



International Internship: The Multicultural Workplace

SECTION I: Course Overview

Course Code: INT423BCN (3 credit – Summer)

Subject Area(s): Internship, Communication, Cultural Studies

Prerequisites: See Below

Language of Instruction:

- Seminar: English
- Internship: English or host country language (based on availability)

Total Contact Hours:

- **142 hours:** 120 Placement Hours (minimum) & 22 Seminar Hours

Recommended Credits: 3

COURSE DESCRIPTION

The competition will be fierce. Every September, over 20 million students are enrolled in higher education. Come graduation, all will be searching for a limited number of jobs. Your degree and what you've learned gives you an excellent foundation for the future – but international education makes you different from the rest. Only 15% of students study abroad, however only about 5% complete an international internship. This valuable experience, combined with on-campus learning, can give you a powerful competitive edge over other graduates.

Better still, with *International Internship: The Multicultural Workplace*, you'll gain a good understanding of your chosen field, but you'll also develop vital business skills you'll use every day. This makes your time abroad more meaningful and gives you bona fide business qualifications.

NACE, the National Association of Colleges and Employers, developed a list of 8 business competencies students need to master to make them attractive employment prospects. Certainly, these include skills in leadership; oral and written communications; critical thinking and problem solving; and professionalism and a solid work ethic. But also practical approaches to team working, collaboration and uses of digital technology. CEA's Internships Abroad program is comprised of both a practical internship field component and a reflective and theoretical seminar component that together, are purposefully designed to challenge you to learn, to engage with, and develop fluency working within a multicultural context, while also strengthening the business competencies necessary to succeed in today's workplace. Perhaps even more important, the course will cover areas vital to new graduates: job searching, how to present yourself and leveraging your global and intercultural fluency.

In short, the aim of ***International Internship: The Multicultural Workplace*** is to equip you with everything you need to get a job and have a successful career. This course is comprised of two parts:

- **First**, you'll be placed in an internship within a sector related to your professional ambitions as outlined in the placement process.
- **Secondly**, you will enroll in an academic seminar where you will analyze and evaluate the workplace culture and the daily working environment you experience. The course is divided into key thematic sections grouped around NACE's eight career readiness competencies which guide the course learning objectives.

During the academic seminar, you will be challenged to reflect weekly on your internship experience within the context of your host culture by comparing and contrasting your experiences abroad with that of your home culture. By creating an intentional time to reflect on your experiences in your internship, the role you have played in the evolution of your experience in your internship placement and the experiences of your peers in their internship placements, you will develop a greater awareness of:

- 1) Your strengths relative to the career readiness competencies and;
- 2) The subtleties and complexities of integrating into a cross-cultural work environment.

While the seminar is conducted in English, internship placements will be available in English and/or the language of the host country.

Finally, in addition to personal development, this course gives you a powerful interviewing asset: a story to tell employers. Not a freshman essay of, 'How I spent my semester abroad,' but rather, "This is how working abroad enriched my knowledge, these are the skills I acquired and here's how I hope they can fit in at your company."

LEARNING OBJECTIVES

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

- **Understand** the complexities of the domestic and international employment market
- **Apply** cultural insight and knowledge to multiple personal and professional settings
- **Develop** critical thinking skills needed for a career in the domestic and global marketplaces
- **Create** a career search plan including goal setting, personal branding, resume/CV, communication tactics and longer term business development.
- **Reflect**, identify and evaluate affective change or growth you experience in the international workplace.

PREREQUISITES

A minimum of one semester of college-level language of the host country.

SECTION II: Instructor & Course Details

INSTRUCTOR DETAILS

Name:	TBA
Contact Information:	TBA
Term:	SUMMER

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

INSTRUCTIONAL FORMAT

Internship - Instructional Format:

- **Internship Placement: 120 placement hours (minimum)**

Internship placement and orientation will be arranged by CEA. Placements are chosen for their potential to be substantive experiences that suit students' qualifications, chosen academic programs, and desired career goals. Students will attend a pre-internship workshop prior to the first week of their internship and then fulfill their weekly internship hours as agreed upon between the student, the host site and CEA. The internship is unpaid and follows a planned and supervised program design.

Seminar - Instructional Format:

- **Internship Seminar: 22 contact hours**

In addition to the internship placement and pre-internship workshop, students will participate in a faculty-led in-classroom seminar. This seminar provides a structured academic framework based around the NACE career readiness competencies. It is a careful balance of theory and the practical skills you'll use in your internship and future career. This seminar may use a combination of online and in-class components such as: lectures, discussions, cultural encounters, interactive examples, online material, group exercises, student exposés, documentary films, and extensive outside readings. You could also meet and interact with employment professionals and visit relevant businesses, and/or institutions in the city. Some study could also take place during class-time; however out-of-class independent learning will also be assigned.

- **Student Interaction:** This seminar component to your “on-the-job” learning will foster interaction and exchange with faculty and other student interns. You will also learn to present and ‘sell’ yourself, adapt your CV or resume to an internationally focused profile, both of which are tangible takeaways that you can use for future internship or job searches.

ATTENDANCE POLICY

This class will meet once weekly for up to 4 hours at the discretion of the instructor. Total contact time is 22 hours. All students are expected to arrive on time and prepared for the day's class session.

Every student is expected to attend all scheduled class sessions (including site visits), arriving on time, and thoroughly prepared for the day's class activities. In compliance with NECHE and UNH accreditation requirements, CEA instructors compile regular attendance records for every course and take these records into account when evaluating student participation and overall course performance.

Students are allowed to have the following number of absences due to sickness, personal emergency, inevitable transport delay and other related impediments:

Policy	Allowed absences	Automatic failing grade at X th absence	Absence	1	2
INTERNSHIP - SUMMER			Penalty	No Penalty	Automatic Failure
Internship-Summer	1	2	Grade	A+	F

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

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

No documentation is required for such absences, as CEA does not distinguish between excused or unexcused absences. For every additional absence beyond the allowed number, the final course grade will drop down to the subsequent letter grade (e.g., A+ to A).

GRADING & ASSESSMENT

The instructor will use numerous and differentiated forms of assessment to calculate the final grade you receive for this course, as listed and weighted below. The content, criteria, and specific requirements for each assessment category will be explained in greater detail in class.

You must complete all grading assessment categories to receive a grade for this course. In addition, your work and behavior in this course must fully conform to the regulations of the CEA Academic Integrity Policy to which you are subject. Finally, all formal written work you carry out in this course (research papers, projects, studies, etc.) must be submitted in electronic format. Your instructor may also require that you hand in a hard copy of such work.

Internship Assessment – 60% of Total Grade:

Final Performance Evaluation	25%
Reflection Blogs	30%
Blogs 1-4:	5% each
Blog 5:	10%
Work Plan	5%

Seminar Assessment – 40% of Total Grade:

Final Oral Presentation	15%
“You in the Picture” Project	15%
Class Participation and In Class Exercises	10%

In all assignments, consideration will be given to the quality and complexity of thought, citations of specific examples from course readings and discussion, active participation and thoughtful or thought-provoking reflections and observations.

The instructor will calculate your course grades using the CEA Grading Scale shown below. As a CEA student, you should understand that credit transfer decisions—including earned grades for courses taken abroad—are ultimately made by your home institution.

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

ASSESSMENT OVERVIEW

This section provides a brief description of each form of assessment listed above. Your course instructor will provide further details and instructions during class time.

Internship Assessment – (60% of Total Grade):

By participating in the internship program, you accept full responsibility for the position you hold. You will be expected to provide professional and quality work, as well as completing all projects as assigned. At the internship location, you must comply with all company policies and procedures.

Permissible work absences extend only to illness with medical documentation or other serious circumstances. Missing an internship commitment for curricular reasons or co-curricular activities is not considered a permissible absence unless agreed upon in advance by the employer or internship supervisor and CEA's appointed internship liaison (Academic Director, Academic Coordinator, Center Director, or designated CEA official). You are responsible for maintaining professional and ethical behavior at all times. Any changes in your placement or dismissal from the internship position must be reported to the CEA internship liaison and the CEA Academic Director or Center Director immediately.

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

You will receive an electronic form that requests the following:

- Complete an online assessment for **yourself** (required)
- Request feedback from your **supervisor** (required) – this feedback is 25% of your final grade.
- Request feedback **from at least one of the following** (1 is required. You can request up to 4 people total):
 - co-workers at your internship site (not your supervisor)
 - a professor or mentor during your experience abroad

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Upon completion, you will be provided with a copy of an individualized career readiness report prior to the end of the course that incorporates feedback from the above referees. This will be used for the Self-Reflection Blog assignment.

- **Reflection Blog (30%)**: You will create and keep an online Reflection Blog, with weekly entries, tracking and documenting a challenge, high point or low point of your working week. While the content will be used as a catalyst for class discussion, it will also serve as a documentation of your personal and professional development abroad – an asset for future employment and personal reflection:
 - Blog Assignment 1 (5%): Anticipating your internship
 - Blog Assignment 2 (5%): Reconciling expectations with reality
 - Blog Assignment 3 (5%): Cultural differences in the workplace
 - Blog Assignment 4 (5%): Developing intercultural competence
 - Blog Assignment 5 (10%): Closure and career application
- **Work Plan (5%)**: Due by the 2nd session, you will outline your internship learning objectives, tasks/projects you think you can contribute, means of achieving those tasks, and a timeline for achieving the tasks/ projects. This may be revised over the course of the term as your internship evolves and grows in responsibility. This is not meant to be simply a list of the tasks your supervisors provided to you in your first week. Your job is to envision what you can contribute to make your internship meaningful by building off those initial tasks, what you've learned about your company in your first week, and the value you believe you can bring to the placement.

Seminar Assessment – (40% of Total Grade):

- **“You in the Picture” Project (15%)**: This is a 3000 word (minimum) paper of three parts specifically about your career interest due in 3 parts over the course of the term
 - **(Part 1): *Industry Audit and Dream Company Description (1000 words)***: Provide a description of the type of business, its structure and nature, customers, competition areas of growth. From here, take the opportunity to identify your dream company, including specifics about its business, what makes it so successful, what you admire about it and why you wish to work there.
 - **(Part 2): *You in the Picture (1000 words)***: How you intend to join this company. What is an entry level position? What would be your plan for career advancement in two, five and ten years?
 - **(Part 3): *Final Reflection – Big Picture (1000 words)***: This assignment is an opportunity for you to evaluate your overall internship experience as well as your personal and professional development over the course of the term. This is also an exercise in reflexivity, weighing in on the ways in which your own values, experiences, attitudes, and beliefs may have influenced your learning experience while living and working abroad.
- **Final Oral Presentation (15%)**: At the end of the internship, you will create and give a short presentation in class. The presentation should be TED Talk-esque in format, reflecting on what your experience living and working abroad meant to you.
 - **Context**: Imaging presenting at a study abroad conference (to students and/or industry professionals)
 - **Length**: 10-15 minutes
 - **Focus**: Completely up to you within the context of living and working abroad. It must be fresh and offer a clear takeaway to the audience – can be positive, critical, straightforward, unconventional, the theme will determine the tone and content (personal or academic)

- **Class Participation Including In-class Assignments (10%):** To create a positive learning experience for all students in this course, it is critical that you to come to class prepared, complete required readings before class, engage in group work, and offer insight by sharing observations and knowledge gained inside and outside of the classroom. Active, meaningful participation in class is taken into account. Attendance and punctuality are expected and do not count positively towards the participation grade. However, absences and tardiness will have a negative effect on the final grade. The instructor will use the specific criteria listed below when calculating your class participation grade.

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

REQUIRED READINGS

Reading assignments for this course will come from the required text(s) and/or the selected reading(s) listed below. All required readings—whether assigned from the text or assigned as a selected reading—must be completed according to the due date assigned by the course instructor.

- I. REQUIRED TEXT(S):** You may purchase the required text(s) prior to departure or upon program arrival. The required text(s) are listed below:

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

- II. SELECTED READING(S):** The selected readings for this course are listed below. You will not need to purchase these readings; the instructor will provide these selected readings to you in class (either in paper or electronic format).

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

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

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

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

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

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

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

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

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

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

Noonan, Kerry. (2017, May 4). The Similarities and Differences of the Work Culture in the United Kingdom vs America. *Foothold America*. Retrieved from: <https://www.footholdamerica.com/blog/similarities-differences-work-culture-united-kingdom-vs-america/>

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

Thomas, Callum. (2015, July 8). 6 great things about working in a multinational and multicultural company. *I AM EXPAT*. Retrieved from: <https://www.iamexpat.nl/career/employment-news/6-great-things-about-working-multinational-and-multicultural-company>

Universal Class. (n.d.). How to Handle Cultural Differences in the Workplace. Retrieved February 9, 2018 from: <https://www.universalclass.com/articles/business/handling-cultural-differences-in-the-workplace.htm>

Vanham, Peter. (2016, January 6). The Four Skills You Need To Become A Global Leader. *Forbes*. Retrieved from: <https://www.forbes.com/sites/worldeconomicforum/2016/01/06/the-four-skills-you-need-to-become-a-global-leader/#1baba0df2dbd>

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

[professionally/](#)

What are problem-solving skills and why are they important? (2017, June 13). *CareerBuilder*. Retrieved from: <https://www.careerbuilder.com/advice/what-are-problemsolving-skills-and-why-are-they-important>

RECOMMENDED READINGS

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

Barlow, Julie, & Jean-Benoît Nadeau. (2016). *The Bonjour Effect: The Secret Codes of French Conversation Revealed*. London: Duckworth Overlook. 288pp.

Barlow, Julie, & Jean-Benoît Nadeau. (2003). *Sixty Million Frenchmen Can't Be Wrong*. Naperville, IL: Sourcebooks, Inc. 368pp.

Baudry, Pascal. (2005). *French and Americans: The Other Shore* (Jean-Louis Morhange Trans.). Berkeley: Les Frenchies, Inc. 256pp.

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

Hulstrand, Janet. (2008). Building a Fluent Workforce. *International Educator*, 17(5), pp. 25-31.

Jones, Richard G., Jr.. (2013). *Communication in the Real World: An Introduction to Communication Studies*, v. 1.0.2. Boston: FlatWorld. Retrieved from: http://catalog.flatworldknowledge.com/bookhub/reader/14959?c=jones_1.0-ch08_s03

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

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

ADDITIONAL RESOURCES

In order to ensure you success abroad, CEA has provided the academic resources listed below. In addition to these resources, each CEA Study Center provides students with a physical library and study areas for group work. The Academic Affairs Office at each CEA Study Center also compiles a bank of detailed information regarding libraries, documentation centers, research institutes, and archival materials located in the host city.

- **UNH Online Library:** As a CEA student, you will be given access to the online library of CEA's School of Record, the University of New Haven (UNH). You can use this online library to access databases and additional resources while performing research abroad. You may access the UNH online library [here](#) or through your MyCEA Account. You must comply with UNH Policies regarding library usage.
- **CEAClassroom – Moodle:** CEA instructors use Moodle, an interactive virtual learning environment. This web-based platform provides you with constant and direct access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the learning objectives listed in this syllabus.

During the first week of class, CEA academic staff and/or faculty will help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus, you should always check Moodle for the most up-to-date information regarding this course. The instructor will use Moodle to make announcements and updates to the course and/or syllabus. It

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is your responsibility to ensure that you have access to all Moodle materials and that you monitor Moodle on a daily basis in case there are any changes made to course assignments or scheduling.

To access Moodle: Please log-in to your MyCEA account using your normal username and password. Click on the “While You’re Abroad Tab” and make sure you are under the “Academics” sub-menu. There you will see a link above your schedule that says “View Online Courses” select this link to be taken to your Moodle environment

COURSE OUTLINE

The seminar is divided into 4 thematic sections that align with the eight career readiness competencies established by the National Association of Colleges and Employers (NACE).

Part 1: The International Workplace and your Internship

Understanding the host culture work environment

Part 2: Developing ‘You’ Skills

Developing personal business skills

Part 3: The Right Tools for the Job

Developing skills related directly to the work environment

Part 4: Becoming Part of the Working Community

Learning how to present and ‘sell’ yourself to prospective employers

Each part is designed to expand your business skills through discussion, in-class exercises and assigned readings. You are expected to have completed the assigned readings before class and arrived prepared to discuss them. Each session begins with an informal ‘catch up’ on how individual internships are progressing. Group discussion is encouraged to commend positive experiences and find solutions to challenges.

NACE Areas of Focus:

1. **Critical Thinking/Problem Solving Skills:** Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.
2. **Oral/Written Communications Skills:** Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.
3. **Teamwork/Collaboration Skills:** Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.
4. **Digital Technology Fluency:** Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.
5. **Leadership Skills:** Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.
6. **Professionalism/Work Ethic:** Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.

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7. **Career Management Preparation:** Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.
8. **Global/Intercultural Fluency:** Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people.

COURSE CALENDAR <i>International Internship: The Multicultural Workplace Seminar</i>			
SESSION	SUBJECT	ACTIVITY/CONTENT	READINGS
PART 1: THE INTERNATIONAL WORKPLACE AND YOUR INTERNSHIP			
1	Introduction to the course <i>"Preparing for The First Day"</i>	<ul style="list-style-type: none"> Syllabus, assignments, grading Instructor & student introduction Articulating & framing expectations Identifying personal and professional goals How to make your internship rewarding Why international internship? What is the value? In-class Exercise: Be a recruiter Major Assignment: None	<ul style="list-style-type: none"> Malerich, The Value of International Internships in Global Workforce Development Matthews, 7 Tips for Internship Preparation
2	Competency 1: Global Intercultural Fluency Speaking the same language Host Country Business Culture Compared to the US Competency 2: Professional & Work Ethic What's right is right	Global Intercultural Fluency <ul style="list-style-type: none"> Intercultural communication, intercultural sensitivity, barriers to intercultural communication Cultural dimensions, various IC models Host Culture & the U.S. Host country & American business culture differences Reflecting on self, home, & host country core values Review Pre-Departure Cultural Values Spectrum Homework Guest speaker: Host Country Business Culture Professionalism Across Generations & Cultures Major Assignments: Work Plan Due Blog Assignment 1 Due	<ul style="list-style-type: none"> Noonan, The Similarities and Differences of the Work Culture in the United Kingdom vs America Thomas, 6 great things about working in a multinational or multicultural company Universal Class, How to Handle Cultural Differences in the Workplace

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PART 2: DEVELOPING ‘YOU’ SKILLS			
3	Competency 3: Oral & Written Communications Words matter Intercultural Communication	Oral & Written Communications <ul style="list-style-type: none"> • Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. • Predict and evaluate cultural impediments to effective communication • Develop and use written, spoken, and body language skills effectively across cultures In class exercise: More of/less of (critiquing presentations) Major Assignments: “You in the Picture” Project: Target Industry Audit & Your Dream Company Assignment Due	<ul style="list-style-type: none"> • City University London, 10 Rules for Writing Professional Emails • Navarro, Body Language Basics • Wallen, 10 ways to present yourself more professionally
4	Competency 4: Teamwork & Collaboration Together Everyone Achieves More	Working in Teams <ul style="list-style-type: none"> • Intercultural teams, cross-functional, and geographically dispersed teams • Multicultural teams • Advantages and challenges of multicultural teams • Diversity & Inclusion in organizations: definition and examples of good practices • Review Supporting Cast Activity from Pre-Departure Training In-class Exercise: Multicultural mapping Major Assignment: Blog Assignment 2 Due	<ul style="list-style-type: none"> • Bilanich, Solving the 11 Most Common Performance Problems • Gratton & Erickson, Eight Ways to Build Collaborative Teams • Nguyen, Characteristics of a Team and Barriers to Effective Team Functioning
PART 3: THE RIGHT TOOLS FOR THE JOB			
5	Competency 2: Professional & Work Ethic: What’s right is right Competency 5: Critical Thinking & Problem Solving There are no problems, only challenges	Identifying then Exploring the Options <ul style="list-style-type: none"> • Problem-solving • Brainstorming • Relate back to current experience in internship placement & organization –both observational and research based. • Business Ethics In-class Exercise: D.I.E. scenarios Major Assignment: Blog Assignment 3 Due	<ul style="list-style-type: none"> • What are problem-solving skills and why are they important?, <i>CareerBuilder</i>

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6	Competency 6: Leadership “I am,” I said. Competency 7: Digital Technology The Gen-Z Brain & Other Peculiarities	Defining & Recognizing Leadership Styles <ul style="list-style-type: none"> • “Who I am, really?” (Understanding myself, typology, etc.) • Leadership across cultures: What is considered to be a “good leader” in different cultural contexts? • Women leaders in the global workforce Role of Digital Technology in a Global Workforce <ul style="list-style-type: none"> • Explore how to leverage existing digital technologies ethically & efficiently to solve problems, complete tasks, & accomplish goals • Identify limits & ethics of integrating technology to solve problems & accomplish goals Major Assignments: “You in the Picture” Project: You In the Picture Assignment Due Blog Assignment 4 Due Final Performance Evaluations Distributed	<ul style="list-style-type: none"> • Burg, How Technology Has Changed Workplace Communication • Patel, 11 Powerful Traits Of Successful Leaders • Vanham, The Four Skills You Need To Become A Global Leader
PART 4: BECOMING PART OF THE WORKING COMMUNITY			
7	Competency 8: Career Management Dear Sir, Re-entry & Career Development	Creating a Professional Profile/Narrative <ul style="list-style-type: none"> • Networking/Researching/Informational interviews • Establishing professional portfolio & narrative: resume, cover letters, LinkedIn & social media • Leveraging key skills & international experience <ul style="list-style-type: none"> ◦ STARR format for communicating experiences • Talking about the international experience on resume, cover letter, job interview Major Assignment: Final Oral Presentations	<ul style="list-style-type: none"> • Klop-Sowinska, Are you a STARR in your job interviews? • Larsson, The perfect pitch: how to write a successful cover letter
FINAL ASSESSMENT			
8	Final Oral Presentations	Final Oral Presentations Major Assignments: “You in the Picture” Project: Final Reflection – Big Picture Assignment Due Blog Assignment 5	

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SECTION III: CEA Academic Policies

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

Class & Instructor Policies can be found [here](#)

CEA Study Center Academic Internship Policy can be found [here](#)

General Academic Policies can be found [here](#)