

# Global Internship Course: London

## COURSE DETAILS

**Course Designator and Number: LNDN 3375**

**Number of Credits: 3**

**Language of Instruction: English**

**Contact Hours: 28.5**

**Instructor: On-Site Faculty**

## COURSE DESCRIPTION

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

The GIC fits in with CAPA's philosophy and practice of enabling students to learn about the social and cultural context of their internship placement and the host region and country, as well as other GIC themes, through comparative global analysis. Where appropriate, this analysis will be facilitated through a small selection of CAPA Masterclasses given by leading professionals from a diverse range of fields. The in-class active learning approach gives students the opportunity to discuss and analyse theories and models of work, organisational behaviour, and management in a cross-cultural context.

A variety of teaching and learning activities will be used; for example: lecture, workshop, discussion, informal and formal presentations, self-guided and guided research, and mock (recorded) interviews. The assessment mechanisms are all designed to support learning, using the internship and living abroad experience as a vehicle. Above all, the in-class CAPA sessions give students the opportunity to listen to individual experiences, compare and contrast activities with others, and consider the experience in terms of their personal and professional development. At the beginning we focus on self-reflection, and at the end of this process we challenge each student to focus on self-projection. At its core, GIC provides an opportunity for students to unpack, synthesise, and articulate (the value of) their learning.

It is, therefore, our intention that students will treat these on-site sessions with the same dedication and professionalism that we expect the students to display at their internships. Students will undertake an intensive orientation session to help them prepare for and integrate into their placements. Additional resources and readings to aid students' personal and professional development will be provided. Central to the pedagogy of GIC is self-reflection and collaboration; we value the diverse socio-cultural and academic backgrounds our students bring to the course and see the multi- and interdisciplinary nature of GIC as a plus for discussion and collaboration. Students with prior knowledge of certain topics covered in class are encouraged to share their knowledge in a mentoring capacity with their peers and build upon their knowledge by considering such topics from a global and practical perspective.

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

- **Personal and Professional Development (PPD):** a focus on personal and professional development provides students the opportunity to develop self-awareness to include development of an effective online presence, as well as an awareness of others, within a professional setting. In-class workshops, activities, and assignments, such as formal presentations, mock interviews, and a Continuous Professional Development Workshop and poster presentation, provide the perspective required to determine effective strategies for future professional and educational development. The GIC uses aspects of Kolb's model of experiential learning so that students can continually be guided through a process of self-reflection to an extent that their learning is increasingly self-directed, and authored. We empower/link "character building" with the capacity for students to metaphorically and physically "get into character" so that they can engage with a diverse range of people in a range of informal and formal academic, social, and internship (future employment) settings.
- **Intercultural Competence, to include how organizations work and work culture:** an introduction into the area of effective leadership and management styles; working (collaboratively) in teams; employee motivation; performance (and self) management and well-being; 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, London (UK) and USA:** While students foster a greater sense of self and the ability to look at the world with an ethno-relative lens as connected with

PPD skills. The GIC also encourages students to look at their internships and time abroad from a macro or globalized perspective; in this case, the GIC also includes elements of CAPA's Student Learning and Development Outcomes (SLDOs), which include Globalization, Urban Environments, Social Dynamics and Diversity. An example of comparative analysis is an exploration of the national and global realities facing workplaces and educational institutions in London 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 globalization and sustainability may be discussed. Students are encouraged to cultivate their political consciousness, and how macro political and economic policy affect the everyday life/societies in which they are residing during their time abroad.

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

## Course Objectives

- 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 build, develop, and document your analytical and critical thinking skills about the internship experience.
- 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 presentations and written reflections that complement the course materials 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 personal and professional awareness within a rigorous academic context.

## Learning Outcomes

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

- A. identify and apply the (hard and soft) skills obtained from internship roles;
- B. reflect analytically on an organization and/or industry through oral and written reports;
- C. demonstrate an understanding of critical and strategic thinking and its application in business and research/study;

- D. discuss theory concerning and provide practical (and personal) examples of intercultural competence to function in a globalized environment and multicultural society;
- E. discuss theory and provide examples of group formation stages and team roles in different settings and demonstrate an ability to work collaboratively;
- F. 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;
- G. demonstrate good interview preparation and interview skills; to articulate with confidence the value of interning and living abroad as it relates to one's major, career objectives, and skill-sets;
- H. adapt behaviour (body language, tone, vocabulary) to different work and educational settings

## Developmental Outcomes

Students should demonstrate: responsibility and accountability, independence and interdependence, goal orientation, increasing self-confidence, time management (well-being), 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 behaviour, body language, tone, and vocabulary according to the different situations in which they find themselves.

## Methodology

There are two components to the Global Internship Course:

The *site-based internship* component of the course provides students with a unique opportunity to learn by active participation and observation at a host organization in order to develop skills and aptitudes relevant to their career aspirations, critical analytical skills, and to further their personal and professional development. Students will be encouraged to relate course readings, discussions and activities to their internship placements. They will be able to increase their self-confidence, self-awareness, and an awareness of others in a practical setting. Students 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, occasional online sessions, and field studies (see below) 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 analyse and evaluate theoretical frameworks in the context of their internship, session activities, and other personal experiences. The concept of "theory into practice, and, practice into theory" will be a significant element of the on-site sessions. All students must be participating in a CAPA internship placement to participate on the course. A passing academic grade will not be awarded unless students complete the minimum required site internship hours.

## Field Components

Participation in field activities for this course is required. Students will take part in an arrival city/neighbourhood guided walking tour in which they will learn how to navigate and behave (social norms) in London. Before starting their internships, students are required to travel alone to their internship location to familiarise (by observation and analysis) themselves with the transport network and the location in which the internship is located. This self-guided assignment begins the process of self-reflection in which students examine their preconceived and initial thoughts and feelings about working in a global/complex and foreign environment. During the semester, students will partake in a day-long excursion to a location on the periphery of or outside their global city in which they are currently living. Through the medium of out-of-class guided and self-guided research and activities, students will have the chance to collect useful information that will be an invaluable resource for the written assignments and projects assigned in this course. A central academic research and learning component of GIC is the students' engagement with their on-site internship supervisor (and colleagues). As well as the ongoing learning that takes place at the internship location above and beyond the daily tasks, students must meet with their supervisors three times during the semester to plan, evaluate, and assess their (hard and soft) learning.

Students are also strongly encouraged to participate in co-curricular program activities such as CAPA My Global City events and activities. In addition for this course, public lectures at The London School of Economics and Political Science (LSE), which ranked second in the world after Harvard for research into social sciences and management, may be particularly relevant. See its website: [lse.ac.uk/Events/Search-Events](http://lse.ac.uk/Events/Search-Events).

## Course Prerequisites

The work undertaken at the internship and out-of-class activities and field studies should be viewed as academic fieldwork for the assignment requirements and in-class learning. While internship performance, attendance, and attitude are vitally important, it is the written work, presentations in class which account for the greatest portion of the course grade. The course and assessment tasks described in this document carry the internship credit on student transcripts (under the name Global Internship Course).

## Required Readings/Materials

**The course text and additional materials are mandatory reading for the class.** Further reading materials are for students to use if they have a specific interest. Additional and further reading materials are available via the course modules. Presentations or supplementary notes used in class will be published on CANVAS shortly after the lesson.

Required reading, listening, and watching is organized by topic for both three-credit and six-credit students. The required core materials for each in-class session are marked with '\*\*\*'

at the beginning of the entry. Other reading is optional, but students should review if they have selected one or more of the topics for reflection and analysis for their assignments. Additional reading may also be provided in class by faculty members.

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

### **The study-abroad internship experience**

- Burkeman, O. (2013). Open-Plan Offices Were Devised by Satan in the Deepest Caverns of Hell. *The Guardian*, November 18.
- Fox, K. (2008). Work to Rule, in *Watching the English: The hidden rules of English behaviour*. London, England: Nicholas Brearley, 176-207.
- \*\*\* Kelly, D. (2016). CAPA Orientation Masterclass [kaltura.com/index.php/extwidget/preview/partner\\_id/2096161/uiconf\\_id/33967411/entry\\_id/0\\_k8i68io7/embed/auto?&flashvars\[streamerType\]=auto](http://kaltura.com/index.php/extwidget/preview/partner_id/2096161/uiconf_id/33967411/entry_id/0_k8i68io7/embed/auto?&flashvars[streamerType]=auto)
- Schweitzer, H.F. & M.A. King (2009). Chapter 10: Navigating the internship site, in *The Successful Internship* (3rd ed.). Belmont: Brooks/Cole, 281-309.
- Foot M. and Hook C. (2008). Chapter 9: Learning and talent development, in *Introducing Human Resource Management* Pearson, London, 288-332.

### **Global perspectives and intercultural competence**

- \*\*\* Middleton J. 2014. Part One: What is cultural intelligence (CQ)?, in *Cultural Intelligence: The Competitive Edge for Leaders Crossing Borders*. London, England: Bloomsbury, 7-20.
- Hofstede, G. (1993). Cultural constraints in management theories. *The Academy of Management Executive*, 7(1), 81-94.

### **Communication: listening, presenting, and influencing**

- \*\*\* Anderson, C. (2013). How to Give a Killer Presentation. *Harvard Business Review*, June, 121-125. [hbr.org/2013/06/how-to-give-a-killer-presentation](http://hbr.org/2013/06/how-to-give-a-killer-presentation)
- Cavoulacos, A. 2016. 'Finally! The 23 Unwritten Rules of Email'. *The Muse*. [themuse.com/advice/finally-the-23-unwritten-rules-of-email](http://themuse.com/advice/finally-the-23-unwritten-rules-of-email)
- \*\*\* Davis, J. (2016). CAPA Communication Masterclass "The Perfect Pitch" [kaltura.com/index.php/extwidget/preview/partner\\_id/2096161/uiconf\\_id/33967411/entry\\_id/0\\_hss5vqhr/embed/thumb?&flashvars%5BstreamerType%5D=auto](http://kaltura.com/index.php/extwidget/preview/partner_id/2096161/uiconf_id/33967411/entry_id/0_hss5vqhr/embed/thumb?&flashvars%5BstreamerType%5D=auto)
- \*\*\* Elsbach, K., D. (2003). "How to Pitch a Brilliant Idea." *Harvard Business Review*, September, 117-123. [hbr.org/2003/09/how-to-pitch-a-brilliant-idea](http://hbr.org/2003/09/how-to-pitch-a-brilliant-idea)
- \*\*\* Martin, S. (2015). How Doctors (or Anyone) Can Craft a More Persuasive Message. *Harvard Business Review Blog*, January 29. [hbr.org/2015/01/how-doctors-or-anyone-can-craft-a-more-persuasive-message](http://hbr.org/2015/01/how-doctors-or-anyone-can-craft-a-more-persuasive-message)
- Robbins, S. (2009). Seven Communication Mistakes Managers Make. *Harvard Business Review*, February.
- \*\*\* Zenger, J. & Folkman, J. 2016. *What Great Listeners Actually Do*. *Harvard Business Review Blog*, 14 July. [hbr.org/2016/07/what-great-listeners-actually-do](http://hbr.org/2016/07/what-great-listeners-actually-do)

### **Defining your personal brand: profiles, resumes, cover letters, and interviews**

- Anderson, A. & Bolt, S. (2013). Chapter 14: Resume package, in *Professionalism: Skills for Workplace Success*. New Jersey: Pearson, 226–258.
- Anderson, A. & Bolt, S. (2013). Chapter 15: Interview techniques, in *Professionalism: Skills for Workplace Success*. New Jersey: Pearson, 260–282.
- \*\*\* Barrett, C. (2016). Make a Lasting Impression at Job Interviews Using Questions. *Quintessential*. [livecareer.com/quintessential/asking-questions-at-interview](http://livecareer.com/quintessential/asking-questions-at-interview)
- Knight, R. (2015). How to Conduct an Effective Job Interview. *Harvard Business Review Blog*, January 23. [hbr.org/2015/01/how-to-conduct-an-effective-job-interview](http://hbr.org/2015/01/how-to-conduct-an-effective-job-interview)
- Marr, B. (2014). Job Interview: Why Only 3 Questions Really Matter. *LinkedIn*, March 31. [linkedin.com/pulse/20140331030822-64875646-job-interview-why-only-3-questions-really-matter](http://linkedin.com/pulse/20140331030822-64875646-job-interview-why-only-3-questions-really-matter)
- \*\*\* Marr, B. (2015). How To Create A Killer LinkedIn Profile That Will Get You Noticed. *LinkedIn Pulse*, June 2. [linkedin.com/pulse/how-create-killer-linkedin-profile-get-you-noticed-bernard-marr](http://linkedin.com/pulse/how-create-killer-linkedin-profile-get-you-noticed-bernard-marr)
- Peters, Y. (1997). The Brand Called You. *Fast Company Magazine*, August/September. [fastcompany.com/28905/brand-called-you](http://fastcompany.com/28905/brand-called-you)

### **Group dynamics and team working**

- \*\*\* Belbin, R.M. (2010). Chapter 9: The art of building a team, in *Team Roles at Work (2nd ed.)*. New York: Routledge, 97–106.
- \*\*\* <<kpkammer>> (2013) Clip from the movie *Remember the Titans* is used to illustrate Bruce Tuckman's theory of group stages (Forming, Storming, Norming, Performing and Adjourning) [youtube.com/watch?v=hEJaz3sinEs](http://youtube.com/watch?v=hEJaz3sinEs)
- Brooks I. (2006). Chapter 5: Groups and Teams, in *Organisational Behaviour*. London, England: Pearson, 110–155.
- Hayes J. (2006). Chapter 10: Communicating change, in *The Theory and Practice of Change Management*. London, England: Palgrave Macmillan, 178–190
- Kastle, T. 2013. 'Hierarchy Is Overrated'. *Harvard Business Review Blog*, 20 November. [blogs.hbr.org/2013/11/hierarchy-is-overrated](http://blogs.hbr.org/2013/11/hierarchy-is-overrated)
- Leheney M. (2008). Chapter 2: A commitment to people, in *The Five Commitments of a Leader*. London, England: Kogan Page, 53–80.

### **Analytical, critical, and creative thinking**

- \*\*\* Gardner, H. (1999). Chapter 3: The theory of multiple intelligences, in *Intelligence Reframed: Multiple Intelligences for the 21st Century*. New York: Basic Books, 27–46.
- Dr. Edward de Bono's official website: [edwdebono.com](http://edwdebono.com)
- \*\*\* "Changing Education Paradigms," 2009 TED Talk by Sir Ken Robinson, [ted.com/talks/ken\\_robinson\\_changing\\_education\\_paradigms](http://ted.com/talks/ken_robinson_changing_education_paradigms)

### **Conducting organizational research**

Saunders, M., Lewis, P., & Thornhill, A. (2016). *Research methods for business students (7th ed.)*. Harlow, England: FT Prentice Hall:

- Chapter 1—The research process, 11–13.
- Chapter 2—Formulating and clarifying the research topic, 26–37, 42–48.
- Chapter 3—Critically reviewing the literature, 70–85, 93–100.
- Chapter 4—Collecting data using semi-structured interviews, 293–296, 401–413.
- Chapter 5—Writing your project report, 633–649.

Note, although Saunders et al. above references “business” in their title, the material is applicable to all sectors.

Martin Denscombe, *The Good Research Guide for Small-Scale Social Research Projects* (3rd Ed) Maidenhead, Berks: Open University Press, 2007.

### **SUNY-Oswego Online Library Resources**

If students do not have access to sufficient additional resources from their home institution to complete the coursework for this class, they may request access to the online library resources of SUNY-Oswego: [libraryguides.oswego.edu/c.php?g=500670](http://libraryguides.oswego.edu/c.php?g=500670). To access this resource, students must request access during the first week of the program.



# Grading

## Grading Rubric

<b>Letter grade</b>	<b>Score or percentage</b>	<b>Description</b>
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

Assignments	Percentage of grade
<b>Signed learning agreement*</b> (learning outcomes a, g)	0%
<b>Self-guided internship location research</b> (750 words; learning outcomes d, g, h)	10%
<b>Mid-term internship reflective essay*</b> Interim reflective analysis and review of internship experience including summary of mid-point meeting with internship supervisor (1,000 words; learning outcomes a, b)	20%
<b>Personal &amp; professional development review</b> Group poster presentation in workshop session (learning outcomes b, f, i)	10%
<b>Brexit &amp; the UK workforce</b> Having read assigned readings, students write an overview of the issue and the views of colleagues at their internships (750 words; learning outcomes a–f)	10%
<b>Mock Interview (delivery and review)</b> Written analysis and review of face-to-face mock interview experience (learning outcomes a, c, f, g, h)	15%
<b>Final internship reflection*</b> Reflective analysis and review of interview experience to including summary of final exit meeting with site supervisor (1,000 words; learning outcomes a–f)	15%
<b>Participation</b> Assessment of engagement and performance at internship site, and in workshop sessions (all learning outcomes)	20%
<b>Overall grade</b>	100%

\*requires meeting with internship site supervisor

## **Assessment Details**

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

### **Learning Agreement**

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

All students will type up their internship objectives agreed with their site supervisors, together with their plans for achieving them, in the Learning Agreement template provided. Students will submit a draft for faculty members to comment on and once finalized, students will submit a scanned copy, signed by both them and their supervisor.

### **Self-Guided Internship Location Research**

**10% of final grade** (500 words)

Linked with their three-words activity in orientation, in which students choose three words to describe how they feel about starting their internship, students will write a summary reflection of their initial engagement with feelings and critical observations of their internship commute, location and their global city based partly on their pre-internship self-guided exploration of the internship location.

### **Mid-Term Internship Reflective Essay**

**20% of final grade** (1,000 words)

Students will report on their understanding of the course materials to date framed by their own experiences at their internships and mid-point meeting with their internship supervisor.

### **Personal & Professional Development Review (Poster Presentation)**

**10% of final grade**

In small groups during an interactive workshop based on best practice used as part of some industries' Continuous Professional Development programs, students will prepare and deliver poster presentations that illustrate their understanding of their internship and in-class learning and PPD skill development.

### **Mock Interview**

**15% of final grade**

Students will attend a professional mock (formal) interview, which they will record as a voice memo on their phones. Interviews will be held in person at the CAPA centre or via Zoom, a video conferencing platform. Interviews are conducted on the basis that the interview is taking place after the current semester, and students will be encouraged to use their study abroad experience as part of most answers. This assignment allows students the opportunity to synthesize and articulate aspects of their internship experiences and learning, such as PPD skills gained and or honed by interning and living abroad.

In preparation for this assignment students must diligently choose a realistic internship, graduate program, or job to apply for. The more realistic the position the more beneficial for the students. If, for example, they wish to apply to grad school this is a great opportunity to be interviewed for such a program. Students may use an existing job posting taken from a company's website. Prior to the interview, students submit an updated resume (and LinkedIn profile) that includes their current CAPA internship and study abroad experience and write a cover letter for the position. Students must tailor their resume and cover letter to the position being applied for. For example, they should echo the language in the job description in the cover letter and resume.

Following the interview, each student will listen to their recording and write a focused critique of their answer to each question. They must also critique their overall "performance" in terms of, for example: tone, speed, and use of filler words and language (vocabulary) used. They must consider, for each of their answers, "If I were to answer this question again, what would I say differently? Would I give a different example?" etc. A percentage of the grade is given for the interview, as recommended by the interviewer, and for the students' written critique.

*In the past, students have completed a mock interview during their study abroad semester for jobs that they did apply for on return and have stated that the experience of the mock interview AND having studied abroad contributed to their getting the job! Read the following example in this blog post:*

[capaworld.capa.org/how-a-capa-dublin-internship-helped-kickstart-my-career](http://capaworld.capa.org/how-a-capa-dublin-internship-helped-kickstart-my-career)

### **Final Internship Reflection**

**15% of final grade** (1,000 words)

Students will critically reflect on their initial and final three words and how the different word choices reflect their personal and professional journeys throughout the semester; they must also include a brief reflection on their exit meeting with their site supervisor. The assignment must also be forward looking and comment on how the students intend to build upon the GIC experience.

### **Brexit and the UK Workforce**

**15% of final grade** (750 words)

Following assigned readings on the topic of Brexit, the perusal of local and national media, and discussion with colleagues at their internships, students will write a review of the issue of Brexit and the UK workforce.

### **GIC Participation**

**20% of final grade (supervisor's report component is 5%)**

Participation is an essential element of the GIC for the academic and reflective components as well as the site-based and field components of the program.

**For the *site-based* internship component** of the course, near the completion of the internship, supervisors will complete an assessment of the quality of each student's performance within their respective organizations.

**For the *academic and reflective* components** students will be treated as young professionals and are expected to be as punctual and as eager to engage as at their internship sites. A

series of discussion-based sessions will take place within a trusting and cohesive group environment where honesty about experiences is essential. Students will share ideas, test thoughts and theories, and develop a strong sense of self and key communicative and collaborative skills. Performance assessment and professional development are themes discussed theoretically through the GIC curriculum, thus linking theory and practice. While recognizing different learning styles and personality traits, all students are expected to illustrate to their instructors their engagement with the material and capacity for active listening and group participation. Students will for one session be expected to provide a synthesis and critique of one of the corresponding session's reading/viewing material. At other times, students will make an informal "newstalk" presentation whereby they discuss a topic that is headline news in the local and/or national media and being a topic for discussion at their internship site.

## COURSE CONTENT

### Unit 0

#### Orientation with CAPA London Internship Team & GIW Instructors

- **Session:**
  - Student groups participating in orientation are based on student housing location and other factors and therefore, this session does not occur with their GIC group and possibly not their GIW instructor
- **In-class/session activity:**
  - Introduction to the concepts of globality, positionality, and intercultural competence
  - High vs. low context cultures
  - Cultural minefields and the cultural codes and customs of the London workplace
  - Preparation for the first week at placements
  - Tips for successful navigation on public transport
  - Administration and procedures: Learning Agreement; timesheets and absence; support from the Internship Team
- **Post class/session activity:**
  - Prepare:
    - Summary of internship site organization
    - Draft Learning Agreement

#### Arrival City Tour

- **Session:**
  - Students will take part in an arrival city/neighbourhood guided walking and bus tour in which they will learn how to navigate the city by foot (creation of mental maps) and be made aware of transport networks, which includes an analysis of

social norms in London. Discussion of the etiquette of taking photographs in the city.

- **In-class/session activity:**
  - Students must not be passive observers of their tour but rather be active participants who are fully engaged in the tour, which includes taking photographs and mental notes to aid initial in-class discussions.

## Unit 0/1

### Self-Guided Internship Neighbourhood Research

- **In-class/session activity**
  - Students must plan their commute/travel plans to get from their housing (and academic location) to their internship location. They must take this commute. Once in their location, students must identify the precise location/building of their internship and slowly explore and critically observe the local neighborhood, noting shops, services, landmarks and, for example, green spaces as they go.
- **Post Activity**
  - Linked with their three-words activity in orientation, in which students choose three words to describe how they feel about starting their internship, students will write a summary reflection of their initial engagement with feelings and critical observations of their internship commute, location, and their global city based partly on their pre-internship self-guided exploration of the internship location. This document must be uploaded to CANVAS before Unit 2.

## Unit 1

### Introduction to the London Global Internship Course

- **In-class/session activity**
  - Review of orientation
  - GIW syllabus
  - Personal and Professional Development (PPD) Portfolio:
  - Making sense of your internship
  - Preparing for future opportunities
  - Assignments
  - Learning Agreement—designing your aims and objectives for your internship
  - Expectations—differences between the US and UK and London
- **Post activity**
  - Prepare:
    - Summary of internship site organization
    - Draft Learning Agreement
  - Discuss:
    - Organization/sector issues with site supervisor to inform research project

## Unit 2

### Positionality & Cultural Intelligence

- **Pre-Session**
  - Read:
    - Middleton, J. (2014), Chapter 1
- **In-class/session activity**
  - Making sense of your internship:
    - Ethnocentric and ethnorelative world views at work
    - Intercultural competence and CQ in the workplace
  - Preparing for future opportunities and interviews: Speed skating—bring a charged phone to class to record sample interviews
    - Explaining your role within your team
    - Summarizing your internship organization
- **Post activity**
  - Prepare:
    - Notes on sector themes and issues from discussion with site supervisor and work colleagues for the Research Project #1: Context
- **Assignments due**
  - Upload your Internship Location Research Assignment to CANVAS

## Unit 3

### Working in Global Teams

- **Pre-session**
  - Read:
    - Belbin (2012), Chapter 9
  - Complete:
    - Belbin Test
- **In-class/session activity**
  - Making sense of your internship:
    - Linking CQ with working in global teams
    - Introduction and overview of Tuckman's theory of group stages
  - Preparing for future interviews:
    - S-T-A-R practice: CQ
- **Assignments due**
  - Signed scanned Learning Agreement uploaded to CANVAS

## Unit 4

No Class

## Unit 5

No Class

- Arrange mid-point interview with your site supervisor

## Unit 6

**Guest Lecture**

- **Pre-session**
  - Reading to be decided
- **In-class/session activity**
  - Workshop
- **Assignments due**
  - Mid-term internship reflection (1,000 words)

## Unit 7

Mid-Term Break Week

## Unit 8

**Personal & Professional Development (PPD) Review**

- **Pre-session**
  - Read:
    - CAPA's PPDs
- **In-class/session activity**
  - Making sense of your internship
    - PPD review
  - Present: Group poster presentations (10% of final grade)
- **Post-class/session activity**
  - Prepare:
    - Research and identify potential internships/jobs/postgrad courses



## Unit 9

### No Class

- **Post-class/session activity**
  - Update your resume and LinkedIn profile to include this internship and study abroad experience

## Unit 10

### Resumes, Cover Letters, & Mock Interviews (Mock Interview Preparation)

- **Pre-session**
  - Read:
    - Anderson & Bolt (2013)
    - Marr (2014)
  - Prepare:
    - Print out resume and cover letter to include London internship experience
- **In-class/session activity**
  - Preparing for future opportunities
    - Job application workshop run by the Internship Team
- **Post-class/session activity**
  - Prepare:
    - Resume and cover letter and LinkedIn profile. Research company overview and job description for mock interview.

## Unit 11

### Online Session—Brexit

- **In-class/session activity**
  - Read and watch: “Brexit: All you need to know about the UK leaving the EU.” The background and latest BBC update [bbc.co.uk/news/uk-politics-32810887](https://www.bbc.com/news/uk-politics-32810887)
- **Post-class/session activity**
  - Speak with colleagues at your internship about their views on Brexit
- **Assignments due**
  - Submit written assignment (750 words)

## Unit 12

### Mock Interviews

- **Pre-session**
  - Practice:

- S-T-A-R answers to interview questions
- **In-class/session activity**
  - Have phone fully charged and be familiar with how to make a voice recording
- **Assignments due**
  - Upload interview and typed review of the content and delivery of each answer you gave at the mock interview

## Unit 13

### No Class

- Arrange review meeting with your internship supervisor
- **Post-session**
  - Prepare final Internship reflection assignment

## Unit 14

### Review & Celebration

- **Pre-session**
  - Prepare:
    - Reflect on experience and consider advice for future students
- **In-class/session activity**
  - Preparing for future opportunities
    - Achievements
    - The value and future benefits of the GIC experience
- **Assignments due**
  - Final Reflection. Comparing initial and final two words and notes on review meeting with internship site supervisor

## POLICIES

### 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 on-site syllabus for specific class requirements.

### University of Minnesota Policies & 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.