International Internship

SECTION I: Course Overview

Course Code: INT430
Subject Area(s): Internship, Communication, Cultural Studies
Prerequisites: See below
Language of Instruction:
- Seminar: English
- Internship: English or host country language (based on availability)

Total Contact Hours:
- **142 hours-262 hours:** 22 Seminar Hours & 120 Placement Hours (minimum; actual hours are determined by university and/ or internship host site)

Recommended Credits: 3-6 credits

> 3 credits: 22 seminar hours & 120 minimum placement hours
>> 1 additional credit possible up to 6 total credits for every 40 additional placement hours completed
>
> 4 credits: 22 seminar hours & 160 minimum placement hours
> 5 credits: 22 seminar hours & 200 minimum placement hours
> 6 credits: 22 seminar hours & 240 minimum placement hours

COURSE DESCRIPTION

The competition will be fierce. Every September, over 20 million students are enrolled in higher education. Come graduation, all will be searching for a limited number of jobs. Your degree and what you've learned gives you an excellent foundation for the future – but international education makes you different from the rest. Only 15% of students study abroad, and only about 5% complete an international internship. Actively engaging in this experience and being able to convey your career readiness with future employers using language they respect can give you a powerful competitive edge over other graduates.

The International Internship course will provide you the opportunity to develop vital business skills employers are actively seeking in job candidates.

This course is comprised of two parts:
- **First,** you'll be placed in an internship within a sector related to your professional ambitions as outlined in your placement contract.

- **Second**, you will enroll in a hybrid academic seminar conducted both online and in-person where you will analyze and evaluate the workplace culture and the daily working environment you experience. The course is divided into eight career readiness competency modules as set out by the National Association of Colleges and Employers (NACE) which guide the course's learning objectives.

During the academic seminar, you will be invited to reflect weekly on your internship experience within the context of your host culture by comparing and contrasting your experiences with your global internship placement with that of your home culture. By creating an intentional time to reflect on your experiences in your internship, the role you have played in the evolution of your experience in your internship placement and the experiences of your peers in their internship placements, you will develop a greater awareness of:
- Your strengths relative to the career readiness competencies
- The subtleties and complexities of integrating into a cross-cultural work environment
- How to build and maintain a career search portfolio

LEARNING OBJECTIVES

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

- Compare and contrast at least 3 characteristics of a US workplace versus your host culture workplace.

- Explain the benefits a candidate can bring to an employer in a global marketplace who demonstrates fluency in each of the 8 career readiness competencies within an international context.

- Create a career search portfolio that clearly identifies: a) a career objective; b) a personal brand; c) a resume/ CV that includes the CEA international internship experience; d) a job search strategy and; e) a long term business or professional pathway.

- Using the language of career readiness, describe multiple areas of personal change or growth over the course of your internship experience and others that merit additional focus.

PREREQUISITES

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

SECTION II: Instructor & Course Details

INSTRUCTOR DETAILS

Name:	TBA
Contact Information:	TBA
Term:	SEMESTER AND SUMMER

ATTENDANCE POLICY

This class will meet live and synchronously (either virtually or face-to-face) at least 4 times for 8-week programs and 6 times for semester-length programs for one hour each session. Please note that attendance is important for your success in this course and is required for maintaining your eligibility for remaining enrolled in the program. Attendance, in this case is mandatory and involves:

- Logging into Moodle and engaging in the course content on a regular basis. The system tracks your access (i.e. when and how long you are on the system).
- Attending the designated live virtual or face-to-face sessions.

If you experience a real emergency that will hinder your ability to complete an assignment or attend class, you **must** contact your instructor as soon as possible through the Moodle Message tool or via email. Any extension, substitution, waiver, or make-up of any assignment will be at the discretion of the instructor, but not guaranteed. Documentation may be required.

To avoid any issues, complete and submit your work early – **problems with technology or understanding how to use Moodle tools are not valid excuses for failing to submit an assignment on time.**

The table below shows the number of live class sessions you may miss before receiving a grade penalty.
For every additional absence beyond the allowed number, your final course grade will drop down to the subsequent letter grade (ex: A+ to A). As a student, you should understand that the grade penalties will apply if you are marked absent due to tardiness or leaving class early. In the table below, you will find the grade penalty associated with each excessive absence up to and including automatic course failure.

Policy	Allowed absences	Automatic failing grade at Xth absence
LIVE SESSIONS		
Academic Component	1	2

Absence	1	2
Penalty	No Penalty	Automatic failure
Grade	A+	F

INTERNSHIP – PLACEMENT		
Placement Hours Absent	**Penalty**	**Grade**
0%-4.99% of total placement hours per placement contract	No Penalty	A+
5%-9.99% of total placement hours per placement contract	1/2 letter grade	A
10%-14.99% of total placement hours per placement contract	One full letter grade	A-
15% + of total placement hours or more per placement contract	Automatic failure	F

It is important to note that your final grade will reflect all grade penalties assessed for your absences (seminar and internship placement penalties combined)

GRADING & ASSESSMENT

The instructor will assess your progress towards the above-listed learning objectives by using the forms of assessment below. You will be required to complete all reading assignments as listed in the course calendar and Moodle modules **before the corresponding dates**. Most modules will require that you read chapters from a designated textbook and one or more articles/book selections as well as other media content. Do not expect live sessions to duplicate the textbook/readings, or vice versa.

Each of these assessments is weighted and will count towards your final grade. The following section (Assessment Overview) will provide further details for each.

Class Participation & Weekly Shares	**10%**
Work Plan	**5%**

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

Activities & Course Topic Reflections	**25%**
Career Planning Project	**20%**
Final Oral Presentation	**15%**
Final Internship Performance Evaluation	**25%**

The instructor will calculate your course grades using the CEA Grading Scale shown below. As a CEA student, you should understand that credit transfer decisions – including earned grades for courses taken abroad – are ultimately made by your home institution. In addition, your work and behavior in this course must fully conform to the regulations of the CEA Academic Integrity Policy to which you are subject.

CEA GRADING SCALE			
Letter Grade	**Numerical Grade**	**Percentage Range**	**Quality Points**
A+	9.70 – 10.0	97.0 – 100%	4.00
A	9.40 – 9.69	94.0 – 96.9%	4.00
A-	9.00 – 9.39	90.0 – 93.9%	3.70
B+	8.70 – 8.99	87.0 – 89.9%	3.30
B	8.40 – 8.69	84.0 – 86.9%	3.00
B-	8.00 – 8.39	80.0 – 83.9%	2.70
C+	7.70 – 7.99	77.0 – 79.9%	2.30
C	7.40 – 7.69	74.0 – 76.9%	2.00
C-	7.00 – 7.39	70.0 – 73.9%	1.70
D	6.00 – 6.99	60.0 – 69.9%	1.00
F	0.00 – 5.99	0.00 – 59.9%	0.00
W	Withdrawal	N/A	0.00
INC	Incomplete	N/A	0.00

ASSESSMENT OVERVIEW

Class Participation & Weekly Shares (10%): Class participation will be measured in two ways:
- o **Live:** To create a positive learning experience for all students in this course, it is critical that you to come to class sessions prepared, complete required readings before class, engage in group work, and offer insight by sharing observations and knowledge gained inside and outside of the classroom. Active, meaningful participation in class is taken into account. Attendance and punctuality are expected and do not count positively towards the participation grade. However, absences and tardiness will have a negative effect on the final grade.
- o **Self-Directed Moodle Content:** You will also be invited to contribute to weekly shares and polls that are included in each of the 8 online career competency modules. While the content will be used as a catalyst for class discussion, it will also serve as a documentation of your personal and professional development – an asset for future employment and personal reflection.

The instructor will use the specific criteria listed below when calculating your class participation:

CLASS PARTICIPATION GRADING RUBRIC	
Student Participation Level	**Grade**
You make major & original contributions that spark discussion, offering critical comments clearly based on readings, research, & theoretical course topics.	**A+** (10.0 – 9.70)
You make significant contributions that demonstrate insight as well as knowledge of required readings & independent research.	**A/A-** (9.69 – 9.00)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	**B+/B** (8.99 – 8.40)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	**B-/C+** (8.39 – 7.70)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	**C/C-** (7.69 – 7.00)
You very rarely make comments and resist engagement with the subject. You are not prepared for class and/or discussion of course readings.	**D** (6.99 – 6.00)
You make irrelevant and tangential comments disruptive to class discussion. You are consistently unprepared for class and/or discussion of the course readings.	**F** (5.99 – 0.00)

Work Plan (5%): This assignment is not meant to be simply a list of the tasks your supervisors provided to you, but rather a deeper contemplation about the value you hope to derive from your experience. In this assignment you will outline an official plan for your internship. It should include the following information:
- Your internship learning objectives
- Tasks and projects that you hope to perform during your internship
- Goals you hope to achieve

Activities & Course Topic Reflections (25%): You will complete two 1000 word written activities that invite you to apply learnings from your professional experiences:
- **(Part 1): Global Team Visit (1000 words):** You will create a plan for a member of your global team visiting your office. Your responsibility is to ensure they are welcomed and are able to optimize their business visit with you.
- **(Part 2): Arrange for your replacement (1000 words):** Your internship is coming to an end soon. Your assignment is to organize information that will aid in the recruitment process for your replacement.

You will also be asked to contribute to at least 4 of the 8 course reflections assigned. The content from these reflections will provide you the opportunity to demonstrate your depth of understanding of the career readiness competencies.

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

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

Final Oral Presentations (15%): At the end of your internship program you will create, upload and deliver a presentation about your intern abroad experience. It should be thoughtful, reflective, and thorough from your unique perspective. It should include things you experienced and learned about your host country and in your internship.

If interning in-country, the presentation will be delivered in person and can include creative or multimedia elements. It should be about 5-10 minutes. For both virtual and in-country programs, a summary recording of the presentation should be loaded into the course platform. The summary should be about 1-2 minutes.

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

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

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

SELECTED COURSE READINGS

The selected readings for this course are listed below. You will not need to purchase these readings; the instructor will provide these selected readings to you in via Moodle. All assigned readings must be completed according to the due date assigned by the course instructor.

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

Buchanan, Jennifer, Kelley, Beth, & Hatch, A. (2016) How digital technologies are changing the workforce and how enterprises can adapt and evolve. Deloitte. [PDF File] Retrieved from: https://www2.deloitte.com/content/dam/Deloitte/us/Documents/human-capital/us-cons-digital-workplace-and-culture.pdf

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

Brown, Darrell. (2016, September 15). Ethics and Professionalism in the Workplace. *Indianapolis Recorder*. Retrieved from: http://www.indianapolisrecorder.com/business/article_36d05298-7b96-11e6-8226-033c365dab07.html

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

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

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

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

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

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

McKendrick, Joe. (2018, November 21). What Do Employees Want? They Want Digital Skills. *Forbes*. Retrieved from: https://www.forbes.com/sites/joemckendrick/2018/11/21/what-do-employees-want-they-want-digital-skills/#1d367a927f56

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

Nguyen, Steve. (2016, December 03). Characteristics of a Team and Barriers to Effective Team Functioning. *Workplace Psychology*. Retrieved from: https://workplacepsychology.net/2016/12/03/characteristics-of-a-team-and-barriers-to-effective-team-functioning/

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

Thomas, Callum. (2015, July 08). 6 great things about working in a multinational and multicultural company. *I AM EXPAT*. Retrieved from: https://www.iamexpat.nl/career/employment-news/6-great-things-about-working-multinational-and-multicultural-company

Universal Class. (n.d.). How to Handle Cultural Differences in the Workplace. Retrieved January 21, 2020 from: https://www.universalclass.com/articles/business/handling-cultural-differences-in-the-workplace.htm

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

What are problem-solving skills and why are they important? (2017, June 13). *CareerBuilder*. Retrieved

from: https://www.careerbuilder.com/advice/what-are-problemsolving-skills-and-why-are-they-important

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

RECOMMENDED READINGS

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

Bowman, Dina. (2017, December 4). Young people still find it hard to get a job, despite using the same tactics as older job seekers. *The Conversation*. Retrieved from: http://theconversation.com/young-people-still-find-it-hard-to-get-a-job-despite-using-the-same-tactics-as-older-job-seekers-88566

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

Clement, Douglas. (2003, December 1). European Vacation: Why Americans Work More Than Europeans. *Federal Reserve Bank of Minneapolis*. Retrieved from: https://minneapolisfed.org/publications/the-region/european-vacation-why-americans-work-more-than-europeans

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

Financer Worldwide. (2015, November). The importance of corporate social responsibility. *Financer Worldwide*. Retrieved from: https://www.financierworldwide.com/the-importance-of-corporate-social-responsibility/#.XidybGhKiUl

Jones, Pam, Holton, Vicki, & Jowlitt A. (n.d). 6 common team challenges – How to overcome them and grow your team. *ByteStart*. Retrieved January 21, 2020 from: https://www.bytestart.co.uk/tackle-common-team-challenges-develop-team-performance.html

Lake, June. (2017, June 10). Tips on Creating and Growing Your Personal Brand. *The Balance*. Retrieved from: https://www.thebalance.com/creating-and-growing-personal-brand-2295814.

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

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

Myers, Ford. (n.d). 10 Challenges Senior Executives Face in the Job Search. *Career Potential*. Retrieved January 21, 2020 from: https://careerpotential.com/career-advice-article/10-challenges-senior-executives-face-job-search/

Norman, Mario, Chang, Pearl, & Prieto, L. (2017). Stimulating Critical Thinking in U.S Business Students through the Inclusion of International Students. Journal of Business Diversity Vol. 17(1). 122-130 pp.

Passport to Trade. (n.d). Work Life balance and business etiquette. *Passport to Trade*. Retrieved January 21, 2020 from: https://businessculture.org/western-europe/business-culture-in-france/work-life-balance-in-france/

Zwilling, Martin. (2011, July 19). Nine Steps to Effective Business Problem Solving. *Business Insider*. Retrieved from: https://www.businessinsider.com/nine-steps-to-effective-business-problem-solving-2011-7

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COURSE CALENDAR *International Internship*			
MODULE	**TOPICS**	**ACTIVITY**	**READINGS & ASSIGNMENTS**
1	**Course Introduction:** Review 8 NACE Competencies, Student & Instructor Responsibilities	Course Overview	Complete About Me post and Antiplagiarism Agreement
2	**Competency #1:** **Global • Intercultural Fluency** • Intercultural communication, intercultural sensitivity, barriers to intercultural communication • Cultural dimensions, various IC models • Host Culture & the U.S. • Host country & American business culture differences • Reflecting on self, home, & host country core values	Work Plan Complete your Weekly Share Write your course reflections Contribute to the poll	**Selected:** Malerich, The Value of International Internships in Global Workforce Development Matthews, 7 Tips for Internship Preparation
3	**Competency #2:** **Professionalism • Work Ethic** • Professional behaviors	Complete your Weekly Share Write your course reflections Contribute to the poll	**Selected:** Brown, Ethics and Professionalism in the Workplace Wallen, 10 ways to present yourself more professionally Universal Class, How to handle cultural differences in the workplace Thomas, 6 Great things about working in a Multinational or multicultural company **Optional:** Financier Worldwide, The importance of corporate social responsibility

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4	**Competency #3:** **Oral • Written Communication** • Communication in cultural contexts • Oral Communication • Written Communication • Nonverbal communication	Activity#1: Arrange the Travel & Arrival of a New Colleague Career Planning Project #1: Anticipating Your Internship Complete your Weekly Share Write your course reflections Contribute to the poll	<u>**Selected:**</u> City University London, 10 Rules for Writing Professional Emails Navarro, Body Language Basics
5	**Competency #4:** **Teamwork • Collaboration** • Effective team work • How is teamwork demonstrated? • Intercultural teams, cross-functional, and geographically dispersed teams	Complete your Weekly Share Write your course reflections Contribute to the poll	<u>**Selected:**</u> Bilanich, Solving the 11 Most Common Performance Problems Gratton & Erickson, Eight Ways to Build Collaborative Teams Nguyen, Characteristics of a Team and Barriers to Effective Team Functioning <u>**Optional:**</u> Jones, Holton & Jowlitt, 6 common team challenges – How to overcome them and grow your team.
6	**Competency #5:** **Critical Thinking • Problem Solving** • Identifying then Exploring the Options • Examples of exercising critical thinking	Activity #2: Arrange for Your Replacement Career Planning Project #2: Explore the Professional Industry Complete your Weekly Share Write your course reflections Contribute to the poll	<u>**Selected:**</u> What are problem-solving skills and why are they important? <u>**Optional:**</u> Norman, Chang, & Prieto, Stimulating Critical Thinking in U.S Business Students through the Inclusion of International Students Myers, 10 Challenges Senior Executives Face in the Job Search Zwilling, Nine Steps to Effective Business Problem Solving

7	**Competency #6: Digital Technology** • Communicating via digital technology • Writing with digital technology • Organizing data • Making presentations & Hosting webinars • Making video calls • Keeping calendars • Project management • Online Networking & Social Media	Complete your Weekly Share Write your course reflections Contribute to the poll	<u>Selected:</u> Buchanan, Kelley, & Hatch, How digital technologies are changing the workforce and how enterprises can adapt and evolve Burg, How Technology Has Changed Workplace Communication McKendrick, What Do Employees Want? They Want Digital Skills
8	**Competency #7: Leadership** • How is leadership demonstrated? • Leadership & Team Work and Collaboration • Effective leadership	Career Planning Project #3: Create Job Search Materials Final Oral Presentation Final Performance Evaluation Complete your Weekly Share Write your course reflections Contribute to the poll	<u>Selected:</u> Patel, 11 Powerful Traits Of Successful Leaders World Economic Forum, The Four Skills You Need To Become A Global Leader
9	**Competency #8: Career Management** • Phases of career management • Networking/Researching/Informational interviews • Establishing professional portfolio & narrative: resume, cover letters, LinkedIn & social media	Complete your Weekly Share Write your course reflections Contribute to the poll	<u>Selected:</u> Klop-Sowinska, Are you a STARR in your job interviews? Larsson, The perfect pitch: how to write a successful cover letter <u>Optional:</u> Bowman, Young people still find it hard to get a job, despite using the same tactics as older job seekers Lake, Tips on Creating and Growing Your Personal Brand

SECTION III: CEA Academic Policies

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

Class & Instructor Policies can be found [here](#)
CEA Study Center Academic Internship Policy can be found [here](#)
General Academic Policies can be found [here](#)