



## SNDY INTP 3348 Global Internship Workshop

### Description

The *CAPA Global Internship Workshop* is a unique educational experience that gives students the opportunity to combine workplace experience in a different social and cultural context, whilst also developing professional skills and earning academic credit.

The Workshop is designed to enable you to contextualize and analyse the wider significance of your internship activities. Through your internship and associated learning activities, you will reflect on your own experience in terms of personal and professional development. Topic modules are designed to provide a background in relevant theory and practice through set readings and reflective discussions/postings will enrich the internship experience as you integrate all aspects of learning with the internship itself.

### Aims

1. To build, develop and document your analytical and critical thinking skills about the internship experience.
2. To link the internship experience with a consideration and analysis of current and historical aspects of Australian working culture so that you can then compare these with the US workplace and culture.
3. To actively participate in the life of your host culture through your internship placement.
4. To be able to demonstrate a deeper understanding of the host organization culture through the completion of written reflections.
5. To create a participative and critically challenging Workshop to promote personal development.
6. 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 learning and assessment tasks described in this document carry the internship credit on student transcripts (under the name Learning Through Internships). All students must be participating in a CAPA internship placement to participate in the Workshop for credit. A passing academic grade will not be awarded unless you complete the minimum required site internship hours.

## Student Learning Outcomes (SLOs)

On completion of the Workshop students will be able to:

1. Understand the value and uses of technology to study and work globally
2. Discuss theories concerning, and provide practical (and personal) examples of intercultural competence - in order to function effectively in a globalized and multicultural environment
3. Demonstrate an understanding of, and the value for, individual and collaborative research and work
4. Evaluate the validity of a variety of management theories and models in terms of their practical and conceptual value
5. Discuss theories and provide examples of group formation stages and team roles in different settings
6. Communicate effectively (writing and orally), both formally and informally, to different audiences
7. Demonstrate an understanding of critical thinking and its application in business and research/study
8. Design and deliver competent business / professional presentations
9. Prepare a professional resume and cover letter, and to be familiar with different on-line work-related websites, such as LinkedIn and networking opportunities
10. 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 & accountability, independence & interdependence, goal orientation, self-confidence, resilience, appreciation of differences.

## Class methodology

There are two components to the Global Internship Workshop. The site based internship provides you with a unique opportunity to learn by active participation at a host organization in order to develop skills and aptitudes relevant to your career aspirations, critical analytical skills, and to further your professional development. You will be able to develop self-confidence, self-awareness, and an awareness of others in a practical setting. You will also be able to initiate the development of a network of international contacts to assist your future career.

In preparation for the site based internship, all internship students attend an Internship Orientation prior to week 1, with an introduction to the internship experience and the Workshop. This is led by the CAPA Internship Team. It covers initial expectations, advice on interview matters, a general introduction to workplace cultures and communication styles in Australia, and an overview of the online learning activities.

The learning component through online and in-person forums is for you to connect your experience at the internship to broader social and cultural contexts and relevant theoretical frameworks. The learning activities will reveal the nature of Australia's workplace dynamics and allow you to research different aspects of the workplace that are reflected in your internship. As well as providing an opportunity for reflection and application to your internship, the online reflective journals completed most weeks enable us to provide support as and when needed. CAPA Faculty and the CAPA Internship Co-ordinator will monitor this and respond to any issues you raise.

## Assessment & Grading

The assessment tasks for this course are designed to build on each other. Journaling will feed into your video essay and individual interview.

Assessment	Weight	SLO
1. Participation	15%	1, 2, 3, 5, 6, 7
2. Written Assessment: <ul style="list-style-type: none"> <li>• Journal posts (Weeks 1, 3, 7, 9, 10)</li> <li>• Master Class online activities (Weeks 2, 5, 6)</li> </ul>	40% comprised of: <ul style="list-style-type: none"> <li>25%</li> <li>15%</li> </ul>	2, 4, 5, 7, 9, 10
3. Team video essay	25%	3, 6, 8, 10
4. Individual interview	20%	2, 4,6,9,10

### Grading Guidelines

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 generalise 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 organised 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
Poor (Fail)	D	60 - 66	0.7	Besides the above for D+, student has not shown interest or engagement in the class work or study.
Poor (Fail)			F	
Incomplete	I			Please see CAPA policy in the Faculty Handbook.

### 1. Participation (15%, ongoing)

There are two components to the participation assessment:

1. Your Supervisor will complete an evaluation of your performance during the internship and this component will reflect their overall assessment of your performance.
2. You are also expected to attend and contribute to the three in-class sessions. Please review the following table as a guide to how you will be evaluated:

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 discussion.
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## 2. Written Assessments (40%)

There are two components to the written assessment: an online journal, and Master Class learning activities.

*Private online journal (25%) - students do Weeks 1, 3, 7, 9, 10*

You are asked to maintain an online journal, to be updated on/by Sunday following your week of interning. The word count of the journal needs to be between 350 - 500 words. This journal is only visible to Faculty and your CAPA internship advisor. The journal is a place for you to track your own progress and development and to raise any questions you may have about how to address issues in the workplace, enhance your performance, or otherwise make a strong contribution to your internship site. You should also consider the extent to which your actual experience aligns with your expectations, difficulties and issues that have arisen, what you are enjoying so far, your achievements, and any other specific events during the week and their effect on you.

The topic and readings for these week will also include prompts for reflection so make sure you check CANVAS/the syllabus before doing your journal posting. Faculty will respond to your journal to help keep you on track and may ask you to respond on particular points in your next post. Your response to the topic must reference the set reading. If there is no evidence of engagement with the reading you will be marked absent for that online class and given zero marks for that week. You are also expected to read your Faculty response and incorporate any suggestions or advice into subsequent postings.

*Master Class Online Activities (15%) - Weeks 2, 5, 6*

The second component of the written assessment is a series of online activities linked to videos presented by leading academics and professionals. The activities associated with each Master Class will vary (refer to CANVAS and the weekly schedule below) and are designed to help you develop professional skills as you progress through your internship. The activities must be completed by Sunday evening following the week for which they are set.

## 3. Team Video Essay (25%)

This assessment task is a 3-5 minute video essay to be completed as a team effort working in assigned teams. The essay is a structured collage of video, text and graphics with audio that presents what you have individually and collectively learned during your internships. The learning may relate to personal development, preferences for future employment (types of organizations, management and leadership styles, size, etc.), technical or skills related learning, development of inter-cultural competency and draw on your individual essays.

Resources have been provided on CANVAS to help you develop your video-essay.

## 4. Individual interview (20%) - must select from 2 of the designated 3 interview questions (maximum 6 minutes).

For this assessment task you will complete an interview. The interview is designed to draw out the key lessons you have learned from your internship abroad, especially as it relates to your future employment and career. You will receive feedback from Faculty on your interview.



## Materials

### Required Readings

There are no required texts for this course however the set readings listed in the weekly schedule are required. The Learning Management System will log your activity in doing the readings and this will be reviewed when assigning your grades.

### Recommended Reading

You may find the following useful references for the your Workshop:

Belbin, R. M. 2012. *Team Roles at Work*. 2nd Ed Hoboken: Taylor and Francis.

Clegg, Stewart and Hardy. Cynthia (2006). *The SAGE Handbook of Organization Studies*, Sage 2nd Edition, London: SAGE

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

Stewart R Clegg, Cynthia Hardy and Tyrone Pitsis (3rd Edition) (2011). *Managing and Organizations: An Introduction to Theory and Practice*, London: SAGE

### Journals

- Asia Pacific Journal of Human Resources
- Harvard Business Review
- Human Resource Management Journal; London
- Journal of Industrial Relations; Sydney
- Journal of Leadership and Organizational Studies
- Journal of Management Development; Bradford
- Management Development Review; Bradford
- Organization: The Critical Journal of Organization, Theory and Society

### Library and research facilities

The Sydney TAFE library facilities are available for your use (access to electronic resources, in-library print material access, computer labs, printing and photo-copying). More information on CAPA Sydney library and research facilities can be obtained by looking through your Orientation Pack or by speaking to a CAPA Sydney staff member.

## Weekly Schedule

Week	Activity
0	<p>Global Internship Orientation T</p> <p>During orientation there will be an introduction to the online learning activities of your internship Workshop and a discussion of important criteria for successful internships. It will be an opportunity for the Faculty to meet you, you to meet the Faculty, and for you to meet other students.</p> <ul style="list-style-type: none"> <li>• Faculty Introductions</li> <li>• Overview of Learning Activities</li> <li>• Video Essay group formation and information</li> </ul>
1	<p>Journal - Learning from experience</p> <p>This week you have two activities:</p> <ol style="list-style-type: none"> <li>1. Begin to reflect on your internship as a learning experience. Read the Daudelin article below then do your first weekly journal post. Your weekly journal gives you the chance to take the time to think about your internship experience. By reflecting on your experience you can begin to assess what motivates you, what you like/don't like, how you approach problems, how you socialise with others and so on. It gives you the opportunity to really learn about yourself.</li> <li>2. Complete your first entry, "Expectations and First Impressions", in your personal reflective journal. Also in your journal provide Faculty with a link to your LinkedIn profile if you have one. You will receive advice on this and you can develop it further throughout the semester as you wish.</li> </ol> <p>Reading Reference:  Daudelin, M. (1996). Learning form Experience Through Reflection. <i>Organisational Dynamics</i>, Vol 24, No. 3:36-48</p>



2	<p>Master Class – Intercultural flexibility and international experience</p> <p>Complete the learning activity</p> <p>This week you have three things to do:</p> <ol style="list-style-type: none"> <li>1. Watch the SBS Australia Insight Workshop ‘I’m not racist, but....’ <a href="https://youtu.be/IfTUMc7yS54">https://youtu.be/IfTUMc7yS54</a></li> <li>2. Develop a short survey (5-10 questions) to administer to one person in your internship workplace that explores: <ul style="list-style-type: none"> <li>• What are the cultural values of Australian workplaces? What is considered important and/or valuable in the culture?</li> <li>• How might the culture have developed based on the history of Australia?</li> <li>• What would be considered taboo or culturally offensive in an Australian workplace?</li> <li>• What constitutes an effective communicator in Australian workplace culture?</li> </ul> </li> <li>3. Reflect on the findings of your survey, especially on the similarities and differences with the American work culture from places you have worked before or by administering an adapted survey to someone back home. Were the answers from your survey the same or different to your expectations? What was particularly interesting or shocking? Then join in the online discussion on CANVAS exploring your own assumptions about Australia and its people and the opportunity you have to develop intercultural flexibility.</li> </ol> <p>Draw on this article as it demonstrates the value to your career in developing intercultural communication capability:</p> <p>Williams T.R. (2005). Exploring the Impact of Study Abroad on Students’ Intercultural Communication Skills: Adaptability and Sensitivity. <i>Journal of Studies in International Education</i> Winter 2005 vol. 9 no. 4 356-371 doi: 10.1177/1028315305277681</p>
3	<p>Journal - Work Values Inventory</p> <p>This week, you have three activities:</p> <ol style="list-style-type: none"> <li>1. Complete, score and reflect on the personal work values inventory using the materials on CANVAS.</li> <li>2. Read the two articles below.</li> <li>3. Complete your weekly entry into your own reflective journal. In your journal this week you might consider and comment on any of the following: How do you think your personal work values (based on the inventory) match the values of the organization you are interning in? Drawing on the readings, have you encountered a defining moment in your career to date? If not, what would you find challenging in dealing with such a moment? Speak to a member of your organisation and ask them if they have faced a defining moment. What was it and what did they learn from it?</li> </ol> <p>Reading References:</p> <ol style="list-style-type: none"> <li>1. Ethics is not optional, Rushworth M Kidder, <i>Association Management</i>, 2001. Vol. 53, Issue 13; pg. 30-31</li> <li>2. The Discipline of Building Character, Joseph L. Badaracco Jr., <i>Harvard Business Review</i>, January 2006 <a href="https://hbr.org/2006/01/the-discipline-of-building-character">https://hbr.org/2006/01/the-discipline-of-building-character</a></li> </ol> <p>Other references:</p> <ol style="list-style-type: none"> <li>1. Work values inventory – See CANVAS</li> <li>2. Scoring guide for the work values inventory – See CANVAS</li> <li>3. Interpretative guide for the work values inventory – See CANVAS</li> </ol>

4	<p>In person class - Teamwork Styles –</p> <p>This week, you have two activities:</p> <ol style="list-style-type: none"> <li>1. Read the Chapter from Belbin and review the Belbin website material on team roles.</li> <li>2. Reflect on working in teams. Can you identify some of the Belbin team roles in your internship? How well does your team perform? Have you worked in other teams that functioned well or teams that did not function so well? What characteristics did each of the members of the team have? Does this give you some insight into why some teams work well and why some don't? Come prepared to share your thoughts on these questions in class.</li> </ol> <p>Reading References:</p> <p>Belbin, R. M. 2012. <i>Team Roles at Work</i>. 2nd ed Hoboken: Taylor and Francis. (Chapter 5 Coherent and Incoherent Role Profiles pp.47-60; Chapter 7 Managing Difficult Working Relationships pp.73-82)</p>
5	<p>Master Class – Leading a Team</p> <p>Complete the learning activity</p> <p>This week you have two activities:</p> <ol style="list-style-type: none"> <li>1. Watch the HBR video on How to Build Trust on Your Virtual Team <a href="https://hbr.org/video/2363593491001/how-to-build-trust-on-your-virtual-team">https://hbr.org/video/2363593491001/how-to-build-trust-on-your-virtual-team</a></li> <li>2. Perhaps you are part of a virtual team in your internship or have been in a previous workplace or educational setting. Group work in your studies may be done partly online and while no one person might be nominated as group leader that does not prevent each and every member demonstrating leadership. Choose one such experience and evaluate it against the ideas in this video. Identify strategies for enhancing the team's effectiveness based on these concepts. If you have not participated in a virtual team then you may want to frame your discussion on the applicability of the concepts in the video to face to face teams. Post your ideas in the discussion forum in CANVAS.</li> </ol>
6	<p>Master Class – Starting a start-up</p> <p>Complete the learning activity</p> <p>This week, you have two activities:</p> <ol style="list-style-type: none"> <li>1. Watch the video on the start up of the Big Tiny Co on CANVAS.</li> <li>2. Reflect on the video and the reading reference. What are some of the critical success factors for start-ups? Consider what start-ups as described in the resources have in common with more traditional businesses (where many of you are interning, such as a travel agency, a physiotherapy practice, etc). What is fundamentally different? Where do you think you will make the biggest contribution and be most successful? If you are interested in starting a start-up explore this in greater detail. Post your thoughts in the CANVAS online discussion.</li> </ol> <p>Reading References:</p> <p>Zhou, J. 2014. Start-ups versus big companies. Available at: <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>

7	<p>Journal – How we do things around here</p> <p>This week you have 2 activities:</p> <ol style="list-style-type: none"> <li>1. Read the article introducing the Cultural Web and review the website. With direct reference to the six elements of the framework develop your perspective on the paradigm of the organisation at which you are undertaking your internship. Consider whether or not the culture is appropriate for its current and/or future business.</li> <li>2. Complete your reflective journal post. In your journal this week, reflect on the effect organisational culture has on you, and how you respond to it. This will be useful when you are considering employment opportunities. What culture do you prefer? What culture would you establish if you had your own organisation.</li> </ol> <p><i>Cultural web explanation:</i></p> <p>Every organisation has its own culture. Sometimes described as, "The way things get done around here." it is a critical element of organisational performance. Ensuring it is well understood before undertaking significant transformation will greatly improve the probability of success. The Cultural Web, originally developed by Gerry Johnson and Kevan Scholes in 1992, is a straightforward framework that provides us with a common language and structure with which we can achieve such understanding. Considering each of the six elements enables us to formulate the Paradigm, the assumptions and beliefs that employees and decision makers hold in common and/or take for granted.</p> <p>Reading References:</p> <p>“Organizational Culture and Its Themes”, Shili Sun, International Journal of Business and Management, Vol. 2, No. 12 2008  <a href="http://www.ccsenet.org/journal/index.php/ijbm/article/view/760/726">http://www.ccsenet.org/journal/index.php/ijbm/article/view/760/726</a></p> <p>The Cultural Web <a href="https://www.mindtools.com/pages/article/newSTR_90.htm">https://www.mindtools.com/pages/article/newSTR_90.htm</a></p>
SEMESTER BREAK	
8	<p>In person class – Career Skills</p> <p>This week you have two activities:</p> <ol style="list-style-type: none"> <li>1. You are required to review the recommended reading reference, and prepare a draft cover letter and resume to bring to the in-person class. This will be shared with a fellow classmate and faculty for formative feedback.</li> <li>2. You and your team need to develop the draft storyline for your group video essay and have one member of the team upload this to the discussion forum.</li> </ol> <p>Reading References:</p> <p>Youth Central. Applying for Jobs. Available at  <a href="http://www.youthcentral.vic.gov.au/jobs-careers/applying-for-jobs">http://www.youthcentral.vic.gov.au/jobs-careers/applying-for-jobs</a></p>

9	<p>Journal – Communication in the workplace</p> <p>This week you have three activities:</p> <ol style="list-style-type: none"> <li>1. Read the article below on communication between managers and staff.</li> <li>2. Complete your entry into your own reflective journal. This week we would like you to comment on communication. What has been your experience of good and bad communication? What type of communication styles have you observed in your internship? How is technology impacting on this? What recommendations would you make for improvement in your internship site?</li> <li>3. Submit your video-essay onto CANVAS</li> </ol> <p>Reading Reference: Robbins, S. 2009. Seven communication mistakes managers make. <i>Harvard Business Review</i>, Feb 2009</p>
10	<p>Journal - Reflecting On Your Experience</p> <p>The reading for this week explains a learning cycle that we move through when we engage in experiential learning activities such as internships. Please read this article and try to apply the cycle to your own experience by looking back through your personal journal. Create a summative post on your journey of learning over the last 10 weeks. How did your first impressions relate to your actual experiences? Were your expectations of the internship met? Were there unexpected events or experiences that occurred during your time in your internship?</p> <p>Reading Reference: Schweitzer, H.F., King M.A., 2009. <i>The Successful Internship</i>. 3<sup>rd</sup> Edn. Belmont CA: Brooks/Cole. (Chapter 1 Surveying the Landscape pp.3-21)</p>
11	<p>In person class - Sharing your experiences</p> <p>This week in class we will be sharing your video-essays and debriefing your Australian internship experience.</p> <p>You are also required to submit your Individual Interview</p>

## Attendance, Participation & Student Responsibilities

### Attendance

CAPA has a mandatory attendance policy. Students are also 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. Attendance is mandatory and is taken at the beginning of every class. Unauthorized absence from class will result in a reduction of the final grade and ultimately in an F 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 Director of Academic Affairs (DAA) or Resident Director know at least one hour in advance of your class or meeting by emailing [jmiller@capa.org](mailto:jmiller@capa.org). Note that calling the CAPA Centre (02 92175977) is acceptable

only if you do not temporarily have access to the internet. An e-mail 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

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

The faculty expects from you, the student, a high level of responsibility and academic honesty. 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 honour in his or her scholastic work and class behaviour. Plagiarism and cheating will result in dismissal from the Workshop. 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 Director of Academic Affairs or 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 due, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request must be made to the relevant Faculty member no later than two days prior to the due date. Late submission without prior approval will result in a full alpha grade penalty. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of F will be given for the assessment.

#### Behaviour during Examinations

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