

Course Last Updated 4/1/2024



University of
New Haven

Global Internship Course

Section I: Course Overview

Course Code: INT430

Subject Area(s): Internship

Prerequisites: None

Language of Instruction: English

Total Contact Hours: 45 seminar hours & 180-240 total placement hours (varies on program length)

Credits: 6

Course Fees: None

Course Description

The Global Internship Course (GIC) provides a unique and innovative opportunity for students to engage in an internship abroad for academic credit. Through its academic content, the course frames and supports learning that occurs at the internship placement and students' personal and professional development that align with the 8 competencies set out by the National Association of College and Employers (NACE).

In-class active learning gives students the opportunity to discuss and analyze theories and models of work, organizational behavior, and management in a cross-cultural context. Out-of-class field studies engage experiential and place-based pedagogies that enhance in-class discussions. Students also analyze the importance of, and approaches to, justice, equity, diversity, and inclusion (JEDI) from national and international perspectives.

Students will engage in lectures, workshops, discussions, informal and formal presentations, self-guided and guided research, and mock interviews to grow academically and professionally while abroad. This course provides an opportunity for students to unpack, synthesize, and articulate the value and outcomes of their internship experience.

Learning Objectives

Upon successful completion of this course, students are able to:

- Reflect analytically on hard and soft skills related to your internship placement and industry through oral and written reports.
- Discuss theories that address globalized work environments, providing practical and personal examples of intercultural competence, engagement with issues of justice, equity, and diversity, and group roles that allow you to function productively and sensitively within a multicultural professional context.
- Demonstrate effective communication and interview skills, knowing how to adequately prepare and articulate with confidence the value of interning and living abroad as it relates to one's academic and career objectives.
- Demonstrate understanding and development of NACE competencies and articulate their value in an international context.
- Design and implement a research project, including semi-structured interviews on industry-specific or contemporary issues related to your internship placement, and work experiences and culture in your host location.

Section II: Instructor & Course Details

Instructor Details

Name: TBC

Contact Information: TBC

Term: TBC

Course Day and Time: TBC

Office Hours: TBC

Grading & Assessment

The instructor assesses students' mastery of course learning objectives by using the forms of assessment below. Each of these assessments is weighted toward the final grade. The Assessment Overview section provides further details for each.

Engagement - 20%

Self-Guided Internship Location Research Map - 10%

My Single Story - 15%

Mid-Term Reflection - 5%

Mock Interview - 15%

Group Research Project – 30%

Research Plan – 5%

Interview Analysis – 5%

Presentation – 20%

Final Internship Reflection – 5%

Assessment Overview

This section provides a brief description of each form of assessment listed above. Forms of assessment may be slightly modified in the term syllabus.

Engagement (20%): Students are expected to be engaged in class, to have read the CEA CAPA Engagement Policy, and to understand the [Class Engagement Rubric](#) that outlines how engagement is graded.

Self-Guided Internship Location Research Map (10%): Students describe the location of the internship neighborhood and their initial feelings about and critical observations of their internship location and host city. Students use their pre-internship self-guide document to aid their research and create their map. They must also include images and media links to the internship organization and, importantly, the immediate area of their internship on their maps. Students share and discuss this collaborative digital map in class that is, in part, a spatial narrative about the host city.

My Single Story (15%): Based on class discussion and readings of ethnocentric and ethnorelative ways of thinking about people and cultures, this assignment allows students to reflect on how they view themselves (positionality) and to consider how people in their internship location might view them based on first impressions and/or stereotypes. The assignment encourages students to think and write critically while telling their stories. Furthermore, students discuss how the development of intercultural competence can help them navigate their internships, understand JEDI in their work, and the diverse, global workspaces they might join in the future.

Mid-Term Reflection (5%): Students critically reflect on their internship and GIC experience through the completion of their Mid-Term Reflection form. Guided by their Learning Agreement and following a meeting with their supervisor, students write a review of their experiences and learning at the internship to-date. Where appropriate they amend their Learning Agreement. Students use the Articulation Workshop booklet to help complete the form. They also identify their development of NACE competencies.

Mock Interview (15%): Students must choose a realistic internship, graduate program, or job to which they intend to apply. Students may use an existing job posting or graduate school application taken from a company or university website. Prior to the interview, students submit an updated resume and LinkedIn profile that includes their current internship and study abroad experience. Students will write a cover letter for the position. Students must tailor their resume and cover letter to the position being applied for. Students will be interviewed in real-time through zoom. The interview will be recorded. Students will review the recording of their interview and perform a self-critique.

Research Project (30%): 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 are directly connected with the student's major, the research gives them a macro perspective of their industry and major in an international context. For some students, this research project focuses on particular themes such as gender and diversity in the workplace or one of CEA CAPA's SLDOs. 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 postgraduate applications and employment.

The research project is comprised of three interconnected assignments:

1. Research Plan (5%/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.
2. Interview Analysis Presentation (5%/750 words): Students present their analysis of a semi-structured interview with professionals in the field.
3. Research Report and Presentation (20%/1,750 words): In their research groups, students formally present their analysis and findings from their research, synthesizing their experiences and learning from their internship and knowledge of the related sector. An emphasis is placed on the student's presentation skills in terms of their slides, ability to present as a team, and oral communication skills. Students must individually submit a reflection on the process of engaging in a collaborative research project, with reference to the session on Belbin and Working in Teams.

Following this and the overall GIC process students should have developed the skill sets and confidence to speak knowledgeably using an extemporaneous mode of delivery in a range of professional settings and can discuss and illustrate the value of this research component at job and graduate school interviews. Students must identify their understanding of and applicability of the NACE competencies within their research presentation.

Active Learning

Experiential learning is an essential component of education abroad, and participation in field studies is a required part of coursework. In this course, students explore the city in which they are studying using a variety of methods. This provides the opportunity to gain nuance and perspective on the host context and course content, as well as to collect information and resources for assigned papers, projects, and presentations.

- A *guided walking orientation* to students' neighborhood and key parts of the city, helping them learn to navigate their city both logistically and socially. Before starting their internships, students are required to travel alone to their internship location to familiarize themselves with the area surrounding their internship, the transport network and commuting etiquette.
- A *pre-internship neighborhood location self-guided task* informs the class digital map assignment. This exercise begins the process of self-reflection by which students examine their preconceived and initial thoughts and feelings about working in a global, complex, foreign environment.
- A central learning component of the GIC is the students' *engagement with their onsite internship supervisor and colleagues*. In addition to the ongoing learning that takes place at the internship location through daily tasks and observations, students must meet with their supervisor 3 times during the semester to plan, evaluate, re-evaluate, and assess their hard and soft learning. These meetings also facilitate students' understanding of the work-life of their colleagues within the context of local and regional norms, as well as the effects of global factors on the internship placement's work and employees.

Readings and Resources

The below readings and resources are representative of what will be assigned as required in this course, but may vary slightly in the term syllabus.

All students are given access to the online library of the University of New Haven (UNH), accessible [here](#), and are expected to comply with [UNH Policies](#) regarding library usage.

Wherever possible, required readings are made accessible through the online library or Canvas. Students are responsible for obtaining all required readings.

Each course utilizes Canvas as its LMS. Students are expected to check Canvas regularly for updates and deadlines. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

Required

Ahmed, Anam (2020). "[Cultural Awareness in the Workplace.](#)" *Small Business Chronicle*.

Anderson, A. & Bolt, S. (2013). *Professionalism: Skills for Workplace Success*. 226-282. Pearson

Belbin, R.M. (2010). The Art of Building a Team, in *Team Roles at Work (2nd ed.)*. New York: Routledge, 97-106.

Deardorff, D. (2008). "Intercultural Competence: A Definition, Model and Implications for Education Abroad." Stylus

Gargiulo, T. (2016.) "Power of Stories" *Journal for Quality and Participation*

Interview practice questions: [Mock Interview Questions - Prepare to Articulate your Professional Experience Abroad - YouTube](#)

Kastelle, T. (2013.) '[Hierarchy Is Overrated](#)'. *Harvard Business Review Blog*, 20 November.

Leanne Serbulo (2022): [Urban Literacy: Learning to Read the City Around You](#)

Matthews, Michael, [7 Tips for Internship Preparation](#) 31 March 2011. Forbes.

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.

Saunders, M., Lewis, P. and Thornhill, A. (2016) *Research Methods for Business. Students*. 7th Edition, Harlow: Pearson.

Course Calendar

Session 1	
Topics	Introduction
Activity	Overview of syllabus Masterclass in work culture Learning Agreement goal setting Guided neighborhood and transit orientation
Readings & Assignments	TED Talk: Derek Sivers on "Weird, or just different?" https://www.ted.com/talks/derek_sivers_weird_or_just_different Matthews, Michael, 7 Tips for Internship Preparation 31 March 2011. Forbes. [Online]. Available from: https://www.forbes.com/sites/michaelmatthews/2011/03/31/7-tips-for-internship-preparation/ <u>For those in hybrid placements that combine in-person and remote work, please watch: "In Conversation with Rowena Hennigan"</u>

Session 2	
Topics	Positionality, Intercultural Competence, and JEDI
Activity	Reflection on first week at internship Observing cultural traits Learning Agreement due Location Research Assignment due
Readings & Assignments	Submit: Self-Guided Internship Location Research Map on shared Google Map TED Talk: by Chimamanda Ngozi Adichie on "The Danger of a Single Story" Middleton J. (2014), <i>Cultural Intelligence: The Competitive Edge for Leaders Crossing Borders</i> . London: Bloomsbury, pp1-17.

Session 3	
Topics	Research Project:
Activity	Research Planning and Goal Setting
Readings & Assignments	'In the News' Presentations Read: Saunders et al. (2016), <i>Research Methods for Business Students</i> . 7 th Edition, Harlow: Pearson. pp2-51 <ul style="list-style-type: none"> • Choosing a research strategy • Identifying a research focus • Developing research questions • Planning Interviews Research tools and techniques

Session 4	
Topics	Working in Teams
Activity	Complete Belbin Test and Reading
Readings & Assignments	Watch this short video which uses the movie <i>Remember the Titans</i> (2000) to illustrate Bruce Tuckman's theory of <u>on the stages of group development</u> : https://www.youtube.com/watch?v=hEJaz3sinEs Belbin, R.M. (2010). "Team Roles at Work" (2nd ed.). Routledge, 97-106. Kastelle, T. 2013. 'Hierarchy Is Overrated'. <i>Harvard Business Review Blog</i> , 20 November.

Session 5	
Topics	Research Project:
Activity	Designing semi-structured interviews, interview planning and etiquette.
Readings & Assignments	Submit Research Plan Students must have identified people within their research topic / industry to interview prior to this meeting.

Session 6	
Topics	Guest Speaker
Activity	Guest Lecture and Discussion

Readings & Assignments	Submit: Mid-Term Reflection
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Session 7	
Topics	Interviewing
Activity	Interview Analysis
Readings & Assignments	Present: Research Interview Findings

Session 8	
Topics	Articulating the Internship Experience at Interviews
Activity	Internship Team Workshop: Resume, Cover Letter, and Position descriptions and how to articulate the study abroad and internship experience.
Readings & Assignments	Pre-recorded interview practice questions in Canvas Anderson, A. & Bolt, S. (2013). <i>Professionalism: Skills for Workplace Success</i> . New Jersey: Pearson, 226-258. 260-282 Articulation Resource Work Pack in Canvas

Session 9	
Topics	Storytelling in a Professional Context
Activity	Poster Presentation and Research Project Tutorials
Readings & Assignments	Gargiulo, T. 2016. "Power of Stories" Submit: Mock Interview PDF – w Resume, Cover Letter and Position description.

Session 10	
Topics	Mock Interview & JEDI in the Workplace
Activity	Live Recorded Mock Interview
Readings & Assignments	Submit: Mock Interview Reflection Submit: Sheila Gaddis <i>JEDI in the American Workplace</i> reflection In Conversation with Sheila Gaddis Ahmed, Anam (2020). Cultural Awareness in the Workplace . <i>Small Business Chronicle</i> , July 2. Uthra, P. (2022). Do Your Global Teams See DEI as an American issue? <i>Harvard Business Review</i> .

Session 11	
Topics	Research Project:
Activity	Critical Thinking & Multiple Intelligences
Readings & Assignments	Presentation Draft Watch: Sir Ken Robinson's Ted Talk on Changing Educational Paradigms https://www.ted.com/talks/sir_ken_robinson_changing_education_paradigms

	<p>Read: https://www.niu.edu/citl/resources/guides/instructional-guide/gardners-theory-of-multiple-intelligences.shtml</p> <p>Ahmed, Anam (2020). Cultural Awareness in the Workplace. <i>Small Business Chronicle</i>, July 2.</p> <p>Uthra, P. (2022). Do Your Global Teams See DEI as an American issue? <i>Harvard Business Review</i>.</p>
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Session 12	
Topics	<p>Debrief semester</p> <p>Discuss and review Poster Presentations</p>
Activity	<p>Live Q&A</p> <p>Skill Survey</p>
Readings & Assignments	Prepare digital poster and research project

Session 13	
Research Project Presentation	
Submit: Final Internship Reflection	

Section III: Academic Policies and Standards

Academic Policies

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

Student Learning & Development Objectives

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration. These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery, beyond specifics of course offerings, addressing student learning holistically and framing it a larger learning context.