

Global Internship Course: Sydney

COURSE DETAILS

Course Designator and Number: SNDY 3375

Number of Credits: 3

Language of Instruction: English

Contact Hours: 28.5

Instructor: Dr. Andy West

COURSE DESCRIPTION

The Global Internship Course (GIC) provides a unique and innovative opportunity for students to engage in an internship (and living abroad experience) while supported by academic in-class and online educational sessions to further develop their personal and professional skills while earning academic credit. GIC students also partake in out-of-class guided and self-guided activities and 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 will be facilitated through a small selection of CAPA Masterclasses given by leading professionals from a diverse range of fields. The in-class active learning approach gives students the opportunity to discuss and analyze theories and models of work, organizational behavior, and management in a cross-cultural context.

A variety of teaching and learning activities will be used, for example: lecture, workshop, discussion, informal and formal presentations, self-guided and guided research, and mock (recorded) interviews. The assessment mechanisms are all designed to support learning, using the internship and living abroad experience as a vehicle. Above all, the in-class CAPA

sessions give students the opportunity to listen to individual experiences, compare and contrast activities with others, and consider the experience in terms of their personal and professional development. At the beginning we focus on self-reflection, and at the end of this process we challenge each student to focus on self-projection. At its core, GIC provides an opportunity for students to unpack, synthesise, and articulate (the value of) their learning.

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

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

- **Personal and Professional Development (PPD):** a focus on personal and professional development provides students the opportunity to develop self-awareness to include development of an effective online presence, as well as an awareness of others, within a professional setting. In-class workshops, activities, and assignments, such as formal presentations, mock interviews, and a Continuous Professional Development Workshop and poster presentation, provide the perspective required to determine effective strategies for future professional and educational development. The GIC uses aspects of Kolb's model of experiential learning so that students can continually be guided through a process of self-reflection to an extent that their learning is increasingly self-directed, and authored. We empower/link "character building" with the capacity for students to metaphorically and physically "get into character" so that they can engage with a diverse range of people in a range of informal and formal academic, social, and internship (future employment) settings.
- **Intercultural Competence, to include how organizations work and work culture:** an introduction into the area of effective leadership and management styles; working (collaboratively) in teams; employee motivation; performance (and self) management and well-being; and the management of effective professional communication. Students will explore the concepts of culture and intercultural competency and how the everyday socio-cultural realities of a country and or the realities of globalization are reflected in the workplace.
- **Comparative Analysis, Sydney (Australia) 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 understand how macro political and economic policy affect the everyday life/societies in which they are residing during their time abroad.

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

Course Objectives

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.

Learning Outcomes

On completion of the Workshop, 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 be familiar with different online 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 and accountability, independence and interdependence, goal orientation, self-confidence, resilience, appreciation of differences.

Methodology

There are two components to the Global Internship Course. The site-based internship provides students with a unique opportunity to learn by active participation at a host organization in order to develop skills and aptitudes relevant to career aspirations and critical analytical skills, and well as to further professional development. Students will be able to develop self-confidence, self-awareness, and an awareness of others in a practical setting. They will also be able to initiate the development of a network of international contacts to assist their future careers.

In preparation for the site-based internship, all internship students attend an Internship Orientation prior to week 1, with an introduction to the internship experience and the Workshop. This is led by the CAPA Internship Team. It covers initial expectations, advice on interview matters, a general introduction to workplace cultures and communication styles in Australia, and an overview of the online learning activities.

The learning component through online and in-person forums allows students to connect their experience at the internship to broader social and cultural contexts and relevant theoretical frameworks. The learning activities will reveal the nature of Australia's workplace dynamics and allow students to research different aspects of the workplace that are reflected in their internship. As well as providing an opportunity for reflection and application to the internship, the online reflective journals completed enable us to provide support as and when needed. CAPA faculty and the CAPA internship coordinator will monitor this and respond to any issues students raise.

Field Components

Participation in field activities for this course is required. Students will take part in an arrival

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

Course Prerequisites

The learning and assessment tasks described in this document carry the internship credit on student transcripts (under the name Global Internship Course). All students must be participating in a CAPA internship placement to participate in the workshop for credit. A passing academic grade will not be awarded unless the student completes the minimum required site internship hours.

Required Readings/Materials

- 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 students' activity in doing the readings, and this will be reviewed when assigning grades.

Recommended Reading

Students may find the following useful references for the Workshop:

- Clegg, Stewart, Kornberger, Martin and Pitsis, Tyrone (4th Edition) (2016). *Managing and Organizations: An Introduction to Theory and Practice*, London: SAGE
- 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*. 3rd Edn. Belmont CA: Brooks/Cole.

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 they do not have access to sufficient additional resources from the home institution to complete the coursework for this class, students may request access to the online library resources of SUNY-Oswego. To access this resource, they must request access during the first week of the workshop.

Grading

Grading Rubric

Letter grade	Score or percentage	Description
A	93–100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90–92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87–89	
B	83–86	
B-	80–82	Achievement that meets the course requirements in every respect.
C+	77–79	
C	73–76	
C-	70–72	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D+	67–69	
D	60–66	
F	0–59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

Summary of How Grades Are Weighted

Assignments	Percentage of grade
Participation in class	20%
Self-guided internship location research	10%
Written assessment (online posts)	40%
Team video essay	15%
Individual interview	15%
Overall grade	100%

Assessment Details

Participation (20%, ongoing)

Students are expected to attend orientation and contribute to the four in-class sessions (units 3, 5, 8, 13).

Self-Guided Internship Location Research (10%) 750 words

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

Written Assessments (40%)

Online posts—units 1, 9

Students must maintain an online journal, to be updated on/by Sunday following the week of interning in units 1 and 9. The word count of the journal must be between 250 and 350 words. This journal is only visible to faculty and the CAPA internship advisor. The journal is a place for students to track their progress and development and raise any questions about how to address issues in the workplace, enhance performance, or otherwise make a strong contribution to the internship site. Students should also consider the extent to

which their actual experience aligns with their expectations, difficulties and issues that have arisen, what they are enjoying so far, their achievements, and any other specific events during the week and their effect on themselves.

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

Team Video Essay (15%)

Due (Unit 13)

Outline of video to be submitted by the Friday of Unit 8 for feedback.

This assessment task is a 3-5 minute video essay to be completed as a team effort working in assigned teams. The essay is a structured collage of video, text, and graphics with audio that presents what students have individually and collectively learned during their 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, or development of intercultural competency, and draw on students' individual essays.

Resources have been provided on CANVAS to help develop the video-essay. The video must be uploaded to CANVAS and will be showcased in the final in-person class.

Individual interview (15%)

Due: 10 p.m. Friday of Unit 11.

Students must reflect on the mock interview completed with an interviewer in the previous weeks. They also must submit their individual interview.

Students will attend a professional mock interview with an external interviewer. This assignment allows students the opportunity to synthesize and articulate aspects of their internship experiences and learning. They must record the interview on a phone and then write a reflection/critique of their interview in terms of their answers to the questions and delivery.

In preparation for (and central to) this assignment, students must choose a realistic future internship, post graduate course, or job that they are applying for and state this in writing one week prior to the interview. Furthermore, in preparation for this assignment, students must have updated their resumes and prepared a cover letter for the position being interviewed for as part of their resume/interview workshop. *Students will conduct their interviews on the basis that the interview is taking place following their study abroad experience and are required to use their study abroad experience as part of each answer.* They should consider the list of possible questions below and prepare responses.

Students will upload their reflection on the interview to CANVAS along with their resume and cover letter. The assessment is based on the quality of the reflection uploaded to Turnitin. The reflection is to be 1,000 words in length (+/- 10%), addressing the following three questions:

- What aspect of the interview went well?
- What aspect of the interview could be improved in the future?
- How will you ensure you are best prepared for job interviews in the future?

To schedule the interview, students must respond to the email from the interviewer Ross Coleman.

GIC Interview Questions

1. I am very interested to hear about the internship you did abroad with CAPA. Could you tell me a little about the nature of the organization's work and your specific tasks?
2. What is intercultural competence and can you give me an example of it?
3. Over 200 people applied and we have cut it down to 20. What makes you stand out from the other 19?
4. Have you ever been part of a team, and what role(s) did you play?
5. How do you handle conflict situations? Can you give me a particular example?
6. How are you at making presentations? What do you think makes a great presentation?
7. Can you tell me about a time you got tough feedback from a professor or your boss, and how you handled that?

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

capaworld.capa.org/how-a-capa-dublin-internship-helped-kickstart-my-career

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.

COURSE CONTENT

Unit 0

Global Internship Orientation

- Students must refer to their CANVAS Calendar for details of time and venue
- During orientation, there will be an introduction to the online learning activities of the internship course and a discussion of important criteria for successful internships. It will be an opportunity for the faculty to meet the students, the students to meet the faculty, and the students to meet each other.
 - Faculty introductions
 - Overview of learning activities
 - Video essay group formation and information
 - Students must choose three words that characterise how they feel about starting the internship

Unit 1

Learning from Experience

- Students should begin to reflect on the internship as a learning experience. They should read the Daudelin article below, then write the first weekly journal post (due 10 p.m. Sunday). The weekly journal gives students the chance to take the time to think about the internship experience. By reflecting on the experience, students can begin to assess their motivators, what they like/don't like, how they approach problems, how they socialise with others, and so on. It gives them the opportunity to really learn about themselves.
- Students should complete the first entry, "Expectations and First Impressions," in the personal reflective journal. Also in the journal, students should provide faculty with a link to their LinkedIn profile, if applicable. Faculty will provide advice on this, and students can develop it further throughout the semester as they wish.
- **Reading reference:**
 - Daudelin, M. (1996). Learning from Experience through Reflection. *Organisational Dynamics*, Vol 24, No. 3:36-48.

Unit 2

No in-person class this week

Unit 3

Teamwork Styles

1. Students should read the chapter from Belbin and review the Belbin website material on team roles.
2. Then they should 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? Students should come prepared to share their thoughts on these questions in class.

Reading reference:

- 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.)

Unit 4

No in-person class this week

Unit 5

Intercultural Flexibility & International Experience

- Students should develop a short survey (5-10 questions) to administer to one person in their internship workplace that explores:
 - What are the cultural values of Australian workplaces? What is considered important and/or valuable in the culture?
 - How might the culture have developed based on the history of Australia?
 - What would be considered taboo or culturally offensive in an Australian workplace?
 - What constitutes an effective communicator in Australian workplace culture?
- Students must reflect on the findings of the survey, especially on the similarities and differences with the American work culture from places they have worked before, or by administering an adapted survey to someone back home. Were the answers from the survey the same or different? What was particularly interesting or shocking?

- Students must submit the questions and answers to the lecturer in class, typed on one page.
- Students must come to class prepared to discuss their own assumptions about Australia and its people and students' opportunity to develop intercultural flexibility.
- **Reading references:**
 - Williams T.R. (2005). *Exploring the Impact of Study Abroad on Students' Intercultural Communication Skills: Adaptability and Sensitivity*. *Journal of Studies in International Education* Winter 2005 vol. 9 no. 4 356-371 doi: 10.1177/1028315305277681.

Unit 6

No in-person class this week

Unit 7

Mid-Semester Break

Unit 8

Career Skills

- Students 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.
 - Students must submit a draft cover letter to the lecturer in class, typed on one page.
- **Outline of video essay due 10 p.m. Friday**
 - Student teams must develop the draft storyline for their group video essay and have one member of the team upload this to the discussion forum. Formative feedback will be provided by faculty (there is no mark given for outline).
- **Reading reference:**
 - Youth Central. Applying for Jobs. Available at: youthcentral.vic.gov.au/jobs-careers/applying-for-jobs

Unit 9

Reflecting on Your Experience

- The reading for this week explains a learning cycle that we move through when we engage in experiential learning activities such as internships. Students should read this article and try to apply the cycle to their own experience, including looking back on the first journal post. They should create a summative post on their journey of learning

over the last nine 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?

- **Reading reference:**
 - Schweitzer, H.F., King M.A., 2009. *The Successful Internship*. 3rd Edn. Belmont CA: Brooks/Cole. (Chapter 1 Surveying the Landscape pp.3-21.)

Unit 10

No in-person class this week

Unit 11

Individual interview reflection

- Students must submit individual interview reflections via Canvas
- No coursework this week

Unit 12

No coursework this week

Unit 13

Sharing Your Experience

- Students must submit their video essay
- This week in class, we will be sharing video-essays and debriefing your Australian internship experience.

POLICIES

Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

University of Minnesota Policies & Procedures

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic Dishonesty

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

Student Conduct

The University of Minnesota has specific policies concerning student conduct. This information can be found on the Learning Abroad Center website.