

Global Internship: Barcelona

COURSE DETAILS

Course Designator and Number: BCLA 3375

Number of Credits: 6

Language of Instruction: English

Contact Hours: 45

Instructor: On-Site Faculty

COURSE DESCRIPTION

The Global Internship Course (GIC) provides a unique and innovative opportunity for students to engage in an internship (and living abroad experience) while supported by academic in-class and online educational sessions to further develop their personal and professional skills while earning academic credit. GIC students also partake in out-of-class guided and self-guided activities and excursions that have been devised to enable them become more comfortable with, and knowledgeable of, their internship locations/neighbourhoods.

Furthermore, a day-long field trip illustrates how socio-political and economic factors, such as the effects of housing costs in global cities, necessitate commuting and changing work practices such as flexible working hours and working remotely that embody best practice in well-being. Field excursions 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 experience, 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, synthesize, 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 students to display at their internships. Students will undertake an intensive orientation session to help them prepare for and integrate into their placements. Additional resources and readings to aid students' personal and professional development will be provided. Central to the pedagogy of GIC is self-reflection and collaboration; we value the diverse socio-cultural and academic backgrounds our students bring to the course and see the multi- and interdisciplinary nature of GIC as a plus for discussion and collaboration. Students with prior knowledge of certain topics covered in class are encouraged to share their knowledge in a mentoring capacity with their peers and build upon their knowledge by considering such topics from other academic discipline and global and practical perspectives.

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 informal and 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 students and 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:** This will include how organizations and work culture work: 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, Spain (Barcelona) 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 (SLOs): 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 Barcelona that may (or may not) differ from similar workplaces and institutions in the USA. The lessons addressing this theme are driven by CAPA's professionally recorded and edited International Masterclasses, as well as current news items and developments in organizations, employment relationships, and similar activities as they emerge across the year in which the semester takes place. Issues such as globalization and sustainability may be discussed. Students are encouraged to cultivate their political consciousness, and to consider 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 link the internship experience with a consideration and analysis of current and historical aspects of the various work cultures in the CAPA location to enable insightful comparison of these with the US and other workplaces and cultures.
2. To actively participate in the life of the host society through an internship placement and the local environment.
3. To be able to demonstrate a deeper understanding of the host organization culture through the completion of presentations and written reflections that complement the course materials and weekly sessions.
4. To create a participative and critically challenging program to promote personal and professional development on a number of levels.
5. To provide an assessment framework that requires students to demonstrate participation, skills development, and personal and professional awareness within a rigorous academic context.

Learning Outcomes

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

- a) identify and apply the (hard and soft) skills obtained from internship roles;
- b) demonstrate an improved working knowledge of Spanish (and Catalan) as related to the internship/industry
- c) reflect analytically on an organization and/or industry through oral and written reports;
- d) demonstrate an understanding of critical and strategic thinking and its application in business and research/study;
- e) discuss theory concerning, and provide practical (and personal) examples of intercultural competence to function in a globalized environment and multicultural society;
- f) discuss theory and provide examples of group formation stages and team roles in different settings and demonstrate an ability to work collaboratively;

- g) prepare a professional resume and cover letter and be aware of networking platforms such as LinkedIn and the issue of social media management and etiquette;
- h) 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; and
- i) adapt behavior (body language, tone, vocabulary) to different work and educational settings.

Developmental Outcomes

Students should demonstrate responsibility and accountability, independence and interdependence, goal orientation, increasing self-confidence, time management (well-being), resilience, and appreciation of differences. Throughout the course, students will be encouraged to observe, understand, and practice the art of interacting in different work and social situations, whereby they can consciously adapt their behavior, body language, tone, and vocabulary according to the different situations they find themselves in.

Methodology

There are two components to the Global Internship Course:

1. 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 to develop skills and aptitudes relevant to their career aspirations, to develop 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.
2. 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 and occasional online 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 an 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.

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 (understand social norms) in Barcelona. Before starting their internships, students are required to travel alone to their internship location to familiarize themselves (by observation and analysis) 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. These are included in the assessment framework indicated by an asterisk (*) below in the assessment table.

Students are also strongly encouraged to participate in co-curricular program activities such as CAPA My Global City events and activities and the GoBeyond Canvas course.

Course 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 that carry the internship credit on student transcripts (under the name Global Internship Course).

Required Readings/Materials

- The course text and add additional materials are mandatory reading for the class. Further reading materials are for students to use if they have a specific interest. Additional and further reading materials are available via the course modules. Presentations or supplementary notes used in class will be published on CANVAS shortly after the lesson.
- **SUNY-Oswego Online Library Resources**
If students do not have access to sufficient additional resources from their home institution to complete the coursework for this class, they may request access to the online library resources of SUNY-Oswego: <http://libraryguides.oswego.edu/c.php?g=500670>. To access this resource, students need to request access during the first week of the program.
- Required reading, listening, and watching is organized by topic. Other reading is optional, but students should review if they have selected one or more of the topics for reflection and analysis for their assignments. Additional reading may also be provided in class by faculty members.
- Selected texts without links are available via CANVAS. The full version of all anthologies and textbooks are available in the Academic Affairs office.

- **The study-abroad internship experience**
 - Burkeman, O. (2013). Open-Plan Offices Were Devised by Satan in the Deepest Caverns of Hell. *The Guardian*, November 18.
 - Fox, K. (2008). Work to Rule, in *Watching the English: The hidden rules of English behaviour*. London, England: Nicholas Brearley, 176–207.
 - *** Kelly, D. (2016). CAPA Orientation Masterclass
[http://www.kaltura.com/index.php/extwidget/preview/partner_id/2096161/uiconf_id/33967411/entry_id/0_k8i68io7/embed/auto?&flashvars\[streamerType\]=auto](http://www.kaltura.com/index.php/extwidget/preview/partner_id/2096161/uiconf_id/33967411/entry_id/0_k8i68io7/embed/auto?&flashvars[streamerType]=auto)
 - Schweitzer, H.F. & M.A. King (2009). Chapter 10: Navigating the internship site, in *The Successful Internship* (3rd ed.). Belmont: Brooks/Cole, 281–309.
 - Foot M. and Hook C. (2008). Chapter 9: Learning and talent development, in *Introducing Human Resource Management*, Pearson, London, 288–332.
- **Global perspectives and intercultural competence**
 - *** Adichie, Chimamanda Ngozi, “The Danger of a Single Story,”
<https://www.youtube.com/watch?v=D9lIhs24Izeg>
 - *** Middleton J. 2014. Part One: What is cultural intelligence (CQ)?, in *Cultural Intelligence: The Competitive Edge for Leaders Crossing Borders*. London, England: Bloomsbury, 7–20.
 - Hofstede, G. (1993). Cultural constraints in management theories. *The Academy of Management Executive*, 7(1), 81–94.
- **Communication: listening, presenting, and influencing**
 - Anderson, C. (2013). How to Give a Killer Presentation. *Harvard Business Review*, June, 121–125. <https://hbr.org/2013/06/how-to-give-a-killer-presentation>
 - Cavoulacos, A. 2016. ‘Finally! The 23 Unwritten Rules of Email.’ *The Muse*.
<https://www.themuse.com/advice/finally-the-23-unwritten-rules-of-email>
 - Davis, J. (2016). CAPA Communication Masterclass “The Perfect Pitch”
http://www.kaltura.com/index.php/extwidget/preview/partner_id/2096161/uiconf_id/33967411/entry_id/0_hss5vqhr/embed/thumb?&flashvars%5BstreamerType%5D=auto
 - Elsbach, K., D. (2003). “How to Pitch a Brilliant Idea.” *Harvard Business Review*, September, 117–123. <https://hbr.org/2003/09/how-to-pitch-a-brilliant-idea>
 - Martin, S. (2015). How Doctors (or Anyone) Can Craft a More Persuasive Message. *Harvard Business Review Blog*, January 29.
<https://hbr.org/2015/01/how-doctors-or-anyone-can-craft-a-more-persuasive-message>
 - Robbins, S. (2009). Seven Communication Mistakes Managers Make. *Harvard Business Review*, February.
 - Zenger, J. & Folkman, J. 2016. What Great Listeners Actually Do. *Harvard Business Review Blog*, 14 July. <https://hbr.org/2016/07/what-great-listeners-actually-do>
- **Defining your personal brand: profiles, resumes, cover letters, and interviews**
 - Anderson, A. & Bolt, S. (2013). Chapter 14: Resume package, in *Professionalism: Skills for Workplace Success*. New Jersey: Pearson, 226–258.
 - Anderson, A. & Bolt, S. (2013). Chapter 15: Interview techniques, in *Professionalism: Skills for Workplace Success*. New Jersey: Pearson, 260–282.
 - Barrett, C. (2016). Make a Lasting Impression at Job Interviews Using Questions. *Quintessential*.
www.livecareer.com/quintessential/asking-questions-at-interview

- Knight, R. (2015). How to Conduct an Effective Job Interview. *Harvard Business Review Blog*, January 23. <https://hbr.org/2015/01/how-to-conduct-an-effective-job-interview>
- Marr, B. (2014). Job Interview: Why Only 3 Questions Really Matter. *LinkedIn*, March 31. <https://www.linkedin.com/pulse/20140331030822-64875646-job-interview-why-only-3-questions-really-matter>
- Marr, B. (2015). How To Create A Killer LinkedIn Profile That Will Get You Noticed. *LinkedIn Pulse*, June 2. <https://www.linkedin.com/pulse/how-create-killer-linkedin-profile-get-you-noticed-bernard-marr>
- Peters, Y. (1997). The brand called you. *Fast Company Magazine*, August/September. <https://www.fastcompany.com/28905/brand-called-you>
- **Group dynamics and teamworking**
 - *** <<kpkammer>> (2013) Clip from the movie Remember the Titans is used to illustrate Bruce Tuckman's theory of group stages (Forming, Storming, Norming, Performing, and Adjourning) <https://www.youtube.com/watch?v=hEJaz3sinEs>
 - Brooks I. (2006). Chapter 5: Groups and Teams, in *Organisational Behaviour*. London, England: Pearson, 110–155.
 - Hayes J. (2006). Chapter 10: Communicating change, in *The Theory and Practice of Change Management*. London, England: Palgrave Macmillan, 178–190
 - Kastle, T. 2013. 'Hierarchy Is Overrated.' *Harvard Business Review Blog*, 20 November. <http://blogs.hbr.org/2013/11/hierarchy-is-overrated>
 - Ministry of the Presidency. *Spain Today Report*, 2014. Editorial co-ordination: José María Caballero Casado, 2016.
 - <http://www.lamoncloa.gob.es/espana/historico/Documents/Spain%20today%202014.pdf>.
- **Analytical, critical, and creative thinking**
 - Gardner, H. (1999). Chapter 3: The theory of multiple intelligences, in *Intelligence Reframed: Multiple Intelligences for the 21st Century*. New York: Basic Books, 27–46.
 - Dr Edward de Bono's official website: <http://edwdebono.com/>
 - "Changing Education Paradigms," 2009 TED Talk by Sir Ken Robinson, https://www.ted.com/talks/ken_robinson_changing_education_paradigms

Dress Code

Dress should be business casual for the internship location unless otherwise directed by internship supervisor. Students must also wear business casual wear for their first orientation session, formal group presentations, and mock interviews.

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
Signed learning agreement*	0%
Self-guided internship location research (750 words)	10%
Midterm internship reflection (interim reflective analysis and review of internship experience, 500 words)*	5%
Personal and professional development review (group poster presentation in workshop session)	10%
Mock interview (delivery and review; reflective analysis and review of face-to-face mock interview experience)	15%
Research project (group presentation of internship research findings). This has three different assigned components graded throughout the research project, including Research Plan (7.5%), Mid-Point Assessment (10%), and Presentation	35%

(12.5%)	
Final internship reflection (reflective analysis and review of interview experience, 500 words)*	5%
Participation (assessment of engagement and performance at internship site, and in workshop sessions including newstalk presentations)	20%
Overall grade	100%

* requires meeting with internship site supervisor

Assessment Details

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

Learning Agreement

0% of final grade but mandatory completion

All students will type up their internship objectives agreed upon 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.

Assignments

Self-Guided Internship Location Research

10% of final grade (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 their global city based partly on their pre-internship self-guided exploration of the internship location. Students should take photographs of images and symbols that they find difficult to 'translate' in terms of symbolic meaning or language.

Mid-Term Internship Reflection

5% of final grade (500 words)

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

Personal & Professional Development Review (Poster Presentation)

10% of final grade

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

Mock Interview

15% of final grade

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

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

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

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

<http://capaworld.capa.org/how-a-capa-dublin-internship-helped-kickstart-my-career>

Research Project

35% (cumulative) of the final grade (maximum equivalent of 1,750 words in total)

The six-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 SLOs. 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 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 comprises three interconnected assignments: 1) an initial research plan; 2) a mid-term report; and 3) a final research presentation. Following this and the overall GIC process it is envisaged that students will have the skill sets and confidence to speak knowledgeably using an extemporaneous mode of delivery in a range of professional settings. 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 10% 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 10% of final grade (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 Report #3: Presentation 15% of final grade

In their research groups, students present their analysis and findings from their research, synthesizing their experiences and learning from their internship and knowledge of the related sector.

Final Internship Reflection

10% of final grade (750 words)

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

GIC Participation

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

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

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

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

Class participation will be assessed according to the following guidelines:

Grade	Discussion	Reading
A range	Excellent consistent contributor; offers original analysis and comments; always has ideas on topics of the readings and relationship with internship; takes care not to dominate discussion	Obviously has completed all readings; intelligently uses resultant understanding to formulate comments and questions for discussion.
B+	Very good frequent willing and able contributor; generally offers thoughtful comments based on the readings and internship experience	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;	Displays familiarity with some readings and related concepts, but tends not to analyze them.

	comments/questions are of a general nature and do not often relate to the internship	
C range	Poor: sporadic contributor; comments/questions betray a lack of understanding of key concepts; often digresses in unhelpful ways and makes little or no connection with the internship	Displays familiarity with few readings; rarely demonstrates analytical thought.
D/F	Very poor: rarely speaks or illustrates a lack of active listening and does not contribute to group discussion; merely quotes text or repeats own comments or those of others with no connections made to the internship	Little to no apparent familiarity with assigned material or application to relevant experience.

COURSE CONTENT

Unit 1

Orientation, City/Neighborhood Guided Tour

- Students will take part in an arrival city/neighbourhood guided walking and bus tour in which they will learn how to navigate the city by foot (creation of mental maps) and be made aware of transport networks, which includes an analysis of social norms in Barcelona. Discussion of the etiquette of taking photographs in the city.
- Assignment: Students must not be passive observers of their tour but be active participants and fully engaged in the tour, which includes taking photographs and mental notes to aid initial in class discussions.
- Students will become familiarized with all administrative information and procedures required for the successful completion of the GIC program, such as logging hours and completion of their internship learning agreement.
- Preparation for the first week at placements: Introduction to the concept of Intercultural competence and low vs. high context cultures. Cultural (invisible) minefields; the do's and don'ts (cultural codes and cues) of the Barcelona workplace. Students will document three words to describe how they feel about starting their internship.
- Introduction to the concept of field notes and journaling to enhance internship placement, language acquisition, and in-classroom learning.

- Assignment: To have watched before next class:
http://www.kaltura.com/index.php/extwidget/preview/partner_id/2096161/uuid/33967411/entry_id/0_k8i68io7/embed/auto?&flashvars%5bstreamerType%5d=auto

Self-Guided Commute & Research of Internship Location

- 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.
- Assignment: 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. Students must discuss their findings in session 1 and upload their assignment onto Canvas before in-class Unit 2.

Introduction to the Global Internship Course

- Introduction to GIC syllabus, assignments, and the class social contract.
- Development and discussion of concepts introduced in the orientation and orientation Masterclass focusing on (work) culture in Barcelona.
- Doing Business and Business Vocabulary in Barcelona.
- Learning Agreement goal setting (setting expectations both hard and soft)
- 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/>
- Discuss: Organization/sector issues with site supervisor to inform research project

Unit 2

Positionality & Intercultural Competence

- TED Talk: by Chimamanda Ngozi Adichie on “The Danger of a Single Story”
https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en
- Positionality and introduction to intercultural competence
- Assignments: Reflections on first week at Internship
 Using the iceberg analogy discussed in the online Masterclass, students must identify at least three observable everyday cultural traits (behaviour) they see/hear/experience in Barcelona and consider their cultural-historical significance/context.
- Students must bring draft of Learning Agreement to class.

- READING: Middleton J. 2014, *Cultural Intelligence: The Competitive Edge for Leaders Crossing Borders*. Bloomsbury, London.

Unit 3

CQ Continued

- Speed Stating. Recording on their phones, students will answer, to one peer, a recorded interview question relating to their internship organization and their specific roles. This will help students prepare for such a question at their mock interviews in unit 5. Students will also answer in pairs sample interview questions on intercultural competence using their time at their internships and living in Barcelona to guide their answers.
- Q1:
[http://www.kaltura.com/index.php/extwidget/preview/partner_id/2096161/uiconf_id/33967411/entry_id/1_ar9nq7wq/embed/auto? &flashvars\[streamerType\]=auto](http://www.kaltura.com/index.php/extwidget/preview/partner_id/2096161/uiconf_id/33967411/entry_id/1_ar9nq7wq/embed/auto?&flashvars[streamerType]=auto)
- Q2:
[http://www.kaltura.com/index.php/extwidget/preview/partner_id/2096161/uiconf_id/33967411/entry_id/1_ihencanm/embed/auto? &flashvars\[streamerType\]=auto](http://www.kaltura.com/index.php/extwidget/preview/partner_id/2096161/uiconf_id/33967411/entry_id/1_ihencanm/embed/auto?&flashvars[streamerType]=auto)
- Assignment: News Talk Students, based on viewing local and English-language news sources, and discussions at their internship sites and on the streets, will present a topical issue that is in the news and their (critical) understanding of the issue. Students, where appropriate, can also include research on how that topic is being presented in other Spanish regions, EU countries, and/or America. Students will be expected to lead a class discussion on this topic. These will occur periodically throughout the semester.

Unit 4

Research Project Planning & Goal Setting

- Students should read Saunders et al. (2016), Chapters 1 and 2
 - Choosing a research strategy
 - Identifying a research focus
 - Developing research questions
 - Planning interviews
- Research tools and techniques:
- Assignment: Students, type (500 words) what you consider a Barcelona native's 'single story' of you and write what you consider to be your 'single story' (of yourself). Submit this assignment by email by Monday at 5 p.m. (this material should be referenced/used in your mid-term.
- Assignment: Students must submit their signed Learning Agreement (10% of final grade).

Unit 5

Working in (Remote & Multicultural) Teams (Belbin & Tuckman)

- Spain compared with the USA?
- Student workshop: developing a product timeline of the iPhone based on the worker roles needed for each phase using the Belbin Test.
- News Talk Students, based on viewing local and English-language news sources, and discussions at their internship sites and on the streets, will present a topical issue that is in the news and their (critical) understanding of the issue. Students, where appropriate, can also include research on how that topic is being presented in other Spanish regions, EU countries, and/or America. Students will be expected to lead a discussion on the topic.
- Assignment: Have completed the Belbin Test before class.
- Assignment: Submit Research Plan Outline (10% of final grade)

Unit 6

Field Trip

- Field Trip to Barcelona Activa headquarters (Local Development and Entrepreneurship Agency, 22@ District of Innovation (C/Roc Boronat 117, Barcelona)
<http://www.barcelonactiva.cat/barcelonactiva/en/all-about-barcelona-activa/who-we-are/index.jsp>
- Assignment: Student must meet with internship supervisor to review progress to-date

Unit 7

Research Project Interview Analysis & Presentation Planning & Communication Skills

- Students must bring interview recordings and/or notes to class and final presentation PowerPoint outline/skeleton
- Students must submit mid-term assignment at beginning of class (500 words, 5% of total grade)
- Discussion of Masterclass by MIT Professor Justin Davis on communication skills:
http://www.kaltura.com/index.php/extwidget/preview/partner_id/2096161/uiconf_id/33967411/entry_id/0_hss5vqhr/embed/thumb?&flashvars%5BstreamerType%5D=auto

Unit 8

Mid-Term Week: Resumes, Cover Letters, & LinkedIn Workshop

- Ellie Doyle, Director of Talent Hub PowerPoint presentation
- Discussion of mock Interview and possible jobs, courses, internships to apply for.
- Interview practice questions
- Assignments: Students must submit Research Project Presentation Outline and Interview Analysis (1,000 words, 15% of total grade)
Students must bring updated resume to class

Unit 9

Critical Thinking

- Students should watch this Ted Talk by Sir Ken Robinson, entitled Changing Education Paradigms:
https://www.ted.com/talks/ken_robinson_changing_education_paradigms
- Having watched this TED Talk, students must diligently consider what their proclivities for learning and working are. Consider: How do your feelings on this talk, coupled with your understanding of the Belbin Test and the competencies reflected in the talent Hub presentation (PowerPoint), illustrate that you are more accomplished and professionally prepared than the sum of your academic parts (classes). What are your competencies/PPD skills? How are these valuable to you in the workplace and for the position you are applying for in your mock interview? Remember people in your age bracket are, in many cases, hired for trainability and attitude first and specific skills second. If asked a question, “Is your GPA indicative of who you are or perform?” how might you answer?
- News Talk Students, based on viewing local and English-language news sources, and discussions at their internship sites and on the streets, will present a topical issue that is in the news and their (critical) understanding of the issue. Students, where appropriate, can also include research on how that topic is being presented in other Spanish regions, EU countries, and or America. Students will be expected to lead a discussion on the topic.
- SUBMIT: Students must update their resume (and LinkedIn page) to include the Barcelona internship and write a cover letter for the position they will be applying for in the mock interview. They should make sure to research the position/company they are applying for and *mirror* the language in the position description in the resume and cover letter. Then they should insert the term “interculturally competent” in the resume as a skill and submit these three documents online.

Unit 10

CDP Workshop & Poster Presentation

- Students will workshop the main challenges and learning that has occurred during their time to date and create a poster of a central image (metaphor) that illustrates their journey and experiences. They will then present this poster to their peers in class.
- News Talk Students, based on viewing local and English-language news sources, and discussions at their internship sites and on the streets, will present a topical issue that is in the news and their (critical) understanding of the issue. Students, where appropriate, can also include research on how that topic is being presented in other Spanish regions, EU countries, and or America. Students will be expected to lead a class.

Unit 11

Mock Interview

- Mock interview. Students must connect with their interviewer using the Zoom invite on time and dressed appropriately.
- They should make sure to *research* the company and position that they are applying for.
- Assignment: Interview Critique (20% of final grade)
- Following the interview, students must watch and listen to the recorded interview, type up each question, and then type a critique of their response based on the content, including vocabulary and the examples provided. Then they must comment on how they might answer this question differently in hindsight. They should consider the reason for the interviewer asking each question. In each answer, the students should assess whether they answered how the topic/task/skill/example would benefit them on the job being applied for either implicitly or explicitly?
 - This document must be submitted by Friday at 5 p.m.

Unit 12

Research Presentations

- Assignment: Students must submit presentation on Canvas (15% of final grade)

Unit 13

Final Reflection & Celebration

- Discussion of students' three words displayed as a word cloud and the journey they have taken. What are the main takeaways and how can they utilize/sell their experiences when they return home?

- Assignment: Submit Final Reflection: 10% of the final grade. (750 words)

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.