



## Global Internship Program London INTP 3347

### Course Description

The *Global Internship Program* (GIP) is a unique and innovative opportunity for students to combine their internship placement (and living abroad) experience with a weekly in-class educational and mentoring experience (session), which aims to develop students' personal and professional skills while earning academic credit. The GIP fits in with CAPA's philosophy and practice of Globally Networked Learning (GNL), whereby students can learn about the social and cultural context of their internship placement and the host region and country, as well as other GIP themes, through comparative global analysis. At times, this analysis will be facilitated through a selection of CAPA Masterclasses given by leading professionals from a diverse range of fields. Thus, the weekly discussion-based sessions with their active learning approach, gives students the opportunity to discuss and analyze theories and models of work, critical thinking and 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, 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 on-site 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. 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.

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

- *Personal and Professional Development*: a focus on personal and professional development provides students the opportunity to develop self-awareness to include development of an effective on-line presence, as well as an awareness of others, within a professional setting. In class workshops, activities and assignments, such as formal presentations and mock interviews, provide the perspective required to determine effective strategies for future professional and educational development. The GIP 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.
  - *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 wellbeing; 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, CAPA Location & 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 GIP also encourages students to look at their internships and time abroad from a macro or globalized perspective. In this case, the GIP also includes elements of CAPA's Student Learning and Development Outcomes (SLDOs), which include Globalization, Urban Environments, Social Dynamics and Diversity. An example of comparative analysis is an exploration of the national and global realities facing workplaces and educational institutions in the host CAPA location that may (or may not) differ from similar workplaces and institutions in the USA. The lessons addressing

this theme are driven by CAPA's professionally recorded and edited International Masterclasses, as well as current news items and developments in organizations, employment relationships and similar activities as they emerge across the year in which the semester takes place. Issues such as the politics of globalization and Brexit will be discussed. Students are encouraged to cultivate their political consciousness, and 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 and attendance at a guest lecture with a leading professional based in the UK, students are able to personalize their learning experience, as in-class and on-line activities, and associated assessment materials build upon previous academic and professional experiences, as well as current experiences at internship sites.

## **Course Aims**

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 formal presentations and written reflections that complement the Masterclasses 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 professional awareness within a rigorous academic context.

## **Requirements and Prerequisites**

The work undertaken at the internship 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 carry the internship credit on student transcripts (under the name *Global Internship Program*).

## **Learning Outcomes (a-h)**

On completion of the program students should have the skills and be able to:

- a) identify and apply the (hard and soft) skills obtained from internship roles;
- b) reflect analytically on an organization and/or industry through both oral and written reports;
- c) demonstrate an understanding of critical and strategic thinking and its application in business and research/study;
- d) design and deliver competent business / professional presentations;
- e) discuss theory concerning, and provide practical (and personal) examples of intercultural competence – in order to function in a globalized environment and multicultural society;
- f) to 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, cover letter, and be aware of networking platforms such as LinkedIn and the issue of social media management and etiquette.
- h) demonstrate good communication skills such as interview preparation and interview skills (personal branding); to articulate with confidence the value of interning and living abroad as it relates to one's major, career objectives and skill-sets.
- 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 (wellbeing), 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.

## Assessment/Grading Policy and Grade Descriptor:

DESCRIPTOR	ALPHA	NUMERIC	GPA
Outstanding (High Distinction)	A	93+	4.0
Excellent (Distinction)	A-	90 - 92	3.7
Very good (High Credit)	B+	87 - 89	3.3
Good (Credit)	B	83 - 86	3.0
Good (Credit)	B-	80 - 82	2.7
Average (Good Pass)	C+	77-79	2.3
Adequate (Pass)	C	73 - 76	2.0
Below Average (Borderline Pass)	C-	70-72	1.7
Inadequate (Borderline Fail)	D+	67 - 69	1.3
Poor (Fail)	D	60 - 66	0.7 1.0
Poor (Fail)	F	<60	0
Incomplete	I		

## Class methodology

There are two components to the Global Internship Program:

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 in order to develop skills and aptitudes relevant to their career aspirations, critical analytical skills, and to further their personal and professional development. Students will be able to increase their self-confidence, self-awareness, and an awareness of others in a practical setting. They will also be able to initiate the development of a network of international contacts to assist their future career.

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 on-line sessions 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 on the course. A passing academic grade will not be awarded unless students complete the minimum required site internship hours.

3-credit GIP students will attend class bi-weekly (with 6-credit GIP students) covering CAPA's GIP core curriculum.

### Assignment Elements Overviews

	Grade Weighting	Session Due	LOs *
GIP Participation inc. 5% supervisor's report	20%	ALL	a-i
Learning Agreement		2	a,g
Ethnographic field notes	20% 300 words each	Weeks 2,4,8,10	
Mid-Term Internship Reflection	15%  1,000 words	4	a,b
Formal Group Presentations (circa 5 minutes per student)	15%	tbc	b,f,j
Interview	15%	6	a,c,f,g,h,
Final Internship Reflection	15%  1,000 words	7	a-f
Overall grade	100%		

\* Learning Outcomes

**GIP Participation: 20% of final grade (*Supervisor's report component is 5%*).**

Participation is an essential element of the GIP. In this series of sessions students will be treated as young professionals and will be expected to be as punctual and as eager to engage as is expected of them at their internship sites. This being said, the sessions are discussion-based and honesty about one's experiences is essential and will occur within a trusting and cohesive group environment. It is an opportunity for students to share ideas, test thoughts and theories, and develop a strong sense of self and key communicative and collaborative skills. Occasional field notes submitted will include an analysis and critique of the internship site and thus provide students with the opportunity to illustrate to their instructors their on-site engagement and analysis, which they will take into consideration when formulating the participation grade. Near the completion of the internship, supervisors will complete an assessment of the quality of each student's performance within their respective organizations. Performance assessment and professional development are themes discussed theoretically through the GIP 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.

***Class participation will be assessed according to the following guidelines:***

Grade	Discussion	Reading
<b>A range</b>	<b>Excellent: consistent contributor;</b> 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 the discussion.
<b>B+</b>	<b>Very Good: frequent, willing, and able contributor;</b> 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 / B-</b>	<b>Satisfactory: frequent contributor;</b> basic grasp of key concepts but little original insight; comments/questions are of a general nature and does not relate to the internship often	Displays familiarity with some readings and related concepts, but tends not to analyse them.
<b>C range</b>	<b>Poor: sporadic contributor;</b> comments/questions betray 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.
<b>D / F</b>	<b>Very Poor: rarely speaks or illustrates a lack of active listening and does not contribute to group discussion; merely quotes text</b> 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.

#### Mid-Term Report: 15% of final grade (1,000 words)

Section 1) Based on their weekly written work to-date, students must report on, in summative form, their understanding of the reading material, ethnographic field notes and sessions to-date. For example, they should consider the self-reflection component of the initial weekly sessions and illustrate, using specific examples, times in which they have displayed intercultural competencies. Relevant readings and outside sources must be cited within the document.

Section 2) Students must review and reassess their Learning Contract and, where appropriate and possible, redefine (*and discuss*) their personal learning goals for the second part of their internship (where new learning goals require possible changes in internship activities, students would need to discuss these with supervisors at a subsequent meeting).

#### Formal Student Group Presentations: 15% of final grade

The student formal group (PowerPoint/Prezi) presentation is an opportunity regularly throughout the GIP schedule for groups of an average of 4 students to make a formal presentation that illustrates their understanding of their internship and on-site session learning in the context of their internship field (Industry), major and/or a pre-agreed topic such as gender in the workplace\*. An example could be a group of Digital Marketing students researching and presenting their initial findings on that industry as related to their internships (host country) and, where possible, comparing their findings with the US. These presentations will take place in sessions 6 and 10. The number of presentations and delivery dates will depend on class size and will help students towards their individual final research assignment.

This **formal** presentation should be circa 5 minutes per student and consist of a short number of rigorously edited slides. The presentation should be rehearsed by the team so that their understanding of each other's roles, slide content and speaker transitions are fluid. Each student receives the same grade. After each presentation, detailed constructive feedback and peer-review will be directly given by fellow students and faculty member. This presentation will be good preparation for students' interview assignment. 65% of the grade will be for content and 35% for delivery. The week which students present will be taken into consideration when grading. For example, the first group will have less time to prepare and some groups' presentations might coincide with other assignments due that week.

\* While we endeavor to group students by Major and professional field we recognize that some students might be

from diverse fields in which case we will work with them to agree a common interest to research.

**Interview: 15% of final grade:** *Students must answer 2 of 4 questions.*

*Each answer must be no longer than 2 minutes in duration. 70% of the grade is given to the students' responses i.e. content. 30% of the grade will be awarded for clarity of voice and tone, as well as general presentation skills.*

Students will record their answers to pre-recorded interview questions. This assignment allows students the opportunity to synthesize and articulate aspects of their internship experiences and learning. As students have the ability to prepare (direct) and re-record their answers prior to submission, the exercise is similar to an exit oral presentation / open-book exam. In this case, expectations for student submissions are high. It is envisaged that students, through fine tuning of their interviews will be learning by doing and will have the opportunity to articulate this learning process in their final reflection assignment at the end of term.

In preparation for (and central to) this assignment students must choose a realistic future internship, post graduate course, or job that they are applying for and state this in writing when submitting the interview assignment. Furthermore, in preparation for this assignment students must have up-dated their resumes and prepared a cover letter for the position being interviewed for as part of their resume / interview workshop. *Students will conduct their interviews on the basis that the interview is taking place following their study abroad experience, and are required to use their study abroad experience as part of each answer.*

*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>*

**Ethnographic Field Notes: 20% of the final grade** (1,200 words)

Four times throughout the semester, on weeks they are not in class, students will write short 250-word ethnographic field notes about aspects of their experiences at their internships and the host environment.

**Final Internship Reflection: 15% of the final grade** (1,000 words)

Students will critically reflect on their GIP experience in summative form. They should provide specific examples (highlights) the PPD skills they have developed. The assignment must also be forward looking and comment on how the student intends to build upon the GIP experience.

## **Dress Code**

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

## **Required Reading**

Selections from the following texts will be distributed as required reading during class. The full version of all anthologies and textbooks are available in the Academic Affairs office. The number in brackets refers to the meeting number.

Anderson, A. & Bolt, S. 2013. *Professionalism: Skills for Workplace Success*. Pearson, New Jersey. [6]

Anderson, C. 2013. How to Give a Killer Presentation. *Harvard Business Review*, June 2013, pp. 121-125. <https://hbr.org/2013/06/how-to-give-a-killer-presentation> [3]

Belbin, R.M. 2012. *Team Roles at Work*, 2<sup>nd</sup> ed. Taylor and Francis, Hoboken. [4]

Cavoulacos, A. 2016. 'Finally! The 23 Unwritten Rules of Email'. *The Muse*. <https://www.themuse.com/advice/finally-the-23-unwritten-rules-of-email> [5]

- Elsbach, K. D. 2003. How to Pitch a Brilliant Idea. *Harvard Business Review*, September 2003, pp. 117-123. <https://hbr.org/2003/09/how-to-pitch-a-brilliant-idea> [3]
- Foot M. and Hook C. 2008, *Introducing Human Resource Management* Pearson, London. [10]
- Marr, B. 2015. 'How To Create A Killer LinkedIn Profile That Will Get You Noticed'. *LinkedIn Pulse*, 2 June. <https://www.linkedin.com/pulse/how-create-killer-linkedin-profile-get-you-noticed-bernard-marr> [6]
- Martin, S. 2015, 'How Doctors (or Anyone) Can Craft a More Persuasive Message'. *Harvard Business Review Blog*, 29 January. <https://hbr.org/2015/01/how-doctors-or-anyone-can-craft-a-more-persuasive-message> [3]
- Middleton J. 2014, *Cultural Intelligence: The Competitive Edge for Leaders Crossing Borders*. Bloomsbury, London. [2]
- Rosen R. 2000, *Global Literacies*, Simon and Schuster, London. [11]
- Schweitzer, H.F. & M.A. King. 2009. *The Successful Internship* 3<sup>rd</sup> ed. Brooks/Cole, Belmont. [2]
- Suff, R. 2016. 'Growing the health and well-being agenda: From first steps to full potential'. CIPD Policy Report, January 2016. <https://www.cipd.co.uk/publicpolicy/policy-reports/health-well-being-agenda.aspx> [5]
- The Muse. 2013. 'An Editor's Guide To Writing Ridiculously Good Emails'. *Forbes*, 19 November. <http://www.forbes.com/sites/dailymuse/2013/11/19/an-editors-guide-to-writing-ridiculously-good-emails> [5]
- UNIDO. 2014. 'Empowering Women – Empowering Humanity: UNIDO and the Beijing Platform for Action'. UNIDO Brochure, 17 March. [https://www.unido.org/fileadmin/user\\_media\\_upgrade/What\\_we\\_do/Topics/Women\\_and\\_Youth/Ref2PrintingPublication.pdf](https://www.unido.org/fileadmin/user_media_upgrade/What_we_do/Topics/Women_and_Youth/Ref2PrintingPublication.pdf) [9]
- 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> [3]
- Zhuo, J. 2014. 'Start-ups versus Big Companies: How they compare in what's awesome and sucky'. *The Year of the Looking Glass*. 23 September. <https://medium.com/the-year-of-the-looking-glass/start-ups-versus-big-companies-f275800e78e5#.lzufnmmaj> [7]

## **Recommended Reading**

Additional current articles will be distributed in-class when relevant and appropriate, and a range of additional reading material and CAPATalks will be available to students, including the following. The number in brackets refers to the meeting number.

- Brooks I. 2006, *Organisational Behaviour*, Pearson, London. [7]
- Burkeman, O. 2013. 'Open-Plan Offices Were Devised by Satan in the Deepest Caverns of Hell'. *The Guardian*, 18 November. [2]
- Robbins, S. 2009. 'Seven Communication Mistakes Managers Make'. *Harvard Business Review*, Feb. [3]
- Knight, R. 2015. 'How to Conduct an Effective Job Interview'. *Harvard Business Review Blog*, 23 January. <https://hbr.org/2015/01/how-to-conduct-an-effective-job-interview> [6]
- Barrett, C. 2016. 'Make a Lasting Impression at Job Interviews Using Questions'. *Quintessential*. <https://www.livecareer.com/quintessential/asking-questions-at-interview> [6]
- Fried, J. & D. Hansson. 2010. *Rework*. London, Vermillion. [7]
- Gardner, H. 1999. *Intelligence Reframed: Multiple Intelligences for the 21<sup>st</sup> Century*. Basic Books, New York. [2]
- Hayes J. 2006, *The Theory and Practice of Change Management*. Palgrave Macmillan, London. [5]
- Kastelle, T. 2013. 'Hierarchy Is Overrated'. *Harvard Business Review Blog*, 20 November. <http://blogs.hbr.org/2013/11/hierarchy-is-overrated> [5]

Leheney M. 2008, *The Five Commitments of a Leader*, Management Concepts, Tysons Corner. [7]

Marr, b. 2014. 'Job Interview: Why Only 3 Questions Really Matter'. *LinkedIn Pulse*, 31 March.  
<https://www.linkedin.com/pulse/20140331030822-64875646-job-interview-why-only-3-questions-really-matter>

### Weekly Schedule at a glance

<b>3 and 6 Credits</b>	<b>Orientation</b> with CAPA London Internship Team and GIP Instructors*
<b>In-class activity</b>	Students will be familiarized with all administrative information and procedures required for the successful completion of the GIP program such as logging hours and completion of their internship learning agreement.  Preparation for the first week at placements: Cultural (invisible) mine fields; the do's and don'ts (cultural codes and cues) of the London work place. Brief introduction to associated concepts such as globality and positionality, (intercultural competence) and high and low context cultures. Tips for successful navigation on public transport.
<b>Assignments</b>	

\* Student groups participating in orientation are based on student housing location and other factors and therefore, this session does not occur with their GIP group and possibly not their GIP instructor.

#### **Week 1**

<b>Session Number 1 in class</b>	<b>Introduction to GIP Core curriculum</b>
<b>In-class activity</b>	Introduction to GIP syllabus, bi-weekly 3/6 credit student core sessions, the CAPA GNL perspective, assignments, Learning Agreement, and the section's social contract.  Introduction to the concept of field notes and journaling to enhance internship placement and locality understanding and connections with GIP weekly sessions. Development and discussion of concepts introduced in the orientation focusing on (work) culture in London.
<b>Assignments</b>	<a href="http://www.kaltura.com/index.php/extwidget/preview/partner_id/2096161/uiconf_id/33967411/entry_id/0_k8i68io7/embed/auto?&amp;flashvars[streamerType]=auto">http://www.kaltura.com/index.php/extwidget/preview/partner_id/2096161/uiconf_id/33967411/entry_id/0_k8i68io7/embed/auto?&amp;flashvars[streamerType]=auto</a>  Students should have watched this Orientation Masterclass by Dr Darren Kelly who works and teaches at CAPA. In relation to the recording students must consider what they perceive as being the working norms in the US (culture) and possible working (cultural) differences they might encounter in London? Is there an historical context for work (culture) practices in the UK and London specifically?

#### **Week 2**

	<b>Ethnographic Field Research. On-Line Submission 1</b>
<b>Assignments</b>	

	<b>Ethnographic Field Research. On-Line Submission 1</b>
	<b>Ethnographic Field note:</b> Submit your observations with photographs of your commute and your internship locality on a powerpoint. Observe your surroundings with respect. What are the main shops and services? What is the cost of goods? Who lives in the area?

**Week 3**

<b>Session Number 2 in class</b>	<b>Global Perspectives (of the self and CAPA location) Intercultural Competence and Wellbeing</b>
<b>In-class activity</b>	Intercultural Competence. Discussion of Ethnocentric and Ethnorelative world views – cognitive dissonance and wellbeing (conflict prevention).  <b>Internship Team Check-in.</b> Periodically, a member of the internship team will join the GIP session to contribute to discussions and to check on students' work / hour logs and field administrative and or specific questions about their internships.
<b>Assignments</b>	<b>Reading:</b> Middleton J. 2014, <i>Cultural Intelligence: The Competitive Edge for Leaders Crossing Borders</i> . Introduction and Chapter 1 .  <b>Media: To be viewed before class:</b> TED Talk by Chimamanda Ngozi Adichie entitled, "The Danger of a Single Story", <a href="https://www.youtube.com/watch?v=D9Ihs241zeg">https://www.youtube.com/watch?v=D9Ihs241zeg</a>  <b>Learning Agreements</b> to be submitted in hard copy class today and soft copy on Canvas.
<b>NOTE:</b>	Student sub-groups will meet with their instructors for 15 minutes each to discuss their internships and any possible concerns.

**Week 4**

	<b>Ethnographic Field Research. On-Line Submission 2</b>
<b>Assignments</b>	<b>Ethnographic Field note:</b> What is your single story (of yourself) and what do you feel other people at home and in England label as your single story

**Week 5**

<b>Session Number 3 in class</b>	<b>Communication Skills and Formal Student Presentations</b>
<b>In-class activity</b>	<b>Internship Team Check-In</b>  <b>Formal Student Presentations: Groups 1 and 2 Presentations: 20% of final grade</b>  Students must wear business casual attire for their formal presentations.

<b>Session Number 3 in class</b>	<b>Communication Skills and Formal Student Presentations</b>
	<p>Detailed rubric will be provided. The presentations will be peer-reviewed. The duration depending on group size but circa 5mins per student.</p> <p>Speed Stating: In pairs, students must be prepared to state what their internship placement business / organization does! Students must bring their phones to record themselves and review in class. This exercise will help students provide a synthesized answer to e.g. "what tasks did you perform in your internship" in their upcoming recorded interview.</p>
<b>Assignments</b>	<p><b>To be viewed before class: Masterclass: The Perfect Pitch by Prof. Justin Davis</b></p> <p><a href="http://www.kaltura.com/index.php/extwidget/preview/partner_id/2096161/uiconf_id/33967411/entry_id/0_hss5vqhr/embed/thumb?&amp;flashvars%5BstreamerType%5D=auto">http://www.kaltura.com/index.php/extwidget/preview/partner_id/2096161/uiconf_id/33967411/entry_id/0_hss5vqhr/embed/thumb?&amp;flashvars%5BstreamerType%5D=auto</a></p> <p><b>Supplementary Reading and Resources:</b></p> <p>Making yourself Persuasive <a href="https://hbr.org/2015/01/how-doctors-or-anyone-can-craft-a-more-persuasive-message">https://hbr.org/2015/01/how-doctors-or-anyone-can-craft-a-more-persuasive-message</a></p> <p>How to Pitch and Catch <a href="https://hbr.org/2003/09/how-to-pitch-a-brilliant-idea">https://hbr.org/2003/09/how-to-pitch-a-brilliant-idea</a></p> <p>Killer Presentations <a href="https://hbr.org/2013/06/how-to-give-a-killer-presentation">https://hbr.org/2013/06/how-to-give-a-killer-presentation</a></p> <p>Importance of Listening <a href="https://hbr.org/2016/07/what-great-listeners-actually-do">https://hbr.org/2016/07/what-great-listeners-actually-do</a></p>

**Week 6**

	<b>No On-Line Submission.</b>
<b>Assignments</b>	

**Week 7**

<b>Session Number 4</b>	<b>Interviews, cover letters and resume building</b>
<b>In-class activity</b>	Workshop by CAPA London Internship Team
<b>Assignments</b>	<p><b>Mid-Term Report</b> 15% of grade. 1,000 words</p> <p>Section 1) Based on their weekly written work to-date, students must report on, in summative form, their understanding of the reading material and 'core' sessions to-date. For example, they should consider the self-reflection component of the initial weekly sessions and illustrate, using specific examples, times in which they have</p>

<b>Session Number 4</b>	<b>Interviews, cover letters and resume building</b>
	<p>displayed intercultural competencies. Relevant readings and outside sources must be cited within the document.</p> <p>Section 2) Students must review and reassess their Learning Contract and, where appropriate and possible, redefine (<i>and discuss</i>) their personal learning goals for the second part of their internship (where new learning goals require possible changes in internship activities, students would need to discuss these with supervisors at a subsequent meeting).</p> <p><b>Reading:</b> Anderson and Bolt (2013) Chapter 14 “The Resume Package”</p> <p>Students must come to this session with a cover letter (printed out) for an internship, postgraduate course or realistic job that they might wish to apply for in the future. The letter (using the past tense) must be hypothetically written in the future i.e. the following year after the CAPA experience so that they can include their time studying abroad. The answers given to the questions in the students' assessed recorded interviews (week 12) need to be in relation to these cover letters / job applied for.</p> <p><b>Supplementary material for interviews:</b></p> <p>Know how your interviewer will prepare:  <a href="https://hbr.org/2015/01/how-to-conduct-an-effective-job-interview">https://hbr.org/2015/01/how-to-conduct-an-effective-job-interview</a></p> <p>Be memorable  <a href="https://www.livecareer.com/quintessential/asking-questions-at-interview">https://www.livecareer.com/quintessential/asking-questions-at-interview</a></p> <p>Interview "Bare Bones"  <a href="https://www.linkedin.com/pulse/20140331030822-64875646-job-interview-why-only-3-questions-really-matter">https://www.linkedin.com/pulse/20140331030822-64875646-job-interview-why-only-3-questions-really-matter</a></p>

**Week 8**

	<b>Ethnographic Field Research. On-Line Submission 3</b>
<b>Assignments</b>	<b>Ethnographic Field note: topic to be confirmed</b>

**Week 9**

<b>Session Number 5</b>	<b>Student Formal Presentations</b>
<b>In-class activity</b>	<p><b>Formal Student Presentations: Groups 3 &amp; 4 Presentations: 20% of final grade</b></p> <p>Students must wear business casual attire for their formal presentations. Detailed rubric will be provided. The presentations will be peer-reviewed. The duration depending on group size but circa 5 mins per student.</p>
<b>Assignments</b>	Students must have watched the following Masterclass before

<b>Session Number 5</b>	<b>Student Formal Presentations</b>
	<p>class:<a href="http://www.kaltura.com/index.php/extwidget/preview/partner_id/2096161/uiconf_id/33967411/entry_id/0_u40phl9x/embed/auto?&amp;flashvars%5BstreamerType%5D=auto">http://www.kaltura.com/index.php/extwidget/preview/partner_id/2096161/uiconf_id/33967411/entry_id/0_u40phl9x/embed/auto?&amp;flashvars%5BstreamerType%5D=auto</a></p> <p>Reading to be confirmed</p>

**Week 10**

	<b>Ethnographic Field Research. On-Line Submission 4</b>
<b>Assignments</b>	<b>Ethnographic Field note: topic be confirmed</b>

**Week 11**

<b>Session Number 6</b>	<b>Gender and Diversity.</b>
<b>In-class activity</b>	<p><b>Internship Team Check-In</b></p> <p>Faculty-led discussion of Masterclass with particular attention given to local contexts. Students will consider, for example, how the formation of the panel might be different in London? Might the topics vary in London as compared with Dublin due to different histories? Is feminism still relevant for millennials? What are the other forms of inequalities in particular locations ranging from race to LGBTQ issues...</p> <p>Discussion of US and Host country legislation on gender and equality.</p>
<b>Assignments</b>	<p><b>Recorded Interview. 15% of Grade</b></p> <p>Have watched this Empowering Women Masterclass: Empowering Women Brochure</p>

**Week 12**

	<b>No On-Line Submission.</b>
<b>Assignments</b>	

Session Number 7	GIP Review and Celebration
In-class activity	<p><b>Internship Team Check-In</b></p> <p>Acknowledgement of achievement and discussion of the value of the experience and its relevance in the future.</p>
Assignments	<p><b>Final Internship Reflection. 15% of the final grade. 1,000 words</b></p> <p>Students will critically reflect on their GIP experience in summative form. They should provide specific examples (highlights) the PPD skills they have developed. The assignment must also be forward looking and comment on how the student intends to build upon the GIP experience.</p>

**Attendance, Participation, and Student Responsibilities**

**Attendance:** CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. Unauthorized absence from class will result in a reduction of the final grade and potentially a failure for the course.

**Missing classes for medical reasons:** If you need to miss a class for medical reasons or for a family emergency, you must send an e-mail to let the Resident Director know at least one hour in advance of your class or meeting. Note that calling the CAPA Center is acceptable only if you do not temporarily have access to the internet. An email is still required as quickly as you can get access to the internet again. You will need to provide evidence of the reason for your absence. Unexcused absences will result in a grade reduction. In the event of a missed class or field trip, it is your responsibility to contact your 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 and cheating will result in dismissal from the program. See the Handbook of CAPA Academic Policies for more information and resources on plagiarism.

**Use of electronic equipment in class:** All devices such as laptops, I-pods, I-pads, 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 Resident Director 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.

**Behavior 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

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