

# Global Internship: Dublin

## COURSE DETAILS

**Course Designator and Number: DBLN 3375**

**Number of Credits: 6**

**Language of Instruction: English**

**Contact Hours: 90 (to include 45 instructor contact hours plus 120–250 hours at the internship site)**

**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 students to 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 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 and our "In Conversation with: \_\_\_\_\_" series 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. COVID-19 has, by necessity, and in time, by choice, increased the extent to which employees work remotely. The GIC will help students to work effectively in a partial and/or, if required, full-time remote capacity should the need arise and to

demonstrate to students the competencies and skills that they will gain and demonstrate through remote engagement.

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 other academic disciplines 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, 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, Dublin, Ireland, 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), 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 Dublin 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 Dublin 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 workshop, students will be able to:

1. Identify and apply the (hard and soft) skills obtained from internship roles;
2. Reflect analytically on an organization and/or industry through oral and written reports;
3. Demonstrate an understanding of critical and strategic thinking and its application in business and research/study;

4. Discuss theory concerning, and provide practical (and personal) examples of intercultural competence to function in a globalized environment and multicultural society;
5. Discuss theory and provide examples of group formation stages and team roles in different settings and demonstrate an ability to work collaboratively;
6. 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;
7. 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;
8. Adapt behavior (body language, tone, vocabulary) to different work and educational settings;
9. Pivot to work remotely if required.

## 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 Workshop:

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 the opportunity for students to analyze and evaluate theoretical frameworks in the context of their internship, session activities, and other personal experiences. The concept of “theory into practice and practice into theory” will be a significant element of the on-site sessions. All students must be participating in a CAPA internship placement to participate in 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 Dublin. Before starting their internships, students are required to travel alone to their internship location to familiarise 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.

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 and presentations in class that account for the greatest portion of the course grade.

## Required Readings/Materials

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* (3<sup>rd</sup> 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=D9lhs241zeg>
- \*\*\* 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](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*. <https://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 team working**

- \*\*\* (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 coordination: 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 21<sup>st</sup> 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](https://www.ted.com/talks/ken_robinson_changing_education_paradigms)

### **Research**

- Martin Denscombe, The Good Research Guide for Small-Scale Social Research Projects (3rd Ed) Maidenhead, Berks: Open University Press, 2007.
- Saunders, M., Lewis, P., & Thornhill, A. (2016). Research methods for business students (7<sup>th</sup> ed.). Harlow, England: FT Prentice Hall:
  - Chapter 1 – The research process, 11-13.
  - Chapter 2 – Formulating and clarifying the research topic, 26-37, 42-48.
  - Chapter 3 – Critically reviewing the literature, 70-85, 93-100.
  - Chapter 4 – Collecting data using semi-structured interviews, 293-296, 401-413.
  - Chapter 5 – Writing your project report, 633-649.

# Grading

## Grading Rubric

<b>Letter grade</b>	<b>Score or percentage</b>	<b>Description</b>
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	Unit due
Participation	20%	All
Learning agreement	0%	2
Self-guided internship location research	10%	2
Midterm internship reflection	5%	6
Personal & professional development review	10%	8
Mock interview	20%	12
Research project plan	7.5%	6
Research project mid-point assessment	10%	9
Research project presentation	12.5%	13
Final internship reflection	5%	13
<b>Overall grade</b>	<b>100%</b>	

## Assessment Details

### **Participation: (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.

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 material. 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 bring a topic for discussion at their internship site.

Class participation will be assessed according to the following guidelines:

<b>Grade</b>	<b>Discussion</b>	<b>Reading</b>
A range	Excellent: consistent contributor; offers original analysis and comments; always has ideas on topics of the readings; takes care not to dominate discussion.	Obviously has completed all readings; intelligently uses resultant understanding to formulate comments and questions for the discussion.
B+	Very Good: frequent, willing, and able contributor; generally offers thoughtful comments based on the readings.	Has done most of the readings; provides competent analysis of the readings and applies insights from class appropriately.
B/B-	Satisfactory: frequent contributor; basic grasp of key concepts but little original insight; comments/questions are of a general nature.	Displays familiarity with some readings and related concepts, but tends not to analyse them.
C range	Poor: sporadic contributor; comments/questions betray lack of understanding of key concepts; often digresses in unhelpful ways.	Displays familiarity with few readings; rarely demonstrates analytical thought.
D/F	Very Poor: rarely speaks; merely quotes text or repeats own comments or those of others.	Little to no apparent familiarity with assigned material or application to relevant experience.

### **Learning Agreement**

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 themselves and their supervisor.

### **Self-Guided Internship Location Research**

(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.

## **Midterm Internship Reflection**

(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)**

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**

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 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 back 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?" 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, to illustrate the value of their study abroad experience to post graduate applications and work. As expressed above, GIC begins with self-reflection and ends with self-projection.

The research project comprises three interconnected assignments: 1) an initial research plan; 2) a midterm 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**

(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**

(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**

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**

(500 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.

### **Dress Code**

Business casual at an internship location unless otherwise directed by the internship supervisor. Students must also wear business casual wear for their first orientation session, formal group presentations, and resume workshop.

# COURSE CONTENT

## Unit 1

### Orientation

- Students will be 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) mine fields; the do's and don't's (cultural codes and cues) of the Dublin 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.
- 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.
- Assignments:
  - Linked with their 3 words activity in orientation, in which students choose three words to describe how they feel about starting their internship, students will write a summary reflection of their initial engagement with (feelings) and critical observations of their internship commute, location and their global city based partly on their pre-internship self-guided exploration of the internship location. Students must be prepared to talk about their research in session 1 and must upload their assignment onto Canvas before in-class Session 2.

## Unit 2

### Introduction

- 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 Dublin
- Doing Business and Business Vocabulary in Dublin
- Learning Agreement goal setting (setting expectations both hard and soft)
- **Assignments:**
  - Discuss organization/sector issues with site supervisor to inform research project
  - Submit internship location research paper
- **Readings/Materials:**
  - TED Talk: Derek Sivers on "Weird, or just different?"  
[https://www.ted.com/talks/derek\\_sivers\\_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/>

## Unit 3

### Positionality & Intercultural Competence

- Positionality and introduction to intercultural competence
- Watch TED Talk by Chimamanda Ngozi Adichie, "The Danger of a Single Story" [https://www.ted.com/talks/chimamanda\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story?language=en](https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en)
- **Assignments:**
  - Reflections on first week at internship
  - Using the iceberg analogy discussed in the online masterclass, identify at least three observable everyday cultural traits (behaviour) you see/hear/experience in Dublin and consider their cultural-historical significance/context.
  - Bring draft learning agreement to class
- **Reading:**
  - Middleton J. 2014, Cultural Intelligence: The Competitive Edge for Leaders Crossing Borders. Bloomsbury, London.

## Unit 4

### Tutorial

- In small groups, students will meet with their instructor to discuss their internships and abroad experiences to-date and be introduced to their research project assignment
- **Assignments:**
  - Submit learning agreement

## Unit 5

### Research Project: Planning & Goal Setting

- Research tools and techniques
- **Readings:**
  - Saunders et al. (2016), Chapters 1 and 2
    - Choosing a research strategy
    - Identifying a research focus
    - Developing research questions
    - Planning interviews

## Unit 6

### Working in Teams

- Watch this short video from the movie Remember the Titans that illustrates Bruce Tuckman's theory of group development: <https://www.youtube.com/watch?v=hEJaz3sinEs>
- Discussion of teamwork and collaboration and its relationship to internship experiences and the relationship between teamwork in Dublin versus the USA... are concepts of individuality and competition different in Dublin and Ireland 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
- Possible guest speaker
- **Assignments:**
  - Complete the Belbin test before class
  - Submit research plan outline

## Unit 7

### Excursion

- Excursion to Dublin's Docklands, which is known as the Silicon Valley of Europe
- Assignment:
  - Meet with internship supervisor

## Unit 8

### Research Project Workshop

- Interview analysis
- Presentation planning
- Communication skills
- Bring interview recordings and or notes to class and final presentation PowerPoint outline/skeleton
- Discussion of Masterclass by MIT Professor Justin Davis on communication skills: Perfect Pitch: [https://youtu.be/ykPF9bW0\\_bs](https://youtu.be/ykPF9bW0_bs)
- **Assignments:**
  - Submit midterm internship reflection

## Unit 9

### Resumes, Cover Letters, & LinkedIn Workshop

- Mock interview preparation
- Ellie Doyle Director of Talent Hub PowerPoint presentation

- Discussion of mock Interview and possible jobs, courses, internships to apply for, and interview practice questions
- Bring updated resume to class
- **Assignments:**
  - Submit research project presentation outline and interview analysis

## Unit 10

### Critical Thinking

- Discussion of research project and internship experiences to-date
- Watch this Ted Talk by Sir Ken Robinson, Changing Education Paradigms: [https://www.ted.com/talks/ken\\_robinson\\_changing\\_education\\_paradigms](https://www.ted.com/talks/ken_robinson_changing_education_paradigms)
- Assignments:
  - Having watched this TED Talk, diligently consider what your proclivities for learning and working are. 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 that people in your age bracket are, in many cases, hired for trainability and attitude first and specific skills second. If asked the question, "Is your GPA indicative of who you are or perform?" how might you answer?
  - SUBMIT: Update your resume (and LinkedIn page) to include your Dublin internship and write a cover letter for the position you will be applying for in your mock interview. Make sure to research the position/company you are applying for and MIRROR the language in the position description in your resume and cover letter. Insert the term interculturally competent in your resume as a skill. Submit these three documents online.

## Unit 11

### Personal & Professional Development Review

- Students will workshop the main challenges and learning that has occurred during their time to date and agree on a central image (metaphor) that illustrates their journey and experiences that they will use as part of their digital poster presentation on the final week of class.



## Unit 12

### Mock Interview

- Mock Interview. Connect with your interviewer using the Zoom invite on time, dressed appropriately. Make sure you **RESEARCH** the company and position that you are applying for.
- **Assignments:**
  - Submit interview critique: Following the interview, you must watch and listen to the recorded interview and type up each question and then type a critique of your response based on the content including vocabulary and the examples you provided and then comment on how you might answer this question differently with hindsight. Consider what you feel the reason was for the interviewer asking you each question. In your answer, did you end by saying how the topic/task/skill/example would benefit you on the job being applied for either implicitly or explicitly?

## Unit 13

### Research Final Edit & Practice

- Students will rehearse their presentations in class and edit their work based on peer-review and instructor feedback

## Unit 14

### 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
- Assignments:
  - Digital poster presentation
  - Final reflection

## POLICIES

### Attendance

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

### **Excused Absences**

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

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

### **Class Participation**

Students are expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class and come in on time. Participation is a vital part of your grade: students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated.

### **Academic Integrity**

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

Self-plagiarism, copying an assignment entirely or partially to submit to a different class in an attempt to receive credit twice for one piece of work is unacceptable and considered cheating by duplication. Students risk receiving an "0" for any assignments in which they have duplicated their own work.

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

### **Sexual Misconduct, Required Reporting, and Title IX**

CAPA: The Global Education Network is committed to encouraging a safe and healthy environment at our seven CAPA centers. This commitment includes the understanding of, and applicable adherence to, the guidelines outlined in Title IX of the Education Amendments of 1972. Title IX necessitates that US universities provide equity in all educational programs and activities without sex discrimination.

CAPA understands the implications of Title IX compliance for our institutional partners and thus endeavors to support this compliance as a vital aspect of partnership. The safety and security of all students during a program is a matter of crucial importance to CAPA. To facilitate this, CAPA encourages students to openly disclose any and all information that is Title IX relevant so that CAPA staff can provide support and connect students with appropriate resources. Because students may

not understand the implications of Title IX abroad, CAPA will work to advise students about the resources available through Title IX and explain the importance of compliance in Title IX reporting. CAPA will work to build student confidence in CAPA's status as a mandated reporter by outlining the advantage of disclosure for the student, reassuring them that any information disclosed will not be used in an inappropriate manner, and stressing that individuals will only be informed on a need-to-know basis.

### **Use of electronic equipment in class**

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

### **Use of Electronic Translators**

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

### **Late Submission**

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

### **Behaviour during Examinations**

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

## **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.