



Global Internship Course  
SHGH INTP 3347/3348  
CAPA Shanghai Course

### Course Description

The *Global Internship Course* (GIC) is a unique and innovative opportunity for students to combine their placement experience with a weekly in-class educational and mentoring experience, which aims to develop students personal and professional skills while earning academic credit. The GIC 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 GIC themes, through comparative global analysis. At times, this analysis will be facilitated through various CAPA location 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, course, 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 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. While 6-credit and 3-credit students attend the same number of sessions, 3-credit students will have a lighter assignment workload. There will be more reading in the first half of the course compared with the second half as the latter will be more practical-focused with, for example, interviews and presentations. Also, the reading in the first number of weeks relate to the topics and assignments in the second half of the semester.

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. The GIC also includes elements of CAPA's Student Learning and Development Outcomes (SLDOs), which include Globalization, Urban Environments, Social Dynamics and Diversity, as well as a set of skills that enhance students' global perspectives. These lessons and exercises, such as formal presentations and mock interviews provide the perspective required to determine effective strategies for future professional development, within internship placements and after.
- *Intercultural Competence, to include how organizations work and work culture*: an investigation of the theoretical foundations of organizational culture and behavior, leadership and management styles, working in teams, employee motivation, performance management, 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.

┌ workplace culture and regulation, CAPA Shanghai location vs. USA: a comparative analysis of the national and global realities facing workplaces in the CAPA location that may (or may not) differ from similar organizations in the USA. The lessons addressing this theme are driven by the 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.

Through their engagement with these three themes, 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.

The syllabus and its components are related where possible to the student internship experience and Course as a whole.

## Course Aims

1. To link the internship experience with a consideration and analysis of current and historical aspects of the work culture in Shanghai to enable insightful comparison of these with the US and other workplaces and cultures.
2. To actively participate in the life of the host culture through an internship placement.
3. To be able to demonstrate a deeper understanding of the host organization culture through the completion of formal presentations and written reflections that compliment the Masterclasses and weekly sessions.
4. To create a participative and critically challenging Course 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 on site should be viewed as academic fieldwork for the assignment requirements. While internship performance, attendance and attitude are important, it is the written work, presentations and participation in on-site sessions which account for the greatest portion of the grade. The course and assessment tasks described in this document carry the internship credit on student transcripts (under the name *Global Internship Course*).

┌ All students must be participating in a CAPA internship placement to participate on the course.

┌ A passing academic grade will not be awarded unless students complete the minimum required site internship hours.

## Learning Outcomes (A-J)

On completion of the Course students will be able to:

- a) identify and apply the (hard and soft) skills obtained from internship roles;
- b) evaluate the validity of a variety of management theories and models in terms of their practical and conceptual value to include cross-cultural contexts;
- c) reflect analytically on an organization and/or industry through both oral and written reports;
- d) demonstrate an understanding of critical thinking and its application in business and research/study;
- e) design and deliver competent business / professional presentations;
- f) understand the value and uses of technology to study and work globally;
- g) discuss theories concerning, and provide practical (and personal) examples of intercultural competence – in order to function in a globalized environment and multicultural society;
- h) to discuss theories and provide examples of group formation stages and team roles in different settings;
- i) prepare a professional resume, cover letter, and be familiar with the uses of an E-Portfolio and different on-line work-related websites such as LinkedIn, and
- j) demonstrate good interview preparation and interview skills; to articulate with confidence the value of interning and living abroad as it relates to one's major, career objectives and skill-sets.

## Developmental Outcomes

Students should demonstrate: responsibility and accountability, independence and interdependence, goal orientation, self-confidence, resilience, appreciation of differences.

## Class methodology

There are two components to the Global Internship Course.

┌ The *site based internship* component provides students with a unique opportunity to learn by active participation 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 develop self-confidence, self-awareness, and an awareness of others in a practical setting. They will also be able to initiate the development of a network of international contacts to assist their future 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 broader social and cultural context. There will therefore, be a mixture of group discussions, presentations, and reflection. The on-site and 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.

## Assessment/Grading Policy and Grade Descriptor:

DESCRIPTOR	ALPHA	NUMERIC	GPA	REQUIREMENT/EXPECTATION
Outstanding (High Distinction)	A	93+	4.0	Maximum grade: In addition to description for grade "A", the student shows detailed understanding of materials about which he or she can show independent analytical ability. This means the ability to question an issue from different perspectives and evaluate responses in an objective manner.
Excellent (Distinction)	A-	90 - 92	3.7	Student shows understanding of literature beyond the textbook/class hand-outs/class notes, and the work shows a high level of independent thought, presents informed and insightful discussion and demonstrates a well-developed capacity for evaluation.
Very good (High Credit)	B+	87 - 89	3.3	Shows evidence of a capacity to generalize from the taught content, or the material in literature, or from class lectures in an informed manner. Also, the work demonstrates a capacity to integrate personal reflection into the discussion and an appreciation of a range of different perspectives.
Good (Credit)	B	83 - 86	3.0	The work is well organized and contains coherent or logical argumentation and presentation.
Good (Credit)	B-	80 - 82	2.7	Student shows understanding of literature beyond the textbook and/or notes, and, there is evidence of additional reading.
Average (Good Pass)	C+	77-79	2.3	The work demonstrates a capacity to integrate research into the discussion and a critical appreciation of a range of theoretical perspectives. Also, the work demonstrates a clear understanding of the question and its theoretical implications and demonstrates evidence of additional reading.
Adequate (Pass)	C	73 - 76	2.0	Shows clear understanding and some insight into the material in the textbook and notes, but not beyond. A deficiency in understanding the material may be compensated by evidence of independent thought and effort related to the subject matter.
Below Average (Borderline Pass)	C-	70-72	1.7	Shows some understanding of the material in the textbook and notes. A deficiency in any of the above may be compensated by evidence of independent thought related to the subject matter.
Inadequate (Borderline Fail)	D+	67 - 69	1.3	Fails to show a clear understanding or much insight into the material in the textbook and notes

Poor (Fail)	D	60 - 66	0.7 1.0	Besides the above for D+, student has not shown interest or engagement in the class work or study.
Poor (Fail)	F	<60	0	Shows little or no understanding of any of the material
Incomplete	I			Please see CAPA policy in the Faculty Handbook.

Assessed elements of the GIC will receive a grade based on the following scale:

Descriptor	Alpha	US	GPA
Excellent	A	93+	4.0
	A-	90-92	3.7
Good	B+	87-89	3.3
	B	83-86	3.0
	B-	80-82	2.7
Average	C+	77-79	2.3
	C	73-76	2.0
Below Average/Poor	C-	70-72	1.7
	D+	67-69	1.3
	D	60-66	0.7 1.0
	F	<60	0

### Assignment Elements Overviews

	6 Credit	3 Credit	Session Due LOs	
GIC Participation	20%	20%	ALL	a
Learning Agreement (additionally to include for 6-credit students, an analysis of the site in relation to its field and/or own Major)	10% (500 words)	10%	3	A,C
Mid-Term Report (of weekly written assignments and learning contract/internship review)	20% (1,200 words)	20% (1,000 words)	6	A,b,c,d,g,
Formal Group Presentations (circa 5 minutes per student)	20%	20%	TBA	C,d,e,f,g
Interview	20%	20%	12	a-j
Final Internship Reflection	10% (750-1,000 words)	10% (500 words)	13	A,b,c,d,g,j
Overall grade	100%	100%		

\*Learning Outcomes

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

Participation is an essential element of the GIC. 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. The ethnographic field notes 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 GIC curriculum, thus linking theory and practice.

Class participation will be assessed according to the following guidelines:

Grade	Discussion	Reading
A range	Excellent: consistent contributor; offers original analysis and comments; always has ideas on topics of the readings; 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: 10% of final grade (6-credit students to write a supplementary 500 words \*).

The learning agreement document to be completed by the student provides a framework for students, in consultation with their internship supervisors, to identify key tasks, responsibilities, learning opportunities, and hard and soft skill development. It is an important opportunity to set reasonable / attainable expectations. Students will reflect on this agreement during their Mid-Term Report in order to measure their progress and, if needed, to agree a realigned agreed set of goals / expectations for the second half of their internship.

\* The 6-credit students must write a short 'industry report' on their internship site (field), which can include a US comparative component, OR students can research and discuss the relationship between their internship site (field) and their major including possible postgraduate college work.

Mid-Term Report: 20% of final grade (6-credit students, 1,200 words. 3-credit students, 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 and sessions. 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: 20% of final grade

The student formal group (PowerPoint /Prezi) presentation is an opportunity regularly throughout the GIC 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.

This formal presentation should be circa 5minutes 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: 20% of final grade

Both 6- and 3-credit students will record their responses to pre-assigned interview questions, which will allow 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 is 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 at the beginning of their recording prior to answering the interview questions. 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 Course (due session 8). *Students will conduct their interviews on the basis that the interview is taking place following their study abroad experience.* The questions will be open-ended and students will be required to use their study abroad experience as part of each answer.

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.

6-credit students must answer 2 of 4 questions.

3-credit students must answer 1 of 4 questions.

*Answers must be no longer than 3 minutes long.*

*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>*

Final Internship Reflection: 10% of the final grade (6-credit students, 750 – 1,000words. 3-credit students, 500 words)

Students will critically reflect on their GIC on-site sessions, masterclasses and recorded interview. Providing specific examples (highlights), students must identify some of the PPD skills they have developed and demonstrate the global nature of the internship and GIC learning. The statement must be forward looking and be a commentary on how the student intends to build upon the GIC 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 Course.

## Required Reading

### *CAPA Shanghai Center Resources*

*Selections from the following texts will be distributed as required reading during the course*

Chang, L.T. 2010 .Factory Girls (Voices from the heart of modern China) Picador, London

Dallas, N, 2008. How to do Business in China. McGraw Hill, New York

Leblanc, Jack 2008. Business Republic of China (Tales from the frontline of China's New Revolution). Blacksmith, Hong Kong

Morrison, J, 2011. The Global Business Environment: Meeting the Challenges. 3<sup>rd</sup> Edition Palgrave Macmillan, Basingstoke. (various extracts China-related)

Sheng, K. 2012 Northern Girls (Life goes on) Viking/Penguin, Victoria NSW

Story, J China, 2010 China Uncovered (What you need to know to do business in China). Prentice Hall, Harlow

Williamson, A. 2003. The Chinese Business Puzzle (How to work more effectively with Chinese cultures). Farnham Castle, Oxford

### *Global resources for additional reading as applicable*

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> ]

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

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

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> ]

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> ]

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> ]

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

Rosen R. 2000, *Global Literacies*, Simon and Schuster, London.

Schweitzer, H.F. & M.A. King. 2009. *The Successful Internship* 3<sup>rd</sup> ed. Brooks/Cole, Belmont.

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> ]

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>

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#.lzufnmmai> [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]

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

Session Number 1	Introduction
In-class activity	<p>Introduction to GIC syllabus, weekly sessions, the CAPA GNL perspective, Learning Agreement (assignment) and the section's social contract.</p> <p>Introduction to the concept of field notes and journaling to enhance internship placement understanding and connections with GIC weekly sessions.</p> <p>Introduction to concepts such as globality and positionality, (intercultural competence) and high and low context cultures - the West versus China.</p>
Assignments	Drawing upon article extracts to be provided, students consider what they perceive as being the working norms in the US (culture) and possible working (cultural) differences they might encounter in Shanghai? Each student should submit reflections on this.
Notes	
Session Number 2	Global Perspectives (of the self and Shanghai location)



In-class activity	Cultural Differences in Doing Business in China (supported by article) Discussion on importance of collectivism v individualism, "face", hierarchy, empowerment, patriotism, entrepreneurship. (planned that some Chinese students will join this discussion)  Reflections on initial perceptions and experiences of the host city and working environment. document the (possibly hidden) learning outcomes of travelling in the city, starting in the internship and living in a foreign city.
Assignments	Drawing upon guided reading and your impressions to date, List what you perceive as high and low context cultural norms in Shanghai and the US
Notes	

National Holiday week Break

Session Number 3	Communication, presentation and interview skills
In-class activity	Guest Presentation by Sally Ding, Human Resources Director at Lloyds Register  What Chinese companies look for in a candidate. Does this differ for local and foreign employees? Advice on presentation and interview skills  Students Q & A session on aspects of working in China that they have questions about. Questions prepared in advance and reviewed with course leader.
Assignments	Students will review the following supplementary reading and resources: and prepare a summary from each.  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>  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>  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>  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>
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Session Number 4	Group dynamics, team work and roles
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In-class activity	<p>ACTIVITY: Based on their understanding of team dynamics and the Belbin roles, students will outline what they perceive was the life cycle of the first iPhone, e.g. from idea to global production and marketing, and identify the relevant roles people would have needed to fulfill these tasks. Each role can be used at different intervals e.g. a shaper for the initial phases and then in national and global marketing. Students must pay particular attention to the intercultural competencies needed at different times in the life cycle, e.g. when advertising and marketing the product globally.</p> <p>In-Class Media: This movie clip from the movie <i>Remember the Titans</i> is used to illustrate Bruce Tuckman's theory of group stages (Forming, Storming, Norming, Performing and Mourning): <a href="https://www.youtube.com/watch?v=hEJaz3sinEs">https://www.youtube.com/watch?v=hEJaz3sinEs</a></p> <p>An opportunity for students to have time to discuss with their instructor their internship experiences and any challenges they might be experiencing. Students must Wechat their instructor of issues they would like to discuss.</p>
Assignments	<p>Reading: Belbin, Chapter 9 'The Art of Building a Team'</p> <p>Identify the various team roles (in line with Belbin's inventory) that you and your co-workers play at your internship site? Write about 1 team or group that you belonged to that displayed some or all of Tuckman's stages.</p> <p>Be prepared to talk about 1 team or group that you belonged to that displayed some or all of Tuckman's stages and or <i>the roles played in your internship site by you and others.</i></p> <p>Learning Agreement Document Due. 6-credit students have an additional 500 word component which is located at the end of the document.</p>
Session Number 4	Group dynamics, team work and roles
Notes	

Session Number 5	Wellbeing: time and self-management, stress and conflict management
In-class activity	<p>Review articles on stress in the Chinese workplace and time management, conflict management and well-being in the workplace</p> <p>Students to think about the following:</p> <p>What responsibility do you have in contributing to the wellbeing in the workplace agenda?</p> <p>What do you think it would be like to work in an organization where the culture and values were oppositional to your own?</p> <p>Is it appropriate for any employer to take the well-being agenda to the point where they are interfering with their employees' lifestyle?</p> <p>What do you think of the whole idea of wellbeing in the workplace?</p> <p>A range of fictional emails by students to their internship supervisors will be distributed for the students. These will illustrate ways in which previous students have addressed issues with their supervisors and the current students must analyze their content and tone and try to re-write the communiqués in a more appropriate manner. They must also consider the perspectives and contexts of the students who wrote the emails; was there misunderstanding, what role did anxiety play in the tone etc.</p>

Assignments	<p>Reading: health and well-being agenda 2016-first steps to full-potential-exec-summary</p> <p>Written reflections on:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> To what extent might young professionals / interns feel that they may have to forgo a degree of wellbeing in order to climb the corporate ladder?</li> <li><input type="checkbox"/> How might you incorporate your understanding of the wellbeing agenda (and team roles) into an answer if asked the following in an interview "how you work in a leadership role?"</li> </ul>
Notes	

Session Number 6	Student Presentations
In-class activity	Review of making effective presentations (linked to Public Speaking Conference)
Assignments	<p>Formal Student Presentations: Groups 1 and 2 Presentations: 20% of final grade</p> <p><u>For the presenters:</u></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 10 mins per student.</p> <p><u>For the audience:</u></p> <p>2 stars and a wish: directly following the presentations students will anonymously (write) two aspects of the presentation they particularly liked and 1 aspect they feel could have been improved or something that might have been added. These are given to the presenters after the class.</p>
Session Number 6	Student Presentations
	<p>Students observing the presentation must try to record the presentation's main arguments. Some students will be randomly selected to report what they felt the main points were so that the presenters can gauge what points were heard and the accuracy of their message.</p> <p>Note: When grading presentations, the time in which groups have to prepare will be taken into consideration.</p> <p>Mid-Term Report: 20% of final grade (6 credit students, 1,200 words. 3 credit students, 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 sessions. 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 and reflect on how their team operated in the Belbin exercise. Relevant readings and outside sources must be cited within the document.</p> <p>Section 2) Students must review and reassess their Learning Agreement 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>
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Session 7	GUEST LECTURE
In-class activity	Guest lectures provide an opportunity for GIC students to listen to and interact with experts and professionals working in a diverse range of fields within Shanghai – Details TBC
Assignments	Reading: To be decided in relation to the guest speaker topics
Notes	
Session Number 8	Interviews, resume building and developing a professional online presence
In-class activity	<p>Course</p> <p>This Course will help students up-date and prepare their cover letters and resumes and help prepare students for their interview assignment. The Course will also focus on practical skills in terms of networking and creating a professional on-line presence such as LinkedIn.</p>
Assignments	<p>Reading: <a href="https://www.linkedin.com/pulse/how-create-killer-linkedin-profile-get-you-noticed-bernard-marr">https://www.linkedin.com/pulse/how-create-killer-linkedin-profile-get-you-noticed-bernard-marr</a></p> <p>Anderson and Bolt (2013) Chapter 14 “The Resume Package”</p> <p>Come to this session with a cover letter (printed out) for an internship, postgraduate course or job that you might wish to apply for in the future. Students must write this letter (using the past tense) as if it is the following semester year so that they can include their time studying abroad with CAPA. The answers questions give at their recorded interview (week 12) should be in relation to this cover letter / job applied for.</p> <p>Supplementary material for interviews:</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>

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Session Number 9	Gender and Diversity in the Global Workplace
In-class activity	<p>Review articles on Gender and Diversity in Chinese workplace and global comparisons</p> <p>Faculty-led discussion with particular attention given to local contexts. Students will consider, for example, how the formation of a diversity committee be different in Shanghai? Might the topics vary in Shanghai as compared with western locations due to different histories?</p> <p>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 Chinese legislation on gender and equality.</p>
Assignments	<p>Reading:</p> <p>Empowering Women Brochure</p> <p>Local contextual reading to be decided by local faculty</p>
Session Number 9	Gender and Diversity in the Global Workplace
Notes	

Session Number 10	Thinking outside the box: critical thinking and multiple intelligences
In-class activity	<p>Global Perspectives to Work and Education:</p> <p>Is critical thinking necessary for your internship site's operations? How does critical thinking relate to the concept of CQ and intercultural competence? What different 'intelligences' are utilized when studying abroad? How could you situate these concepts within an interview question that might relate to your study abroad experiences.</p> <p>Comparative analysis of Education in the US and Shanghai Location. What is the value of Study abroad to post graduate study (applications)</p> <p>Reading: Foot &amp; Hook, Ch. 7 'Training and The Learning Process'</p> <p>Critical Thinking / Lateral Thinking and the work of Edward de Bono: see: <a href="http://edwdebono.com/">http://edwdebono.com/</a></p> <p>Howard Gardner reading TBA</p> <p>Media: TED Talk to be viewed in Class: "Changing Education Paradigms" by Sir Ken Robinson, <a href="https://www.ted.com/talks/ken_robinson_changing_education_paradigms">https://www.ted.com/talks/ken_robinson_changing_education_paradigms</a></p>
Assignments	<p>Reading:</p> <p>Material relating to current issues distributed by faculty coach the previous week.</p>
Notes	

Session Number 11	The challenges, entrepreneurial skill-sets and opportunities of starting a start-up
In-class activity	Review of experience and information from Naked Hub visit and Entrepreneur Conference Further articles on Entrepreneurship and innovation in China
Assignments	<p>Interview assignment to be completed and submitted by Friday of this week. 25% of Final Grade</p> <p>Both 6- and 3-credit students will record their responses to pre-assigned interview questions, which will allow students the opportunity to synthesize and articulate aspects of their internship experiences and learning.</p> <p>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 is 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.</p> <p>In preparation for (and central to) this assignment students must choose a realistic future internship, postgraduate course, or job that they are applying for and state this at the beginning of their recording prior to answering the interview questions. <i>Students will record</i></p>
Session Number 11	The challenges, entrepreneurial skill-sets and opportunities of starting a start-up
Notes	<p><i>their interviews on the basis that the interview is taking place following their study abroad experience.</i> The questions will be open-ended and students will be required to use their study abroad experience as part of each answer. A detailed rubric with sample questions and answers will be provided.</p> <p>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.</p> <p>Reading:</p> <p>Global Reading: <a href="https://medium.com/the-year-of-the-looking-glass/start-ups-versus-big-companies-f275800e78e5#.29widhupp">https://medium.com/the-year-of-the-looking-glass/start-ups-versus-big-companies-f275800e78e5#.29widhupp</a></p> <p>Local contextual reading to be added</p> <p>See website Funders and Founders: <a href="http://fundersandfounders.com">http://fundersandfounders.com</a></p> <p>Questions to consider in preparation</p> <ul style="list-style-type: none"> <li>┆ What are the personal characteristics and traits required to start one's own business?</li> <li>┆ How do entrepreneurs face challenges and or set-backs... do they perceive 'failure' is a different way to other people?</li> <li>┆ What are the pros and cons of working for oneself?</li> </ul>

Session Number 12	Review, Evaluation and Celebration
In-class activity	<p>Acknowledgement of achievement and discussion of the value of the experience and its relevance in the future.</p> <p>Final evaluation.</p>

Assignments	<p>Final Internship Reflection. 10% of the final grade. (6-credit students, 750 words. 3-credit students, 500 words)</p> <p>Students will critically reflect on their GIC experiences both in the internship site and on-site sessions and guest presentations. Providing specific examples (highlights), students must identify some of the PPD skills they have developed and demonstrate the international nature of their internship and GIC learning. The statement must be forward looking and be a commentary on how the student intends to build upon the GIC experience.</p>
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### 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 a written WeChat message 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. A written message 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 Course. 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 to failure of the course and disciplinary action.