/asking-questions-at-interview>

Interview "Bare Bones": <https://www.linkedin.com/pulse/20140331030822-64875646-job-interview-why-only-3-questions-really-matter>

UNIT 8: Group Dynamics, Teamwork and Roles, and Working Remotely with a Collaborative Framework

In-class activity: Based on their understanding of team dynamics and the Belbin roles, sub-groups will outline what they perceive was the life cycle of the first iPhone, e.g. from idea to global production and marketing, and identify the relevant roles people would have needed to fulfill these tasks. Each role can be used at different intervals e.g. a shaper for the initial phases and then in national and global marketing. Students must pay particular attention to the intercultural competencies needed at different times in the life cycle, e.g. when advertising and marketing the product globally.

In-Class Media: This movie clip from the movie *Remember the Titans* is used to illustrate Bruce Tuckman's theory of group stages (Forming, Storming, Norming, Performing and Mourning):

<https://www.youtube.com/watch?v=hEJaz3sinEs>

Assignments: Reading: Belbin, Chapter 9 'The Art of Building a Team'

Exercise: The Belbin Test can be downloaded from the Canvas page for this week's session

Be prepared to talk about 1 team or group that you belonged to that displayed some or all of Tuckman's stages and or *the roles played in your internship site by you and others.*

NOTE: Meeting with research presentation group 1 & 2

UNIT 9: Student Formal Presentations (3 & 6 credit)

In-class activity: Formal Student Presentations: Groups 3 & 4 Presentations:

15% of final grade Students must wear business casual attire for their formal presentations.

Detailed rubric will be provided. The presentations will be peer-reviewed. The duration depending on group size but circa 5mins per student.

Faculty-led discussion of Masterclass with particular attention given to local contexts. Students will consider, for example, how the formation of the panel might be different in London? Might the topics vary in London as compared with Dublin due to different histories? Is feminism still relevant for millennials? What are the other forms of inequalities in particular locations ranging from race to LGBTQ issues...

Discussion of US and British legislation on gender and diversity..

Assignments: Students must have watched the following Masterclass before class:

http://www.kaltura.com/index.php/extwidget/preview/partner_id/2096161/uiconf_id/33967411/entry_id/0_u40phl9x/embed/auto?&flashvars%5BstreamerTyp_e%5D=auto

Reading to be confirmed

UNIT 10: Thinking Outside the Box:

Critical Thinking and Multiple Intelligences and Developing a Postgraduate Mindset

In-class activity: Global Perspectives to Work and Education:

Is critical thinking necessary for your internship site's operations? How does critical thinking relate to the concept of CQ and intercultural competence? What different 'intelligences' are utilized when studying abroad? How could you

situate these concepts within an interview question that might relate to your study abroad experiences.

Comparative analysis of Education in the US and CAPA Location. What is the value of Study abroad to post graduate study (applications)

Media: TED Talk to be viewed in Class: “Changing Education Paradigms” by Sir Ken Robinson,
https://www.ted.com/talks/ken_robinson_changing_education_paradigms

Assignments: Reading: Foot & Hook, Ch. 7 ‘Training and The Learning Process’

Critical Thinking / Lateral Thinking and the work of Edward de Bono: see: <http://edwdebono.com/>

Howard Gardner reading TBA

NOTE: Meeting with research presentation group 3 & 4

UNIT 11: Gender and Diversity (3 & 6 credit)

In-class activity: Internship Team Check-In

Faculty-led discussion of Masterclass with particular attention given to local contexts. Discussion of US and Host country legislation on gender and equality.

Assignments: Recorded Interview. 15% of Grade

Empowering Women Readings

UNIT 12: Final Industry Research Presentations Showcase

In-class activity: Final Industry Research Presentations (15% of grade)

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.

Assignments: As above

UNIT 13: GIP Review and Celebration (3 & 6 credit)

In-class activity: Internship Team Check-In

Acknowledgement of achievement and discussion of the value of the experience and its relevance in the future.

Assignments: Final Internship Reflection. 5% of the final grade. 500 words

Students will critically reflect on their GIP experience in summative form. They should provide specific examples

(highlights) the PPD skills they have developed. The assignment must also be forward looking and comment on how the student intends to build upon the GIP experience.

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.