



University of  
New Haven

## *International Internship: The Multicultural Workplace*

### SECTION I: Course Overview

**Course Code:** INT423BCN

**Subject Area(s):** Internship, Communication, Cultural Studies

**Prerequisites:** See Below

**Language of Instruction:**

- Seminar: English
- Internship: English or host country language (based on availability)

**Total Contact Hours:**

- **142 hours:** 120 Placement Hours (minimum; actual hours are determined by university and/ or internship host site) & 22 Seminar Hours

**Recommended Credits:** 3

### COURSE DESCRIPTION

The competition will be fierce. Every September, over 20 million students are enrolled in higher education. Come graduation, all will be searching for a limited number of jobs. Your degree and what you've learned gives you an excellent foundation for the future – but international education makes you different from the rest. Only 15% of students study abroad, however only about 5% complete an international internship. This valuable experience, combined with on-campus learning, can give you a powerful competitive edge over other graduates.

***The International Internship: The Multicultural Workplace*, will provide you the opportunity to develop vital business skills employers are actively seeking in job candidates. This makes your time abroad more meaningful and gives you bona fide business qualifications.**

This course is comprised of two parts:

- **First**, you'll be placed in an internship within a sector related to your professional ambitions as outlined in the placement process.
- **Secondly**, you will enroll in an academic seminar where you will analyze and evaluate the workplace culture and the daily working environment you experience. The course is divided into eight career readiness competency modules as set out by the National Association of Colleges and Employers (NACE) which guide the course's learning objectives.

During the academic seminar, you will be challenged to reflect weekly on your internship experience within the context of your host culture by comparing and contrasting your experiences abroad with that of your home culture. By creating an intentional time to reflect on your experiences in your internship, the role you have

played in the evolution of your experience in your internship placement and the experiences of your peers in their internship placements, you will develop a greater awareness of:

- Your strengths relative to the career readiness competencies
- The subtleties and complexities of integrating into a cross-cultural work environment
- How to build and maintain a career search portfolio

## LEARNING OBJECTIVES

Upon successful completion of this course, you will be able to:

- Compare and contrast at least 3 characteristics of a US workplace versus your host culture.
- Explain the benefits a candidate can bring to an employer in a global marketplace who demonstrates fluency in each of the 8 career readiness competencies within an international context.
- Create a career search portfolio that clearly identifies: a) a career objective; b) a personal brand; c) a resume/ CV that includes the CEA international internship experience; d) a job search strategy and; e) a long term business or professional pathway.
- Using the language of career readiness, describe multiple areas of personal change or growth over the course of your internship experience and others that merit additional focus.

## PREREQUISITES

Prior to enrollment, a minimum of one year of study at university or equivalent professional experience, and one semester of college-level language of the host country is recommended.

## SECTION II: Instructor & Course Details

### INSTRUCTOR DETAILS

<b>Name:</b>	TBA
<b>Contact Information:</b>	TBA
<b>Term:</b>	SEMESTER AND SUMMER

### INSTRUCTIONAL FORMAT

#### Internship - Instructional Format:

- **Internship Placement: 120 placement hours (minimum)**  
Internship placement and orientation will be arranged by CEA. Placements are chosen for their potential to be substantive experiences that suit students' qualifications, chosen academic programs, and desired career goals. Students will attend a pre-internship workshop prior to the first week of their internship and then fulfill their weekly internship hours as agreed upon between the student, the host site and CEA. The internship is unpaid and follows a planned and supervised program design.

#### Seminar - Instructional Format:

- **Internship Seminar: 22 contact hours**  
In addition to the internship placement and pre-internship workshop, students will participate in a faculty-led in-classroom seminar. This seminar provides a structured academic framework based around the NACE career readiness competencies. It is a careful balance of theory and the practical skills you'll use in your internship and future career. This seminar may use a combination of online and in-class components such as: lectures, discussions, cultural encounters, interactive examples, online

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material, group exercises, student exposés, documentary films, and extensive outside readings. You could also meet and interact with employment professionals and visit relevant businesses, and/or institutions in the city. Some study could also take place during class-time; however out-of-class independent learning will also be assigned.

- **Student Interaction:** This seminar component to your “on-the-job” learning will foster interaction and exchange with faculty and other student interns. You will also learn to present and ‘sell’ yourself, adapt your CV or resume to an internationally focused profile, both of which are tangible takeaways that you can use for future internship or job searches.

## ATTENDANCE POLICY

This class will meet once or twice weekly for up to 4 hours at the discretion of the instructor. Total contact time is 22 hours. All students are expected to arrive on time and prepared for the day’s class session.

Every student is expected to attend all scheduled class sessions (including site visits), arriving on time, and thoroughly prepared for the day’s class activities. In compliance with NECHE and UNH accreditation requirements, CEA instructors compile regular attendance records for every course and take these records into account when evaluating student participation and overall course performance.

Students are allowed to have the following number of absences due to sickness, personal emergency, inevitable transport delay and other related impediments:

Policy	Allowed absences	Automatic failing grade at X <sup>th</sup> absence	Semester Absence	1	2	3	4
<b>INTERNSHIP - SEMINAR</b>			<b>Penalty</b>	No Penalty	1/2 letter grade	One full letter grade	Automatic failure
<b>Semester</b>	1	4	<b>Grade</b>	A+	A	A-	F
<b>Summer</b>	1	2	<b>Summer Absence</b>	1	2		
			<b>Penalty</b>	No Penalty	Automatic failure		
			<b>Grade</b>	A+	F		
<b>INTERNSHIP – PLACEMENT</b>			<p style="text-align: center;">It is important to note that your final grade will reflect all grade penalties assessed for your absences (seminar and internship placement penalties combined)</p>				
<b>Placement Hours Absent</b>	<b>Penalty</b>	<b>Grade</b>					
0%-4.99% of total placement hours	No Penalty	A+					
5%-9.99% of total placement hours	1/2 letter grade	A					
10%-14.99% of total placement hours	One full letter grade	A-					
15% + of total placement hours or more	Automatic failure	F					

No documentation is required for such absences, as CEA does not distinguish between excused or unexcused absences. For every additional absence beyond the allowed number, the final course grade will drop down to the subsequent letter grade (e.g., A+ to A).

Permissible work absences extend only to illness with medical documentation or other serious circumstances. Missing an internship commitment for curricular reasons or co-curricular activities is not considered a permissible absence unless agreed upon in advance by the employer or internship supervisor and CEA’s appointed internship liaison (Academic Director, Academic Coordinator, Center Director, or designated CEA official). You are responsible for maintaining professional and ethical behavior at all times. Any changes in your placement or dismissal from the internship position must be reported to the CEA internship liaison and the CEA Academic Director or Center Director immediately.

## GRADING & ASSESSMENT

The instructor will assess your progress towards the above-listed learning objectives by using the forms of assessment below. The content, criteria, and specific requirements for each assessment category will be explained in greater detail in class.

You must complete all grading assessment categories to receive a grade for this course. In addition, your work and behavior in this course must fully conform to the regulations of the CEA Academic Integrity Policy to which you are subject. Finally, all formal written work you carry out in this course (research papers, projects, studies, etc.) must be submitted in electronic format. Your instructor may also require that you hand in a hard copy of such work.

<b>Final Internship Performance Evaluation</b>	<b>25%</b>
<b>Course Topic Reflections</b>	<b>25%</b>
<b>Work Plan</b>	<b>5%</b>
<b>Career Planning Project</b>	<b>20%</b>
<b>Final Oral Presentation</b>	<b>15%</b>
<b>Class Participation &amp; In Class Exercises</b>	<b>10%</b>

In all assignments, consideration will be given to the quality and complexity of thought, citations of specific examples from course readings and discussion, active participation and thoughtful or thought-provoking reflections and observations.

The instructor will calculate your course grades using the CEA Grading Scale shown below. As a CEA student, you should understand that credit transfer decisions—including earned grades for courses taken abroad—are ultimately made by your home institution.

CEA GRADING SCALE			
Letter Grade	Numerical Grade	Percentage Range	Quality Points
A+	9.70 – 10.0	97.0 – 100%	4.00
A	9.40 – 9.69	94.0 – 96.9%	4.00
A-	9.00 – 9.39	90.0 – 93.9%	3.70
B+	8.70 – 8.99	87.0 – 89.9%	3.30
B	8.40 – 8.69	84.0 – 86.9%	3.00
B-	8.00 – 8.39	80.0 – 83.9%	2.70
C+	7.70 – 7.99	77.0 – 79.9%	2.30

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C	7.40 – 7.69	74.0 – 76.9%	2.00
C-	7.00 – 7.39	70.0 – 73.9%	1.70
D	6.00 – 6.99	60.0 – 69.9%	1.00
F	0.00 – 5.99	0.00 – 59.9%	0.00
W	Withdrawal	N/A	0.00
INC	Incomplete	N/A	0.00

## ASSESSMENT OVERVIEW

This section provides a brief description of each form of assessment listed above. Your course instructor will provide further details and instructions during class time.

By participating in the internship program, you accept full responsibility for the position you hold. You will be expected to provide professional and quality work, as well as completing all projects as assigned. At the internship location, you must comply with all company policies and procedures.

**Final Internship Performance Evaluations (25%):** Your employer will be asked to complete an online evaluation – Skill Survey – of your performance over the course of your internship experience. Your supervisor’s evaluation represents 25% of your final grade. The evaluation process is as follows:

You will receive an electronic form that requests the following:

- Complete an online assessment for **yourself** (required)
- Request feedback from your **supervisor** (required) – this feedback is 25% of your final grade.
- Request feedback **from at least one of the following** (This is recommended for a better evaluation report, but it is not required. You can request up to 4 people total):
  - co-workers at your internship site (not your supervisor)
  - a professor or mentor during your experience abroad

Upon completion, you will be provided with a copy of an individualized career readiness report prior to the end of the course that incorporates feedback from the above referees. One of the 8 course topic reflections will encourage you to explore this report in detail.

**Course Topic Reflection (25%):** You will create and keep an online Reflection Blog, with weekly entries, tracking and documenting a challenge, high point or low point of your working week. While the content will be used as a catalyst for class discussion, it will also serve as a documentation of your personal and professional development abroad – an asset for future employment and personal reflection:

- Blog Assignment 1 (5%): Anticipating your internship
- Blog Assignment 2 (5%): Reconciling expectations with reality
- Blog Assignment 3 (5%): Cultural differences in the workplace
- Blog Assignment 4 (5%): Developing intercultural competence
- Blog Assignment 5 (5%): Closure and career application

**Work Plan (5%):** This assignment is not meant to be simply a list of the tasks your supervisors provided to you, but rather a deeper contemplation about the value you hope to derive from your experience. In this assignment you will outline an official plan for your internship. It should include the following information:

- Your internship learning objectives
- Tasks and projects that you hope to perform during your internship
- Goals you hope to achieve

**Career Planning Project (20%):** This is a career portfolio project due in 3 parts over the course of the term. Prior to completing each part of this project, you are expected to consult with your locally based instructor at least once for each component to discuss your project plans before composing the content:

- **(Part 1): Anticipating Your Internship:** You will be asked to identify what motivated you to explore your identified career field, review and reflect on your learning objectives, and how you intend to fulfill your learning objectives.
- **(Part 2): Explore the Professional Industry:** You will be asked to share your current experience of your chosen internship career field; research and identify the subsectors and jobs associated with this career field; and what you perceive as both the opportunities and threats to the field in the future.
- **(Part 3): Create Job Search Materials:** Given the research and reflection you've submitted for parts 1 and 2, you will create a resume, a LinkedIn profile, and identify a list of companies and job openings that interest you. You will articulate how your experience in your current internship aligns to the companies and job postings of interest that you have identified.

**Final Oral Presentations (15%):** At the end of your internship program you will create and deliver a presentation about your intern abroad experience. It should be thoughtful, reflective, and thorough from your unique perspective. It should include things you experienced and learned in country and in your internship. The presentation will be delivered in person and can include creative or multimedia elements. It should be about 5-10 minutes. A summary recording of the presentation should be loaded into the course platform. The summary should be about 1-2 minutes.

**Class Participation Including In-class Assignments (10%):** To create a positive learning experience for all students in this course, it is critical that you to come to class prepared, complete required readings before class, engage in group work, and offer insight by sharing observations and knowledge gained inside and outside of the classroom. Active, meaningful participation in class is taken into account. Attendance and punctuality are expected and do not count positively towards the participation grade. However, absences and tardiness will have a negative effect on the final grade. The instructor will use the specific criteria listed below when calculating your class participation grade.

CLASS PARTICIPATION GRADING RUBRIC	
Student Participation Level	Grade
You make major & original contributions that spark discussion, offering critical comments clearly based on readings, research, & theoretical course topics.	<b>A+</b> (10.0 – 9.70)
You make significant contributions that demonstrate insight as well as knowledge of required readings & independent research.	<b>A/A-</b> (9.69 – 9.00)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	<b>B+/B</b> (8.99 – 8.40)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	<b>B-/C+</b> (8.39 – 7.70)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	<b>C/C-</b> (7.69 – 7.00)
You very rarely make comments and resist engagement with the subject. You are not prepared for class and/or discussion of course readings.	<b>D</b> (6.99 – 6.00)

You make irrelevant and tangential comments disruptive to class discussion. You are consistently unprepared for class and/or discussion of the course readings.	<b>F</b> (5.99 – 0.00)
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## REQUIRED READINGS

Reading assignments for this course will come from the required text(s) and/or the selected reading(s) listed below. All required readings—whether assigned from the text or assigned as a selected reading—must be completed according to the due date assigned by the course instructor.

- I. REQUIRED TEXT(S):** You may purchase the required text(s) prior to departure or upon program arrival. The required text(s) are listed below:

Bucher, R.D. (2007). *Building Cultural Intelligence (CQ): Nine Megaskills* (1/E). New York: Prentice Hall. 288pp.

- II. SELECTED READING(S):** The selected readings for this course are listed below. You will not need to purchase these readings; the instructor will provide these selected readings to you in class (either in paper or electronic format).

Bilanich, Bud. (2006, August 1). Solving the 11 Most Common Performance Problems. *Contracting Business*. Retrieved from: <http://www.contractingbusiness.com/hvacrdb/solving-11-most-common-performance-problems>

Burg, Natalie. (2013, December 10). How Technology Has Changed Workplace Communication. *Forbes*. Retrieved from: <https://www.forbes.com/sites/unify/2013/12/10/how-technology-has-changed-workplace-communication/#5ffdb3de670b>

City University London. (2017). 10 Rules for Writing Professional Emails [PDF File]. Retrieved from: [https://www.city.ac.uk/\\_data/assets/pdf\\_file/0003/234354/Writing-Professional-Emails.pdf](https://www.city.ac.uk/_data/assets/pdf_file/0003/234354/Writing-Professional-Emails.pdf)

Gratton, Lynda, & Erickson, Tamara J. (2007, November). Eight Ways to Build Collaborative Teams. *Harvard Business Review*. Retrieved from: <https://hbr.org/2007/11/eight-ways-to-build-collaborative-teams>

Klop-Sowinska, Dorota. (2013, October 15). Are you a STARR in your job interviews? *I AM EXPAT*. Retrieved from: <https://www.iamexpat.nl/career/employment-news/are-you-starr-your-job-interviews>

Larsson, Naomi. (2017, September 25). The perfect pitch: how to write a successful cover letter. *The Guardian*. Retrieved from: <https://www.theguardian.com/careers/2017/sep/25/how-to-write-cover-letter-perfect-pitch>

Malerich, Jennifer. (2009). *The Value of International Internships in Global Workforce Development*. [PDF File]. Retrieved from the Association of International Education Administrators: [http://www.aieaworld.org/assets/docs/Issue\\_Briefs/thevalueofinternationalinternshipsinglobalworkforcedevelopment\\_malerich.pdf](http://www.aieaworld.org/assets/docs/Issue_Briefs/thevalueofinternationalinternshipsinglobalworkforcedevelopment_malerich.pdf)

Matthews, Michael. (2011, March 31). 7 Tips for Internship Preparation. *Forbes*. Retrieved from: <https://www.forbes.com/sites/michaelmatthews/2011/03/31/7-tips-for-internship-preparation/>

Navarro, Joe. (2011, August 21). Body Language Basics. *Psychology Today*. Retrieved from: <https://www.psychologytoday.com/blog/spycatcher/201108/body-language-basics>

Nguyen, Steve. (2016, December 03). Characteristics of a Team and Barriers to Effective Team Functioning. *Workplace Psychology*. Retrieved from:

<https://workplacepsychology.net/2016/12/03/characteristics-of-a-team-and-barriers-to-effective-team-functioning/>

Noonan, Kerry. (2017, May 4). The Similarities and Differences of the Work Culture in the United Kingdom vs America. *Football America*. Retrieved from: <https://www.footballamerica.com/blog/similarities-differences-work-culture-united-kingdom-vs-america/>

Patel, Deep. (2017, March 22). 11 Powerful Traits Of Successful Leaders. *Forbes*. Retrieved from: <https://www.forbes.com/sites/deepatel/2017/03/22/11-powerful-traits-of-successful-leaders/#3bb72873469f>

Thomas, Callum. (2015, July 8). 6 great things about working in a multinational and multicultural company. *I AM EXPAT*. Retrieved from: <https://www.iamexpat.nl/career/employment-news/6-great-things-about-working-multinational-and-multicultural-company>

Universal Class. (n.d.). How to Handle Cultural Differences in the Workplace. Retrieved February 9, 2018 from: <https://www.universalclass.com/articles/business/handling-cultural-differences-in-the-workplace.htm>

Vanham, Peter. (2016, January 6). The Four Skills You Need To Become A Global Leader. *Forbes*. Retrieved from: <https://www.forbes.com/sites/worldeconomicforum/2016/01/06/the-four-skills-you-need-to-become-a-global-leader/#1baba0df2dbd>

Wallen, Jack. (2013, March 6). 10 ways to present yourself more professionally. *TechRepublic*. Retrieved from: <https://www.techrepublic.com/blog/10-things/10-ways-to-present-yourself-more-professionally/>

What are problem-solving skills and why are they important? (2017, June 13). *CareerBuilder*. Retrieved from: <https://www.careerbuilder.com/advice/what-are-problemsolving-skills-and-why-are-they-important>

## RECOMMENDED READINGS

The recommended reading(s) and/or text(s) for this course are below. These recommended readings are not mandatory, but they will assist you with research and understanding course content.

Barlow, Julie, & Jean-Benoît Nadeau. (2016). *The Bonjour Effect: The Secret Codes of French Conversation Revealed*. London: Duckworth Overlook. 288pp.

Barlow, Julie, & Jean-Benoît Nadeau. (2003). *Sixty Million Frenchmen Can't Be Wrong*. Naperville, IL: Sourcebooks, Inc. 368pp.

Baudry, Pascal. (2005). *French and Americans: The Other Shore* (Jean-Louis Morhange Trans.). Berkeley: Les Frenchies, Inc. 256pp.

Deardorff, Darla K., & Hunter, William. (2006). Educating Global-Ready Graduates. *International Educator*, 15(3), pp. 72-83.

Hulstrand, Janet. (2008). Building a Fluent Workforce. *International Educator*, 17(5), pp. 25-31.

Jones, Richard G., Jr.. (2013). *Communication in the Real World: An Introduction to Communication Studies*, v. 1.0.2. Boston: FlatWorld. Retrieved from: [http://catalog.flatworldknowledge.com/bookhub/reader/14959?e=jones\\_1.0-ch08\\_s03](http://catalog.flatworldknowledge.com/bookhub/reader/14959?e=jones_1.0-ch08_s03)

Lustig, Myron W., & Koester, Jolene. (2009). *Intercultural Competence: Interpersonal Communication Across Cultures* (6th Edition). New York: Pearson Education. 400pp.

Moran, Robert T., et al. (2011). *Managing Cultural Differences: Leadership Skills and Strategies for Working in a Global World* (8<sup>th</sup> Edition). Oxford: Butterworth-Heinemann. 570pp.

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## ADDITIONAL RESOURCES

In order to ensure you success abroad, CEA has provided the academic resources listed below. In addition to these resources, each CEA Study Center provides students with a physical library and study areas for group work. The Academic Affairs Office at each CEA Study Center also compiles a bank of detailed information regarding libraries, documentation centers, research institutes, and archival materials located in the host city.

- **UNH Online Library:** As a CEA student, you will be given access to the online library of CEA's School of Record, the University of New Haven (UNH). You can use this online library to access databases and additional resources while performing research abroad. You may access the UNH online library [here](#) or through your MyCEA Account. You must comply with UNH Policies regarding library usage.
- **CEAClassroom – Moodle:** CEA instructors use Moodle, an interactive virtual learning environment. This web-based platform provides you with constant and direct access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the learning objectives listed in this syllabus.

During the first week of class, CEA academic staff and/or faculty will help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus, you should always check Moodle for the most up-to-date information regarding this course. The instructor will use Moodle to make announcements and updates to the course and/or syllabus. It is your responsibility to ensure that you have access to all Moodle materials and that you monitor Moodle on a daily basis in case there are any changes made to course assignments or scheduling.

To access Moodle: Please log-in to your MyCEA account using your normal username and password. Click on the "While You're Abroad Tab" and make sure you are under the "Academics" sub-menu. There you will see a link above your schedule that says "View Online Courses" select this link to be taken to your Moodle environment

## COURSE OUTLINE

The seminar is divided into 4 thematic sections that align with the eight career readiness competencies established by the National Association of Colleges and Employers (NACE).

### **Part 1: The International Workplace and your Internship**

Understanding the host culture work environment

### **Part 2: Developing 'You' Skills**

Developing personal business skills

### **Part 3: The Right Tools for the Job**

Developing skills related directly to the work environment

### **Part 4: Becoming Part of the Working Community**

Learning how to present and 'sell' yourself to prospective employers

Each part is designed to expand your business skills through discussion, in-class exercises and assigned readings. You are expected to have completed the assigned readings before class and arrived prepared to discuss them. Each session begins with an informal 'catch up' on how individual internships are progressing. Group discussion is encouraged to commend positive experiences and find solutions to challenges.

## **NACE Areas of Focus:**

1. **Critical Thinking/Problem Solving Skills:** Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.
2. **Oral/Written Communications Skills:** Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.
3. **Teamwork/Collaboration Skills:** Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.
4. **Digital Technology Fluency:** Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.
5. **Leadership Skills:** Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.
6. **Professionalism/Work Ethic:** Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.
7. **Career Management Preparation:** Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.
8. **Global/Intercultural Fluency:** Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people.

## COURSE CALENDAR

### *International Internship: The Multicultural Workplace Seminar*

SESSION	SUBJECT	ACTIVITY/CONTENT	READINGS
<b>PART 1: THE INTERNATIONAL WORKPLACE AND YOUR INTERNSHIP</b>			
1	<p><b>Introduction to the course</b> <i>“Preparing for The First Day”</i></p>	<ul style="list-style-type: none"> <li>• Syllabus, assignments, grading</li> <li>• Instructor &amp; student introduction</li> <li>• Articulating &amp; framing expectations</li> <li>• Identifying personal and professional goals</li> <li>• How to make your internship rewarding</li> <li>• Why international internship? What is the value?</li> </ul> <p><b>In-class Exercise:</b> Be a recruiter <b>Major Assignment:</b> None</p>	<ul style="list-style-type: none"> <li>• Malerich, The Value of International Internships in Global Workforce Development</li> <li>• Matthews, 7 Tips for Internship Preparation</li> </ul>
2	<p><b>Competency 1: Global Intercultural Fluency</b> Speaking the same language</p> <p><b>Host Country Business Culture Compared to the US</b></p> <p><b>Competency 2: Professional &amp; Work Ethic</b> What’s right is right</p>	<p><b>Global Intercultural Fluency</b></p> <ul style="list-style-type: none"> <li>• Intercultural communication, intercultural sensitivity, barriers to intercultural communication</li> <li>• Cultural dimensions, various IC models</li> <li>• Host Culture &amp; the U.S.</li> <li>• Host country &amp; American business culture differences</li> <li>• Reflecting on self, home, &amp; host country core values</li> </ul> <p><b>Review Pre-Departure Cultural Values Spectrum Homework</b></p> <p><b>Guest speaker:</b> Host Country Business Culture</p> <p><b>Professionalism Across Generations &amp; Cultures</b></p> <p><b>Major Assignments:</b> Work Plan Due Blog Assignment 1 Due</p>	<ul style="list-style-type: none"> <li>• Noonan, The Similarities and Differences of the Work Culture in the United Kingdom vs America</li> <li>• Thomas, 6 great things about working in a multinational or multicultural company</li> <li>• Universal Class, How to Handle Cultural Differences in the Workplace</li> </ul>

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PART 2: DEVELOPING ‘YOU’ SKILLS			
3	<p><b>Competency 3: Oral &amp; Written Communications</b> Words matter</p> <p><b>Intercultural Communication</b></p>	<p><b>Oral &amp; Written Communications</b></p> <ul style="list-style-type: none"> <li>• Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization.</li> <li>• Predict and evaluate cultural impediments to effective communication</li> <li>• Develop and use written, spoken, and body language skills effectively across cultures</li> </ul> <p><b>In class exercise:</b> More of/less of (critiquing presentations)</p> <p><b>Major Assignments:</b> “You in the Picture” Project: Target Industry Audit &amp; Your Dream Company Assignment Due</p>	<ul style="list-style-type: none"> <li>• City University London, 10 Rules for Writing Professional Emails</li> <li>• Navarro, Body Language Basics</li> <li>• Wallen, 10 ways to present yourself more professionally</li> </ul>
4	<p><b>Competency 4: Teamwork &amp; Collaboration</b></p> <p>Together Everyone Achieves More</p>	<p><b>Working in Teams</b></p> <ul style="list-style-type: none"> <li>• Intercultural teams, cross-functional, and geographically dispersed teams</li> <li>• Multicultural teams</li> <li>• Advantages and challenges of multicultural teams</li> <li>• Diversity &amp; Inclusion in organizations: definition and examples of good practices</li> <li>• Review Supporting Cast Activity from Pre-Departure Training</li> </ul> <p><b>In-class Exercise:</b> Multicultural mapping</p> <p><b>Major Assignment:</b> Blog Assignment 2 Due</p>	<ul style="list-style-type: none"> <li>• Bilanich, Solving the 11 Most Common Performance Problems</li> <li>• Gratton &amp; Erickson, Eight Ways to Build Collaborative Teams</li> <li>• Nguyen, Characteristics of a Team and Barriers to Effective Team Functioning</li> </ul>
PART 3: THE RIGHT TOOLS FOR THE JOB			
5	<p><b>Competency 2: Professional &amp; Work Ethic:</b> What’s right is right</p> <p><b>Competency 5: Critical Thinking &amp; Problem Solving</b> There are no problems, only challenges</p>	<p><b>Identifying then Exploring the Options</b></p> <ul style="list-style-type: none"> <li>• Problem-solving</li> <li>• Brainstorming</li> <li>• Relate back to current experience in internship placement &amp; organization –both observational and research based.</li> <li>• Business Ethics</li> </ul> <p><b>In-class Exercise:</b> D.I.E. scenarios</p> <p><b>Major Assignment:</b> Blog Assignment 3 Due</p>	<ul style="list-style-type: none"> <li>• What are problem-solving skills and why are they important?, <i>CareerBuilder</i></li> </ul>

*The instructor reserves the right to make changes or modifications to this syllabus as needed*

6	<p><b>Competency 6: Leadership</b> “I am,” I said.</p> <p><b>Competency 7: Digital Technology</b> The Gen-Z Brain &amp; Other Peculiarities</p>	<p><b>Defining &amp; Recognizing Leadership Styles</b></p> <ul style="list-style-type: none"> <li>• “Who I am, really?” (Understanding myself, typology, etc.)</li> <li>• Leadership across cultures: What is considered to be a “good leader” in different cultural contexts?</li> <li>• Women leaders in the global workforce</li> </ul> <p><b>Role of Digital Technology in a Global Workforce</b></p> <ul style="list-style-type: none"> <li>• Explore how to leverage existing digital technologies ethically &amp; efficiently to solve problems, complete tasks, &amp; accomplish goals</li> <li>• Identify limits &amp; ethics of integrating technology to solve problems &amp; accomplish goals</li> </ul> <p><b>Major Assignments:</b> “You in the Picture” Project: You In the Picture Assignment Due Blog Assignment 4 Due Final Performance Evaluations Distributed</p>	<ul style="list-style-type: none"> <li>• Burg, How Technology Has Changed Workplace Communication</li> <li>• Patel, 11 Powerful Traits Of Successful Leaders</li> <li>• Vanham, The Four Skills You Need To Become A Global Leader</li> </ul>
<b>PART 4: BECOMING PART OF THE WORKING COMMUNITY</b>			
7	<p><b>Competency 8: Career Management</b> Dear Sir,</p> <p><b>Re-entry &amp; Career Development</b></p>	<p><b>Creating a Professional Profile/Narrative</b></p> <ul style="list-style-type: none"> <li>• Networking/Researching/Informational interviews</li> <li>• Establishing professional portfolio &amp; narrative: resume, cover letters, LinkedIn &amp; social media</li> <li>• Leveraging key skills &amp; international experience <ul style="list-style-type: none"> <li>◦ STARR format for communicating experiences</li> </ul> </li> <li>• Talking about the international experience on resume, cover letter, job interview</li> </ul> <p><b>Major Assignment:</b> Final Oral Presentations</p>	<ul style="list-style-type: none"> <li>• Klop-Sowinska, Are you a STARR in your job interviews?</li> <li>• Larsson, The perfect pitch: how to write a successful cover letter</li> </ul>
<b>FINAL ASSESSMENT</b>			
8	<p><b>Final Oral Presentations</b></p>	<p><b>Final Oral Presentations</b></p> <p><b>Major Assignments:</b> “You in the Picture” Project: Final Reflection – Big Picture Assignment Due Blog Assignment 5</p>	

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## SECTION III: CEA Academic Policies

The policies listed in this section outline general expectations for CEA students. You should carefully review these policies to ensure success in your courses and during your time abroad. Furthermore, as a participant in the CEA program, you are expected to review and understand all CEA Student Policies, including the academic policies outlined on our website. CEA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. For the most up to date policies, please review the policies on our website.

Class & Instructor Policies can be found [here](#)

CEA Study Center Academic Internship Policy can be found [here](#)

General Academic Policies can be found [here](#)