



TITLE: GLOBAL INTERNSHIP EXPERIENCE

SIS Course Code: INT 390 - Global Internship Experience

JU Course Code: JU 390 - Global Internship Experience

Credits: 1-6 US Credits

Language: English

Offered: Spring Semester, Summer Term, Fall Semester

Course Hours:

- **1 credit:** Minimum of 135h at internship + Global Internship Experience class (with reduced assignments)
- **2-6 credits:** Minimum of 45 Internship Hours Per Credit (ie 135h+ 3 credit, 270h+ 6 credit) + Global Internship Experience Class (with extended assignments)

Online course option: In the case of virtual internship, participants must complete the same number of contact hours at their internship through remote work and will complete the same coursework through online platforms.

Description:

The global internship allows students to actively participate in supervised international work experience while interacting with Catalan, Spanish and international professionals. Students will spend time at their internship completing tasks and projects while working towards specific goals. In addition, students will collaborate with a faculty supervisor completing required coursework and sessions to enhance the educational experience through reflection, theories of intercultural communication, and practice.

Objectives:

By the end of the internship, students will:

- Have gained real work experience in an international setting
- Identify cultural differences at play in an organizational context
- Be able to apply new skills in interpersonal communication to any professional workplace
- Recognize their own personal and professional growth in the context of their internship in Barcelona
- Effectively integrate their internship experience into their professional portfolio

Methodology:

Readings, written essays and reflections, in class & mentoring sessions.

Evaluation:

Dates for each session and due dates for reflection papers will be set by the faculty supervisor at the start of the term. Students with any documented mental or learning differences must inform the instructor at the beginning of the course in order to provide the support necessary to facilitate student success.



30%	Internship Supervisor's Evaluation
30%	Participation in class
40%	Reflection Assignments (including final presentations or reports)

Internship Supervisor Evaluation

At the completion of the program, internship placement supervisors will be given an evaluation to assess performance over the course of time within the organization. Supervisors will evaluate willingness to contribute, openness to new tasks, autonomy in handling scheduling conflicts, punctuality, reliability, initiative, attitude, quality of work and professionalism. Based on this evaluation, the internship instructor will assign a letter grade, which corresponds with your performance.

Participation in Class

This grade is reflected in completion of the readings and active participation in class sessions and online forum led by the faculty supervisor. Attending internship mentor sessions or networking events can help improve your participation grade (send proof of your attendance at these sessions to the faculty).

Reflection Assignments

Participants are required to complete course readings for a total of four reflection pieces about their experiences, referencing themes from the course materials. Faculty will outline the due dates spread throughout the experience. Reflection pieces are expected to be 1.5-2 pages in length (about 750-1,000 words) and will be assessed based on clarity, depth of thought, reference to the reading materials, reflection and timeliness.

At the end of the internship experience, students earning 3+ credits will turn in a final report (5-7 pages in length) to their internship supervisor and faculty sponsor. Depending on the internship placement, this may also include a meeting with their supervisor or a presentation to their team to review their report. The report will be assessed based on clarity, organization of ideas, depth of thought and self-reflection and timeliness.

Internship Hours

Interns will turn in a [log of hours \(Student version - make a copy and complete\)](#) and projects (signed by the internship supervisor and the intern) documenting the completion of required hours for academic credit as well as a summary of projects and tasks completed at the internship. Participants must complete the minimum required number of hours for the course and submit a signed copy to the faculty in order to receive credit.

COURSE STRUCTURE & ASSIGNMENTS	
UNIT 1: GOAL SETTING & GROWTH MINDSET	
Class session theme and	GOAL SETTING & GROWTH MINDSET WORKSHOP (1.5h) <ul style="list-style-type: none"> - Course and syllabus overview - Growth Mindset (determination and grit) workshop

topics covered	<ul style="list-style-type: none"> - Setting and sharing goals and outcomes - Discussion - expectations vs reality of experience - Cultural iceberg & cultural lens activities
Assignments to prepare for class session	<ul style="list-style-type: none"> - “Smart Goals: How to make your Goals Achievable” - Watch Ted Talk by Carol Dweck on “Growth Mindset”
Reflection Paper Prompt (due before next class)	Briefly outline your host company and your internship role and tasks that you have been assigned. What are your main goals that you hope to accomplish by the end of the program? What do you expect will be the hardest aspect of your job? How are you going to approach this difficulty? What factors made you choose to complete a global internship? Has any of your previous experience prepared you for this problem? How could the “Growth Mindset” be applied to facing challenges in your new work environment?
Unit Outcomes	<ul style="list-style-type: none"> - Completion of SMART goals worksheet (due at the end of class session) -Goal setting for experience -Setting expectations -Understand and apply the “growth mindset” (determination & grit) to difficulties
UNIT 2: CULTURAL DIMENSIONS IN THE WORKPLACE	
Class session theme and topics covered	<p>CULTURAL DIMENSIONS & STEREOTYPES (1.5h)</p> <ul style="list-style-type: none"> - Analyzing cultural stereotypes and Hofstede’s Cultural Dimensions - Class discussion of readings (“The Ugly American”) in business and as a traveller - Cultural encounters case studies - Culture Shock
Assignments to prepare for class session	<ul style="list-style-type: none"> - <i>The Peace Corp Workbook “Culture Matters” pg. 109-144 (the workplace & Hofstede’s Dimensions)</i> - <i>“How to avoid being the ugly American when doing business abroad” by Andrew Rosenbaum.</i> - <i>“Ugly American sentiment Abroad” by Rick Steeves</i> - <i>“The Nasty (and noble) truth about culture shock” by Diane Hofer Saphire</i> - <i>Optional: “The United States and Spain: A Comparison of Cultural Values and Behaviors and Their Implications for the Multicultural Workplace” by Jessica Kooyers (available online).</i> <p><i>Note: The Peace Corp Workbook is designed based on peace corp volunteers in developing nations, but there are many theories and practices outlined here that can be applied to work in Spain. You are encouraged to complete the workbook exercises focusing on your own internship experience.</i></p>
Reflection Paper Prompt	How does an understanding of the complexities of culture help someone in conducting business abroad? Where have you witnessed cultural norms that could be

(due before next class)	better understood by referencing Hofstede's dimensions? Can you identify a situation at your current, or any previous, internship where you have experienced workplace values and norms that are different than in your home country? How did you handle the situation?
Unit Outcomes	-Recognize Hofstede's Cultural Dimensions -Understand and reflect on cultural norms -Develop empathy when working in a cross cultural environment
UNIT 3: LEADERSHIP IN A DIVERSE WORLD	
Class session theme and topics covered	LEADING IN A DIVERSE WORLD (1.5h) <ul style="list-style-type: none"> - Intercultural issues in international business - Discussion: Racism, sexism and privilege stemming from historical inequality and ways we can acknowledge and address inequality and equity as global leaders - Discussion: Global Dexterity
Assignments to prepare for class session	- <i>"Managing Across Cultures"</i> by Susan Schneider and Jean Louis Barsoux pp. 207-236 - <i>"Understanding Cultural Differences - The values in a Cross Cultural Context"</i> - Watch webinar: Global Dexterity -Forbes Technology Council. <i>"The Upside of Change: A Bright Future of Remote Work"</i> by Francisco DeArmas -Forbes Technology Council. <i>"Remote Work is Our 'New Normal' - Are You Ready?"</i> by Tom Goodmanson
Reflection Paper Prompt (due before next class)	Why is it important to understand cultural diversity when managing a team? How might this impact international teams? How could these same skills be applied to managing a variety of cultures within one location? How can the experience you've had interning in an international environment help you as a manager or leader in the future? How could you even further improve this skill set? How has COVID19's impact on the workforce changed the nature of work and how will this impact your future career?
Unit Outcomes	-Apply theories of cultural dimensions to management practices -Understand cultural diversity in a workplace -Reflect on challenges of remote work and team development
UNIT 4: PROFESSIONAL DEVELOPMENT & SKILLS DEVELOPED	
Class session theme and topics covered	PROFESSIONAL DEVELOPMENT WORKSHOP (1.5h) Note: This is a deep dive beyond the re-entry workshop <ul style="list-style-type: none"> - Resume workshop - Mock interviews - Discussion of experience, of learning outcomes and skills developed

	<ul style="list-style-type: none"> - Tools for re-entry to home culture, adaptation and readaptation - Cross cultural fluency - Review goals worksheets
Assignments to prepare for class session	<p><i>Remember to bring an updated resume & goals sheets to the final class</i></p> <ul style="list-style-type: none"> -Forbes Coaches Council “15 Soft Skills you need to succeed when entering the workforce” -“In Search of Global Leaders” Harvard Business Review.
Reflection paper prompt (due 1 week after re-entry workshop)	<p>Focus on four skills you have improved upon during your internship experience. For each of the skills you’ve chosen, explain how you feel you’ve improved in this area, give concrete examples of when you’ve used this skill, and how you feel this skill will help you in the future. Skills may include things like communication, flexibility, adaptability, problem solving, ability to see something from another perspective, empathy, humility, time management, etc.</p>
Unit Outcomes	<ul style="list-style-type: none"> -Identify skills improved during the internship experience -Learn to put new skills into practice
<p>FINAL REPORT (Only required for interns earning 3+ Credits)</p>	
Final Report (Due on last day of internship)	<p>The final report will be 5-7 pages in length (1,500-3,000 words) and must include:</p> <ul style="list-style-type: none"> ● Background information on your host company ● Your own background - reasons you chose to complete an internship, your area of study and career goals, and goals you set for yourself at the beginning of the experience ● Your position at the company - tasks, responsibilities and projects you completed ● Challenges you faced ● Skills you’ve developed - What skills you developed and how these skills will help you in the future and contribute to your education. Include concrete examples of when/how work at the company contributed to developing these skills. You should also reflect on skills you still wish to develop further. These may be things you’ve only become aware of due to the internship or things you know are a challenge for you ● Summary <p>While not required, interns are encouraged to send meaningful thank you notes or emails to their supervisors and colleagues at their internship. Remember to collect contact information, connect on linkedin, ask for endorsements and find ways to keep in touch. There are some great examples and templates for the end of internship letters online.</p>

Academic Integrity:



SIS programs foster critical thinking and intellectual development of its students. In doing so, SIS requires that students introduce their original thoughts, opinions, and ideas in all of their assignments with the support of cited sources. Any violations of academic integrity- such as cheating, plagiarism, self-plagiarism, academic misconduct, fabrication, misuse or misrepresentation of research, and noncompliance- may result in an automatic or immediate dismissal from the program if the student falls below the minimum number of credits required for the term.

Cheating: Any action that violates the rules and guidelines given by the instructor for submitting assignments or exams.

Plagiarism: Any action that presents the ideas, opinions, research, etc. of another as your own.

- Directly copying another’s work without citing sources
- Submitting another person’s work into your own without properly citing the source(s) used.
- Paraphrasing another person’s work without providing appropriate citations

Self-plagiarism: Submitting a piece of one’s own work to receive credit for multiple assignments in more than one class.

Academic Misconduct: Any act that impedes or threatens the open exchange, expression, or flow of information or fair evaluation of students. This includes intimidation and complicity in any acts or attempts to interfere with the ethical and fair submission and evaluation of student work.

Fabrication: Providing inaccurate or false information, including research findings, quotes, and cited sources, etc.

Non-compliance: Failure to comply with the values, objectives, and procedures contained in this policy.

As SIS is accredited by Jacksonville University, students are held accountable to JU's [Academic Integrity and Code of Conduct](#) . You are expected to read and understand the JU terms and regulations of Academic Misconduct.

(<https://drive.google.com/file/d/1PyZmNOEAH1o4bKVZdxVvKw-wdiwXewx/view>)

Bibliography

Required Readings:

- Culture Matters, Chapter 1: *Understanding Culture: The Workplace*, 109-144.
https://files.peacecorps.gov/multimedia/pdf/library/T0087_culturematters.pdf
Accessed 5 Oct 2020
- DeArmas, Francisco. Forbes Technology Council. “Remote Work is Our ‘New Normal’ - Are You Ready?” (Oct 19, 2020). Forbes Website.
<https://www.forbes.com/sites/forbestechcouncil/2020/10/19/remote-work-is-our-new-normal---are-you-ready/?sh=6b827d7b513f> Accessed 17 Nov 2020

- Dweck, Carol. "The power of believing that you can improve." *Ted Talks*, Nov 2014. https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve?language=en Accessed 5 Oct 2020
- Forbes Coaches Council. "15 Soft Skills You Need When Entering the Workforce" (Jan 2020). Forbes Website. www.forbes.com/sites/forbescoachescouncil/2019/01/22/15-soft-skills-you-need-to-succeed-when-entering-the-workforce/#63ad219210ae Accessed 5 Oct 2020
- Goodmanson, Tom. Forbes Technology Council. "The Upside of Change: A Bright Future of Remote Work" (Oct 2020). Forbes Website. <https://www.forbes.com/sites/forbestechcouncil/2020/10/12/the-upside-of-change-a-bright-future-of-remote-work/?sh=41e282121268> Accessed 17 Nov 2020
- Green, S., Hassan, F., Immelt, J., Marks, M., & Meiland, D. (2003). "In Search of Global Leaders." *Harvard Business Review*, 2003, 81(8): 38-45. <https://hbr.org/2003/08/in-search-of-global-leaders> Accessed 5 Oct 2020
- Kooyers, Jessie, "The United States and Spain: A Comparison of Cultural Values and Behaviors and Their Implications for the MultiCultural Workplace" (2015). Honors Projects. 399. <http://scholarworks.gvsu.edu/honorsprojects/399> Accessed 5 Oct 2020
- Molinsky, Andy. "Global Dexterity: How to Adapt Your Behavior Across Cultures without Losing Yourself in the Process." *Youtube*, Uploaded by Brandeis University, 4 Nov. 2016, www.youtube.com/watch?v=Rw3QUb1aG4c Accessed 4 Aug, 2020
- Schneider, Susan C., Barsoux, Jean- Louis, Stahl, Gunter K (2014). *Managing Across Cultures*. Trans-Atlantic Publications; 3rd edition
- "Smart Goals: How to make your Goals Achievable" *Mind Tools Website*. Jan 2016. <https://www.mindtools.com/pages/article/smart-goals.htm> Accessed 5 Oct 2020

Supplemental Materials

- Auzenne, M., & Horstman, M. (2006). Accomplishments – Connecting Resumes & Interviews. Available: www.manager-tools.com/2006/09/accomplishments-connecting-resumes-and-interview Accessed: 30 October, 2012. (podcast).
- Dweck, Dr. Carol S, (2017). *Mindset: Changing The Way You Think To Fulfil Your Potential*. Robinson; Updated Edition
- Earley, P., & Mosakowski, E. (2004). Cultural Intelligence. *Harvard Business Review*, 82(10), 139-146.
- Green, B. P., Graybeal, P., & Madison, R.L. (2011). "An Exploratory Study of the Effect of Professional Internships on Students' Perception of the Importance of Employment Traits." *Journal of Education for Business*, 86(2): 100-110.
- Jaumotte, F. (2011). The Spanish Labor Market in a Cross-Country Perspective. International Monetary Fund Working Paper, pp. 4-6, No 11/11, IMF. Washington. Available: www.imf.org/external/pubs/ft/wp/2011/wp1111.pdf Accessed: 26 October, 2012.
- McKendrick, Joe. (2018, November 21). What Do Employees Want? They Want Digital Skills. Forbes. Retrieved from: <https://www.forbes.com/sites/joemckendrick/2018/11/21/what-do-employees-want-they-want-digital-skills/?sh=2926c95f7f56>



- Minder, R. (2012). The Country Beckons Spaniards as Jobs in Cities Grow Scarce. Available: www.nytimes.com/2012/09/13/world/europe/spains-economy-sends-city-residents-back-to-count-ry.html?pagewanted=all Accessed: 26 October, 2012.
- Molinsky, Andy. (2012) *Global Dexterity: How to Adapt Your Behavior Across Cultures without Losing Yourself in the Process*. Harvard Business Review Press
- Popova, Maria: "Fixed vs. Growth: The Two Basic Mindsets That Shape Our Lives" (2014), Retrieved From: <https://www.brainpickings.org/2014/01/29/carol-dweck-mindset/>
- Salmon, K. (2010). Boom to bust-reconstructing the Spanish Economy. *International Journal of Iberian Studies*, 23 (1), 39-52. Available: EBSCOHost database (AN 55172539).
- Storti, C. (1994). *Cross-Cultural Dialogues: 74 Brief Encounters with Cultural Difference*. Yarmouth, Maine: Intercultural Press.