



SNDY INTP 3348  
Global Internship Course: Sydney

CAPA SYDNEY PROGRAM  
Semester 2020

<i>Faculty:</i>	
<i>Email:</i>	<i>Through Canvas</i>
<i>Office hours:</i>	<i>By appointment</i>
<i>Class times:</i>	<i>(2.5hrs duration)</i>
<i>Class Room</i>	<i>tba</i>

### 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 on-line 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 excursions that have been devised to enable students to become more comfortable with, and knowledgeable of, their internship locations / neighbourhoods. 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. At times, this analysis might 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 analyze theories and models of work, organizational behavior and management in a cross-cultural context such as Australia's historical place within a pan Asian market.

A variety of teaching and learning activities will be used, for example: lecture, workshop, discussion, informal and formal presentations, self-guided and guided individual and team 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 and supplementary on-line 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, synthesis 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 inter-disciplinary 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

to 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 on-line 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 team research (video) project, 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 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, Sydney 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 outlined above. 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 Sydney 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 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 on-line 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.

### Aims

1. To build, develop and document your analytical and critical thinking skills about the internship experience.
2. To link the internship experience with a consideration and analysis of current and historical aspects of Australian working culture so that you can then compare these with the US workplace and culture.
3. To actively participate in the life of your host culture through your internship placement.
4. To be able to demonstrate a deeper understanding of the host organization culture through the completion of written reflections.
5. To create a participative and critically challenging program to promote personal development.
6. To provide an assessment framework that requires students to demonstrate participation, skills development, and professional awareness within a rigorous academic context.

### Requirements and Prerequisites

The work undertaken at the internship and out-of-class activities and excursions 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).

### Student Learning Outcomes (SLOs)

On completion of the program students will be able to:

1. Understand the value and uses of technology to study and work globally
2. Discuss theories concerning, and provide practical (and personal) examples of intercultural competence - in order to function effectively in a globalized and multicultural environment
3. Demonstrate an understanding of, and the value for, individual and collaborative research and work
4. Evaluate the validity of a variety of management theories and models in terms of their practical and conceptual value
5. Discuss theories and provide examples of group formation stages and team roles in different settings
6. Communicate effectively (writing and orally), both formally and informally, to different audiences
7. Demonstrate an understanding of critical thinking and its application in business and research/study
8. Design and deliver competent business / professional presentations
9. Prepare a professional resume and cover letter and to be familiar with different on-line work-related websites, such as LinkedIn and networking opportunities
10. 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.

### Developmental Outcomes

Students should demonstrate: responsibility & accountability, independence & interdependence, goal orientation, self-confidence, resilience, appreciation of differences.

### Class 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 on-line sessions and field excursions (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 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.

### Assessment and Grading

The assessment tasks for this course are designed to build on each other. Journaling will feed into your research video project and individual interview.

Assessment	Weight	SLO
1. Participation	20%	1, 2, 3, 4, 5, 6, 7
2. Internship Location Self-Guided Research	10%	3,6,7
3. On-Line Written Assessments	20%	1, 2, 4, 5, 7, 9, 10
4. Research Video Project	35%	1, 3, 6, 8, 10
5 Mock Interview	15	1, 2, 4, 6, 9, 10

### Grading policy:

Descriptor	Alpha	Numeri c	GPA	Requirements
Excellent	A A-	93+ 90 - 92	4.0 3.7	Shows superior use and understanding of extensive literature beyond the textbook and notes
Good	B+ B B-	87 - 89 83 - 86 80 - 82	3.3 3.0 2.7	Shows significant use and understanding of extensive literature beyond the textbook and notes
Average	C+ C	77 - 79 73 - 76	2.3 2.0	Shows a clear understanding and some insight into the material in the textbook and notes, but not beyond
Below Average/ Poor	C- D+ D	70 - 72 67 - 69 60 - 66	1.7 1.3 0.7- 1.0	Fails to show a clear understanding or much insight into the material in the textbook and notes
Fail	F	<60	0	Shows little or no understanding of any of the material
Incomplete	I			Please see CAPA policy in Faculty Handbook

#### 1. Participation (20%, ongoing)

There are two components to the participation assessment:

- Your Supervisor will complete an evaluation of your performance during the internship and this component will reflect their overall assessment of your performance.
- You are also expected to attend and contribute to the seven in-class sessions. Please review the following table as a guide to how you will be evaluated:

Grade	Discussion	Reading

A range	Excellent: consistent contributor; offers original analysis and comments; always has ideas on topics of the readings; 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.	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.	Displays familiarity with some readings and related concepts, but tends not to analyse them.
C range	Poor: sporadic contributor; comments/questions betray lack of understanding of key concepts; often digresses in unhelpful ways.	Displays familiarity with few readings; rarely demonstrates analytical thought.
D / F	Very Poor: rarely speaks; merely quotes text or repeats own comments or those of others.	Little to no apparent familiarity with assigned material or application to relevant discussion.

#### On-line Written Assessments (20%)

##### *Online posts - Weeks 1, 2, 5, 9, 11*

You are asked to maintain an online journal, to be updated on/by Sunday following your week of interning. The word count of the journal needs to be between 350 - 500 words. This journal is only visible to Faculty and your CAPA internship advisor. The journal is a place for you to track your own progress and development and to raise any questions you may have about how to address issues in the workplace, enhance your performance, or otherwise make a strong contribution to your internship site. You should also consider the extent to which your actual experience aligns with your expectations, difficulties and issues that have arisen, what you are enjoying so far, your achievements, and any other specific events during the week and their effect on you.

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

#### 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 (750 words)

Linked with their 3 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.

#### Research Project (Video Essay)

35% of final grade

*Films to be aired in class on final class.*

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 SLDs. We hope that the internship and project can inspire and excite students about their Major and field of study in a working context and, or, to illustrate the value of their study abroad experience to post graduate applications and work. As expressed above, GIC begins with self-reflection and ends with self-projection.

The research project is comprised of three interconnected assignments: 1) an initial research plan; 2) a mid-term report; and 3) a final video presentation. It is hoped that students can discuss and illustrate the value of this research component at job and graduate school interviews.

#### Research Project #1: Outline

8% of final grade (750 words)

Students individually write up their investigation of the chosen themes, challenges or issues their sector or discipline is currently facing, specific to their internship organization.

#### Research Project #2: Report

12% of final grade (equivalent of 1,000 words)

Students write up their analysis of the findings of two or more interviews conducted with professionals within their sector or discipline.

#### Research Video #3: Presentation

15% of final grade

This assessment task is an 8 minute video essay to be completed as a team effort working in their assigned industry and or thematic teams. It is a collage of video, text and graphics with audio. The project is structured around a central research question, mixed research methods and findings that include an analysis of the interviews you did with people in your industry or area of research. Furthermore, it must include what you have individually and collectively learned during your internships. The learning may relate to personal development, preferences for future employment (types of organizations, management and leadership styles, size, etc.), technical or skills related learning, development of inter-cultural competency and draw on your individual essays. Resources have been provided on CANVAS to help you develop your video-essay. The video must be uploaded to CANVAS and will be showcased in the final in-person class.

### Individual Mock interview

15% of Final Grade

Due: 10pm Friday (week 11)

Reflect on mock interview completed with an interviewer in the previous weeks. You are also required to submit your Individual Interview.

For this assessment task students will complete an interview that is designed to draw out the key lessons learned from the internship abroad experience, especially as it relates to future employment and career. They will then write a reflection on the interview, addressing three questions that are provided. The assessment is based on the quality of the assessment uploaded with their resume and cover letter to Turnitin. The word count for the reflection is 1,000 words (+/- 10%).

### Course Materials

#### *Required Readings*

There are no required texts for this course however the set readings listed in the weekly schedule are required. The Learning Management System will log your activity in doing the readings and this will be reviewed when assigning your grades.

#### *Recommended Reading*

You may find the following references useful for your program:

- Belbin, R. M. 2012. *Team Roles at Work*. 2nd Ed Hoboken: Taylor and Francis.
- Clegg, Stewart and Hardy. Cynthia (2006). *The SAGE Handbook of Organization Studies*, Sage 2nd Edition, London: SAGE
- Schweitzer, H.F., King M.A., 2009. *The Successful Internship*. 3<sup>rd</sup> Edn. Belmont CA: Brooks/Cole
- Stewart R Clegg, Cynthia Hardy and Tyrone Pitsis (3rd Edition) (2011). *Managing and Organizations: An Introduction to Theory and Practice*, London: SAGE

#### Journals

Asia Pacific Journal of Human Resources

Harvard Business Review

Human Resource Management Journal; London

Journal of Industrial Relations; Sydney

Journal of Leadership and Organizational Studies

Journal of Management Development; Bradford

Management Development Review; Bradford

Organization: The Critical Journal of Organization, Theory and Society

#### SUNY-Oswego Online Library Resources

Students are advised to review assignments and readings. If you do not have access to sufficient additional resources from your home institution to complete the coursework for this class, you may request access to the [online library resources of SUNY-Oswego](#). To access this resource, you must request access during the first week of the course.

## Weekly Schedule

Week	Activity
0	<p>Global Internship Orientation - refer your CANVAS Program Calendar for details of time and venue</p> <p>During orientation there will be an introduction to the online learning activities of your internship program and a discussion of important criteria for successful internships. It will be an opportunity for the Faculty to meet you, you to meet the Faculty, and for you to meet other students.</p> <ul style="list-style-type: none"> <li>• Faculty Introductions</li> <li>• Overview of Learning Activities</li> <li>• 3 Word Activity</li> <li>• Learning Agreement</li> <li>• Research Project group formation and information</li> </ul>
0	<p>Arrival City Tour</p> <p>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), be made aware of transport networks, which includes an analysis of social norms in Barcelona. Discussion of the etiquette of taking photographs in the city.</p> <p>Students must not be passive observers of their tour but to be active participants and fully engaged in the tour, which includes taking photographs and mental notes to aid initial in class discussions.</p>
0	<p>Self-Guided Internship neighborhood Research</p> <p>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.</p> <p>Linked with their 3 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 onto Canvas as part of On-line Journal 1</p>
Seminar 1	<p>Online Journal - Learning from experience</p> <p>This week you have two activities:</p> <ol style="list-style-type: none"> <li>1. Begin to reflect on your internship as a learning experience. Read the Daudelin article below then do your first weekly journal post. Your weekly journal gives you the chance to take the time to think about your internship experience. By</li> </ol>



Week	Activity
	<p>reflecting on your experience you can begin to assess what motivates you, what you like/don't like, how you approach problems, how you socialise with others and so on. Refer to the 3 words you chose in orientation. It gives you the opportunity to really learn about yourself.</p> <p>2. Internship Location Self-Guided Research Assignment Due.</p> <p>Reading Reference:</p> <p>Daudelin, M. (1996). Learning form Experience Through Reflection. <i>Organisational Dynamics</i>, Vol 24, No. 3:36-48</p>
<p>Seminar 2</p>	<p>Online Journal - Week in review due 10 pm Sunday</p> <p>This week you have <b>three</b> activities:</p> <ol style="list-style-type: none"> <li>1. Read the Belbin chapters below and use them to reflect on team roles in your workplace. Then do your second weekly journal post.</li> <li>2. Complete your second journal post, incorporating some of the ideas from the Belbin chapters into this journal entry. What team roles are operating in your internship workplace? How have you observed your internship colleagues filling different roles? Where do you think you fit into the team you work with?</li> <li>3. <b>Submit your signed Learning Agreement by Sunday</b></li> </ol> <p>Belbin, R. M. 2012. Team Roles at Work. 2nd ed Hoboken: Taylor and Francis. (Chapter 5 Coherent and Incoherent Role Profiles pp.47-60; Chapter 7 Managing Difficult Working Relationships pp.73-82)</p>
<p>Seminar 3</p>	<p>In person class – Intercultural flexibility and international experience</p> <p>This week you have two things to do:</p> <ol style="list-style-type: none"> <li>1. Develop a short survey (5-10 questions) to administer to one person in your internship workplace that explores: (These can be used for your research project) <ul style="list-style-type: none"> <li>• What are the cultural values of Australian workplaces? What is considered important and/or valuable in the culture?</li> <li>• How might the culture have developed based on the history of Australia?</li> <li>• What would be considered taboo or culturally offensive in an Australian workplace?</li> <li>• What constitutes an effective communicator in Australian workplace culture?</li> </ul> </li> <li>2. Reflect on the findings of your survey, especially on the similarities and differences with the American work culture from places you have worked before or by administering an adapted survey to someone back home. Were the answers from your survey the same or different to your expectations? What was</li> </ol>

Week	Activity
	<p>particularly interesting or shocking?</p> <p>Come to the class prepared to discuss your own assumptions about Australia and its people and the opportunity you have to develop intercultural flexibility.</p> <p>Draw on this article as it demonstrates the value to your career in developing this intercultural communication skills:</p> <p>Williams T.R. (2005). Exploring the Impact of Study Abroad on Students' Intercultural Communication Skills: Adaptability and Sensitivity. <i>Journal of Studies in International Education</i> Winter 2005 vol. 9 no. 4 356-371 doi: 10.1177/1028315305277681</p>
<p>Seminar</p> <p>4</p>	<p>In-person class: Research Project Planning and Conducting interviews (and interview analysis...)</p> <p>Reading References:</p> <p>The Good Research Guide: For Small-scale Social Research Projects. Martyn Denscombe Ch x</p> <p>London use:</p> <p><u>Read:</u> Saunders et al. (2016), Chapters 1 and 2</p> <ul style="list-style-type: none"> <li>• Choosing a research strategy</li> <li>• Identifying a research focus</li> <li>• Developing research questions</li> <li>• Planning Interviews</li> </ul>
<p>Seminar</p> <p>5</p>	<p>Online Journal – Week in review due 10pm Sunday</p> <p>This week you have one activity.</p> <ol style="list-style-type: none"> <li>1. You are required to make a general internship update on any happenings or observations that have taken place in your workplace over the last week. Consider how the “Communities of Practice” (reading by Wegner-Trayner) might be helpful to you/your company as a means of improving your/their performance.</li> <li>2. Report in summary, your mid-point meeting with your internship supervisor that evaluated your internship placement to-date and plan for the second half of the semester.</li> </ol> <p>Reading References:</p> <p>Wegner-Trayner, E &amp; B. 2015. “Communities of Practice” found at:</p> <p><a href="http://wenger-trayner.com/wp-content/uploads/2015/04/07-Brief-introduction-to-communities-of-practice.pdf">http://wenger-trayner.com/wp-content/uploads/2015/04/07-Brief-introduction-to-communities-of-practice.pdf</a> (Links to an external site.)</p>
MID-SEMESTER BREAK	
<p>Seminar</p> <p>6</p>	<p>In person class - Teamwork Styles</p> <p>This week, you have 2 activities:</p>

Week	Activity
	<p>1. Read the Chapter from Belbin and review the Belbin website material on team roles.</p> <p>2. Reflect on working in teams. Can you identify some of the Belbin team roles in your internship? How well does your team perform? Have you worked in other teams that functioned well or teams that did not function so well? What characteristics did each of the members of the team have? Does this give you some insight into why some teams work well and why some don't? Come prepared to share your thoughts on these questions in class.</p> <p>Reading References:</p> <p>Belbin, R. M. 2012. <i>Team Roles at Work</i>. 2nd ed Hoboken: Taylor and Francis. (Chapter 5 Coherent and Incoherent Role Profiles pp.47-60; Chapter 7 Managing Difficult Working Relationships pp.73-82)</p>
<p><b>Seminar</b></p> <p>7</p>	<p>In-person class – Career Skills</p> <p>Submit research video project outline by 10pm, Sunday</p> <p>This week, you have two activities:</p> <ol style="list-style-type: none"> <li>1. You are required to review the recommended reading reference and prepare a draft cover letter and resume to bring to the in-person class. This will be shared with a fellow classmate and faculty for formative feedback.</li> <li>2. You and your team need to develop the draft storyline for your group research project video and have one member of the team upload this to the discussion forum. This must also include your main interview findings and analysis as related to your research topic. (equivalent of 1,000 words)</li> </ol> <p>Reading References:</p> <p>Youth Central. Applying for Jobs. Available at:  <a href="http://www.youthcentral.vic.gov.au/jobs-careers/applying-for-jobs">http://www.youthcentral.vic.gov.au/jobs-careers/applying-for-jobs</a></p>
<p><b>Seminar</b></p> <p>8</p>	<p>In person class – Emotional Intelligence and Critical Thinking</p> <p>This week, you have three activities before class:</p> <ol style="list-style-type: none"> <li>1. Read the Working with Emotional Intelligence book summary.</li> <li>2. Complete the Goleman Emotional Intelligence self-rate before class and bring your results to class to discuss.</li> <li>3. Use Goleman's Emotional Intelligence model to observe your colleagues in the internship organization. Do those in leadership positions display emotional intelligence? Do others in the organization display high levels of emotional intelligence? What role does emotional intelligence play in the workplace dynamics? Come to class prepared with answers to discuss these topics.</li> </ol> <p>This week we study and apply Goleman's Emotional Intelligence model. This model of understanding one's own behaviour and how this impacts on others, assists us in</p>

Week	Activity
	<p>revealing the Socratic maxim for self-discovery:</p> <ul style="list-style-type: none"> <li>• “Knowing others is intelligence; knowing yourself is true wisdom ..... “Know Thyself.”</li> </ul> <p>Reading References:</p> <p>Goleman, D (1998) Working With Emotional Intelligence, Book Summary, Bantam Books.</p> <p>Leadership Toolkit: Emotional Intelligence Questionnaire</p> <p>Ted Talk. Changing Education Paradigms by Sir Ken Robinson.  <a href="https://www.ted.com/talks/ken_robinson_changing_education_paradigms">https://www.ted.com/talks/ken_robinson_changing_education_paradigms</a></p>
<p>Seminar 9</p>	<p>Online Journal – Organisational Culture and the Cultural Web</p> <p>This week you have 2 activities:</p> <ol style="list-style-type: none"> <li>1. Read the article introducing the Cultural Web and review the website. With direct reference to the six elements of the framework develop your perspective on the paradigm of the organisation at which you are undertaking your internship. Consider whether or not the culture is appropriate for its current and/or future business.</li> <li>2. Reflect on the effect organisational culture has on you, and how you respond to it. This will be useful when you are considering employment opportunities. What culture do you prefer? What culture would you establish if you had your own organisation. Come prepared to share your perspective in class.</li> </ol> <p><i>Cultural web explanation:</i></p> <p>Every organisation has its own culture. Sometimes described as, "The way things get done around here." it is a critical element of organisational performance. Ensuring it is well understood before undertaking significant transformation will greatly improve the probability of success. The Cultural Web, originally developed by Gerry Johnson and Kevan Scholes in 1992, is a straightforward framework that provides us with a common language and structure with which we can achieve such understanding. Considering each of the six elements enables us to formulate the Paradigm, the assumptions and beliefs that employees and decision makers hold in common and/or take for granted.</p> <p>Reading References:</p> <p>“Organizational Culture and Its Themes”, Shili Sun, International Journal of Business and Management, Vol. 2, No. 12 2008  <a href="http://www.ccsenet.org/journal/index.php/ijbm/article/view/760/726">http://www.ccsenet.org/journal/index.php/ijbm/article/view/760/726</a></p> <p>The Cultural Web <a href="https://www.mindtools.com/pages/article/newSTR_90.htm">https://www.mindtools.com/pages/article/newSTR_90.htm</a></p>
<p>Seminar 10</p>	<p>Mock Interview (No Class) - Submit your individual interview by 5pm, Friday</p> <p>Submission online via Turnitin in Canvas</p>
<p>Seminar</p>	<p>Online Journal – Reflecting on Your Experiences – due 10pm Sunday</p>

Week	Activity
11	<p>Submit your video essay by 5pm, Sunday (see submission details in Canvas)</p> <p>The reading for this week explains a learning cycle that we move through when we engage in experiential learning activities such as internships. Please read this article and try to apply the cycle to your own experience, including looking back on your first journal post. Create a summative post on your journey of learning over the last 9 weeks. How did your first impressions relate to your actual experiences? Were your expectations of the internship met? Were there unexpected events or experiences that occurred during your time in your internship? Is there anything you would like to change in your final weeks in Australia?</p> <p>For next week's final submission : Choose three words that characterise about how you feel as you approach the end of your internship and consider how these are different to your initial three words – how do the differences reflect the journey you have taken through the semester in terms of personal and professional development.</p> <p>Reading Reference:</p> <p>Schweitzer, H.F., King M.A., 2009. <i>The Successful Internship</i>. 3<sup>rd</sup> Edn. Belmont CA: Brooks/Cole. (Chapter 1 Surveying the Landscape pp.3-21)</p>
Seminar 12	<p>In person class - Sharing your experiences – Monday 1</p> <p>This week in class we will be sharing your video-essays and debriefing your Australian internship experience.</p> <p>Submit your final reflection which compares your first three words with your last three words and a brief reflection on your exit meeting with your site supervisor. (750 words)*</p>

### Attendance, Participation & Student Responsibilities

#### Attendance

CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. The first time a student has an unexcused absence for a class, his/her grade will not be impacted. The second time a student has an unexcused absence in that class, it will result in a 3 percent reduction of the final grade (for example: an A- [92] will become an B+ [89]). The student will be placed on academic probation at this time. Three unexcused absences per class will result in failure of the course. A pattern of three absences in more than one course will result in dismissal from the workshop.

#### Excused Absences

Absences are only excused for medical reasons, for a family emergency or for a religious holiday. To request an excused absence, students must contact [jmiller@capa.org](mailto:jmiller@capa.org) ahead of time and provide evidence (e.g. a doctor's note) of the reason for his/her absence, otherwise the absence will not be excused. Even if the student knows the absence will not be excused, the student should still contact CAPA to inform CAPA they will not be in class.

In addition to contacting [jmiller@capa.org](mailto:jmiller@capa.org) it is the responsibility of the student to contact his/her instructor and make up any missed assignments.

#### Class Participation

Students are expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time.

Participation is a vital part of your grade: students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated.

*Any student who feels they may need an accommodation based on the impact of a physical, psychological, medical, or learning disability should contact the instructor and/or the director of academic affairs privately to discuss your specific needs.*

#### Academic Integrity

A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honour in his or her scholastic work and class behaviour. Plagiarism, self-plagiarism and cheating can result in dismissal from the workshop.

Self-plagiarism, copying an assignment entirely or partially to submit to a different class attempting to receive credit twice for one piece of work is unacceptable and considered cheating by duplication.

Students risk receiving an "0" for any assignments in which they have duplicated their own work.

All substantial writing assignments (typically anything worth 20% or more of the final course grade) will be run through the plagiarism checking software Turnitin when submitted via CANVAS. See CAPA's Academic Standards and Policies for more information and resources on plagiarism.

#### Use of electronic equipment in class

All devices such as laptops, iPods, iPads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are *not* allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Associate Director of Academic Affairs at the beginning of Term.

#### Use of Electronic Translators

In Language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

#### Late Submission

Late submission of papers, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request must be made to the relevant Faculty member no later than two days prior to the due date. Late submission without prior approval will result in a full alpha grade penalty. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of F will be given for the assessment.

#### Behaviour during Examinations

During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam and may lead to failure of the course and disciplinary action.