

**University of Wisconsin - Milwaukee**  
**Internship in Global Studies**  
**Summer 2020**

<b>Instructor:</b>	Christine A. Wolf, Global & International Studies
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<b>Physical Office Location:</b>	Bolton, Suite 610
<b>Course Code:</b>	Global 488/9 (online)
<b>Total Hours:</b>	Full international internship: 160 placement hours (minimum for 3 credits) & 320 placement hours (minimum for 6 credits) + weekly online instruction for the duration of the internship
<b>Recommended Credits:</b>	3-6 credits
<b>Office Hours:</b>	Available by appointment

## **Course Description**

Congratulations! According to NAFSA, the number of US students studying abroad for credit during the 2016-17 academic year represents only 1.6 percent of all US students enrolled in higher education and about 10 percent of US college graduates.\* Far fewer students complete an international internship. You are already ahead of your peers and gaining global experiences and career competencies that will prepare you for the jobs of the future, many of which have not even been invented yet!

International internships are the new study abroad, providing practical work experience coupled with full cultural and often, foreign language immersion. This combination takes international learning to another level; from sightseeing and coursework to an intentional, deep dive into how a culture actually functions by working along-side local people, building real networks and relationships that grow another level of cultural knowledge that is highly valued by employers. By virtue of simply completing an international internship, you will be demonstrating a degree of creativity, resilience, independence, and flexibility beyond your classmates, all traits that set you apart from your peers.

NACE, the National Association of Colleges and Employers, has developed a list of 8 career competencies which this course will help you develop through applied experience, along with reflective, theoretical, and practical online coursework. The NACE career competencies include: critical thinking and problem solving, oral/written communications, teamwork, digital technology, leadership, professionalism/work ethic, career management, and last but not least, **global & intercultural fluency**.

Global 488/9 is an opportunity for you to identify, practice, and acquire the 21<sup>st</sup> century skills needed to be successful in the careers of tomorrow. **Students in a domestic internship enroll in GS 488, those in internships based abroad enroll in 489.** We will use the same syllabus and work together in a combined class in order to learn from one another and compare and contrast the experiences of having an internationally focused internship at home or overseas. This academic and career exploration will consist of two parts:

- You will secure and have approved an internship experience of your choosing that relates to your Global Studies track.
- You will enroll in Global 488/9, the online international internship course, where you analyze, reflect, and evaluate your workplace and develop your professional skill set.

During this online course, you will be writing weekly, reflective posts based on the personal learning goals you created using the NACE career competencies as a guide. This reflection is designed to make space for an exploration of differences between the host culture and your home culture including topics like workplace etiquette, expectations, practices, communication, and challenges. Through this process students will gain a better understanding of one's own career readiness and their ability to adapt and change in a new, cross-cultural setting. The implications of both will be further explored throughout the course.

The course will be conducted in English. However, the language of internship placements varies and students may conduct an internship entirely in a foreign language. This is recommended whenever possible to further foreign language skills, particularly in terms of building workplace specific vocabulary.

Reflection and storytelling will be the primary learning vehicles for this course. Why storytelling? The ability to relate your experiences in a way that makes them compelling and relevant to a future employer is key. Here, we will explore methods of written and digital storytelling to convey the skills and competencies gained during an internship for future use in career related activities like writing cover letters and resumes, interviews, and wage negotiation.

## **Learning objectives**

- Understand how to articulate the value of your virtual international internship experience.
- Apply cross-cultural learning, skills and competencies to your future global career.
- Appreciate the complex dimensions of an online global work environment.
- Identify areas of leadership, skill strength and skills yet to be developed through reflection and class assignments.

## **Prerequisites**

Sophomore standing or greater, and a declared Global Studies major.

Internship must relate to the appropriate Global Studies track and be pre-approved by Christine Wolf, [cawolf@uwm.edu](mailto:cawolf@uwm.edu) before enrollment in Global 488/9.

## Internship Placement Information

### Semester internships:

3 credits = 10-20 hours/week at the placement  
160-320 total hours over a 16-week semester

### Summer internships:

3 credits at a full-time placement = 40 hours/week for four weeks (160 total hours); 40 hours/week for eight weeks (320 total hours)  
3 credits at a part-time placement = 26 hours/week for six weeks (160 total hours); 26 hours/week for 12 weeks (320 total hours)

The Global Studies degree program defines an international internship as an example of experiential learning in a globally focused workplace setting, in the US or abroad, that takes place for a specified period, in person or remotely. The internship may be a component of an established study abroad program, in conjunction with a student exchange agreement, or an independently arranged position.

Global Studies students not receiving academic credit for their overseas internship through a study abroad program or another provider, must enroll in Global 488/9 to earn credit. *All international internships must be pre-approved prior to registration.* Please contact Christine Wolf, [cawolf@uwm.edu](mailto:cawolf@uwm.edu), with questions about this process.

Global 488/9 is a graded course that is usually completed for **3 credits** and can take place during the fall, spring, or summer terms. Arrangements for an internship over Winterim are also possible with advanced planning. Internships for academic credit must fulfill the minimum requirements listed below and be arranged through the proper channels with the approval of the concerned parties and in compliance with the UW-System Health and Safety Guidelines.

## Course Information

As the Global Studies International Internship Instructor, it is my role to:

- Provide guidance as you research, apply for, and receive an offer for an international internship. Ultimately, however, **you are responsible for securing your own internship**; the Global Studies program does not provide internship placement services but does provide leads and access to the MyWorldAbroad platform, which contains a wealth of useful international career information.
- Act as liaison with the Study Abroad office regarding your internship experience, when necessary. *Note that you must complete a travel registration form, pay required fees, and when applicable obtain travel insurance through the Study Abroad office before your departure or enrollment in Global 489.*
- Approve the learning goals for your internship, which you will draft as one of your first graded assignments (please see below).

- Assess your performance in meeting your stated learning goals, by reviewing your Canvas postings, internship portfolio, your on-site supervisor's evaluation of your work, and other assignments.
- Help you work through any challenges you may experience during your internship, to the best of my ability working from a distance and taking any language barriers into account.

Your grade will be based on:

1. Completion of Internship Placement Assignment and Learning Goals, including signature approval (100 points or 20% of your grade)
2. Digital Storytelling Assignment (50 points or 10% of your grade)
3. Online Postings on Canvas (75 points or 15% of your grade)
4. Internship Portfolio or Blog (200 points or 40% of your grade)
5. On-Site Supervisor Evaluation (75 points or 15% of your grade)

***Please carefully review the grading rubric at the end of this syllabus, as it provides a very clear explanation of my expectations for your work in this course.***

#### Course Expectations

- Office hours are a resource to which you have access in order to seek clarification, to discuss issues both with the material and the functioning of the class, or simply to make your views known about specific topics and readings. Please contact me by email to schedule an appointment at [cawolf@uwm.edu](mailto:cawolf@uwm.edu).
- You are welcome to email me at any point during the semester. I will try to reply to your messages promptly. However, you should always allow 24-72 hours for my replies. Therefore, you should not wait until the last minute to ask me important questions. Please plan ahead!
- When sending an e-mail to me, always include the course (GS 488 or 489) in the "Subject" line. Please sign them with your first and last name. This ensures I know what course you are in and who you are.
- Students are expected to participate weekly online in all activities, to have completed the assigned readings, and to make active contributions to class discussions.
- If you think you will miss a week posting, have trouble with the course material, or the Canvas site, please contact me. You are expected to identify and discuss academic problems with me so appropriate intervention can be implemented.
- All students are expected to check their UWM email daily and the course site at least once per week.

## **Internship Learning Goals**

Developing internship learning goals should be a collaborative process resulting in outcomes that meet your needs, those of your on-site supervisor, and the sponsoring organization. Your internship learning goals can be viewed as falling within the following four categories:

1. **Skills goals:** These are goals that develop your skills to be utilized during your internship and to transfer to future work settings.

All NACE competencies below fall into this area:

- **Critical Thinking/Problem Solving:** 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.
- **Oral/Written Communications:** 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.
- **Teamwork/Collaboration:** 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.
- **Digital Technology:** 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.
- **Leadership:** 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.
- **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.
- **Career Management:** 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.

- **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 and understand individuals' differences.
2. **Knowledge goals:** Practical skills and knowledge that you can apply to your future academic coursework or future research. Examples from the NACE competencies might include:
- digital technology
  - career management
  - critical thinking and problem solving
  - oral/written communication
3. **Values goals:** Think about the official mission or philosophy that guides the organization for which you will be an intern. Explain how you might use your internship to develop and/or deepen your sense of vocation, understanding of other cultures and your engagement as a global citizen. Examples from the NACE competencies might include:
- professionalism/work ethic
  - global & intercultural fluency
  - leadership
  - teamwork
4. **Career/personal development goals:** Again, using the NACE career competencies as a guideline, in what ways might your internship shape your short and long-term career plans? What are your main expectations for the experience?

Notes for success:

A. You should include at least **two-four NACE competencies under each of the four goal categories** above.

B. **All eight NACE career competencies** should be reflected within your learning goals.

In addition, note that your goals should be “**SMART.**” This acronym stands for:

- **Specific** – While you may want to “make the world a better place” and that’s admirable, you need to explain in as much detail as possible how you can work towards this broader goal in your internship.
- **Measurable** – Consider how you will measure and track your progress.

- **Achievable** – You and the other parties in this internship (i.e. your internship instructor/advisor and your on-site supervisor) must agree that you have set goals you can reasonably achieve.
- **Relevant** – Ideally, your learning goals should be integrated with your Global Studies experiences thus far (i.e. coursework, study abroad) and your future academic and career goals.
- **Time-based** – Take into account the amount of time you will spend in your internship when developing your learning goals.

**C. For each of your goals, state an associated “Smart” learning strategy that you plan to use to reach the goal.** For example, you could create an annotated bibliography describing at least five books or articles to read that relate to your knowledge learning goals around digital technology.

**Please indicate how your goals are SMART, using your learning strategies as a way to demonstrate this. Here is one example of how this could look:**

## 2. Knowledge Goals

- *Digital Technology*
  - **GOAL-Create a reading/resource list on digital tech trends and tools in the workplace.**
    - *Specific: Will identify at least 5 current articles/resources on the topic*
    - *Measurable: Once per week I will read and maintain a digital file of resources and notes, identifying at least 5 new tools, i.e Canva*
    - *Achievable: I will reserve time on my calendar weekly for this goal and report on my progress to my supervisor in our regular meetings*
    - *Relevant: Effective use of digital technology will aid me in my studies as well as develop hard skills for the future use.*
    - *Time-based: I will devote 1 hour per week to developing this knowledge goal.*

**You can organize your learning goals as a Powerpoint presentation or in narrative/chart format.** Preferably, the internship learning goals will be reviewed and approved by your instructor/advisor before you begin your internship; you can review this document with your on-site supervisor once you have arrived at your internship destination. If after meeting with your on-site supervisor, you find that revisions are needed, please notify your internship instructor/advisor via email.

Your post-internship reflection paper and portfolio or blog will be your opportunity to self-assess your achievement of your learning goals. Balancing your self-assessment, your course assignments, and on-site supervisor evaluation will also be considered by the internship advisor/instructor to assess your overall achievement of your goals.

## **Internship Placement Assignment**

Part of the internship experience itself is securing internship placement. Whether you have independently sought out placement, worked with a program provider or have secured placement through a study abroad program, the process can be much like applying for a job.

In this assignment, outline what steps you've taken to secure your internship placement and identify three skills you have learned from the process that you can utilize for any future job search. **You may choose to complete this assignment as an infographic, video, or as a narrative written as a story (around 1-2 pages).**

### **Online Journal and Discussion Postings on Canvas**

The Global Studies Internship Canvas site will be used as the primary communication tool during your internship. The weekly required postings will be your **journal entries** that you will later include in your internship portfolio or blog. Prompts are given for both journal entries and group discussion posts. See Canvas under each specific week for the prompt.

**I recommend you write up your journal and when desired, your group discussion posts in a Word document and then cut and paste what you want to share with me or the class in Canvas.** Especially when journaling, having a Word doc allows you to journal freely and have your own record of your thoughts. Please don't limit what comes up for you with the prompts. Use the exercise to the fullest in a private doc and then share with us what's appropriate for you that still answer the questions.

If you go with the blog option, you will start your blog on day one and can cut and paste your blog comments into Canvas to do double duty as your weekly posting as relevant and appropriate for the weekly prompt. These posts will be your record of projects you've worked on, challenges you've encountered, progress towards meeting your learning goals, etc. Please note that if multiple students are enrolled in the class along with you, they will also be able to read your discussion posts; privacy will not be ensured so you may want to take this into account when posting.

**Group discussions** will also take place when possible depending on enrollment.

The Canvas site will also be the repository of information and forms that you will need for your internship, e.g. course syllabus, on-site supervisor evaluation form, etc.

If you discover after you arrive at the internship site that you cannot access Canvas due to technology limitations, please contact me to let me know this, and we will make alternative arrangements.

### **Digital Storytelling Assignment**

Create video or photo essay (Pecha Kucha-if you aren't familiar with this, Google it) in an uploadable format that tells the story of your internship. You may focus on your learning goals as a guide, the mission/vision of the organization, or a combination to tell the story of your experience in a non-written form. This assignment should be between 60 seconds and 2 minutes. Be creative, there are many online tools to help create a piece of your choosing. Have fun and start getting comfortable expressing yourself in



alternative ways, an important skill in the workplace and in other cultures. Please note that this assignment can then be incorporated into your final assignment below. This will be interesting with virtual internships-be creative!

### **Final Assignment (2 options for completion)**

Upon completion of your internship, you will be required to submit an internship portfolio or blog.

***The due date for your portfolio or completed blog is two weeks after the date you indicated as the last day of your internship.*** Note that if your portfolio or live blog is submitted or completed after the Registrar's grading deadline for the term, I will enter an "incomplete" for your grade, and update it upon grading your final assignment.

You may complete the portfolio digitally choosing from option 1 or 2.

Option 1 ***Your portfolio may be submitted as a single PDF document, and emailed to me ([cawolf@uwm.edu](mailto:cawolf@uwm.edu)).***

Option 2 ***Your portfolio may be completed as a blog.*** I recommend WordPress, but if you prefer another platform that's fine. Digital skills are important, so this gives you the opportunity to build these skills. There are hundreds of tutorials on You-Tube around blogs, so if you aren't familiar with them, don't be intimidated. They are fun and provide a permanent link to your work and experience for your resume and share with future employers. Blog are best for students who want to use photos, videos, and other creative means to tell their story. If you choose the blog option, please email your blog link to me upon completion.

Your internship portfolio should contain the following components, at the minimum:

- Title Page
- Table of Contents or other clear organization
- Signed 'Student Consent to Use of Information, Waiver, and Release' form (*emailed to me separately if completing a blog*)
- Internship Learning Goals Document (signed)
- Weekly Journal Entries (these can be cut and pasted from your Canvas site postings for both options.)
- Internship Sponsoring Organization Information, e.g. any brochures on the organization, organization's mission, media, links, etc.
- At least three samples of your internship work product, e.g. memos or letters you wrote, marketing materials, project reports, etc.
- Completed/Signed On-site Supervisor Evaluation Form (available on Canvas) (*emailed to me if completing a blog*)
- Letter of Recommendation from On-Site Supervisor or one of your other colleagues at the internship organization
- Internship Placement Assignment

- Resume Excerpt – Write at least four detailed bullet points that you will use to update your resume to reflect your internship experience.
- Post-Internship Reflection Paper – This is a 3-5 page (12 pt, double-spaced) paper in which you should discuss your internship experience and directly address whether you met your internship goals. You should also reflect upon your contributions to your internship and how your internship experience could have been improved, including analysis of your individual strengths and areas for personal improvement. It is expected that you will check your paper for spelling and grammar errors.

Please feel free to be creative as long as the above requirements are appropriately addressed. *Optional items you could also include in your portfolio include videos, newspaper articles highlighting the work of your internship organization, an annotated bibliography of books and articles you have read to prepare or guide you through your internship experience, thank you notes, etc.* If completing a blog, you email me anything you don't want posted on the blog.

**Please plan to include at least 3 photos into your portfolio. Blogs should include at least one photo with every post.** Think about how best you can tell the story of your experience, while still growing new skills and taking into considering your learning goals.

### **On-Site Supervisor Evaluation**

This form is available on the Canvas site. It will be your responsibility to give this form to your supervisor. If your supervisor would prefer to return it to me confidentially, s/he may email it to me [cawolf@uwm.edu](mailto:cawolf@uwm.edu). I must receive this form in order to grade your portfolio. ***I highly recommend that you request the signed evaluation form from your supervisor before you leave your internship.***

### **Foundational Readings**

Foundational readings for this course appear below.

**The readings on Senge's Learning Organizations and Theory U provide the leadership theoretical frameworks that are the foundation for the entire course, so please read them. Since this is not a Leadership course per se, I have provided summaries here for you online, an in depth read can be found in Senge's, *The 5th Discipline* and Otto Scharmer's book *Theory U*, both highly recommended. There are dozens of leadership theories; here we will focus on these two similar but different approaches. Theory U ideas will guide your journal entries as you work on your personal leadership development and Senge's model will guide the group discussion as we critique our internship sites, yet either model is applicable to both the personal and workplace realms. Developing your own leadership style as a professional is critical and understanding how systems and organizations work (or don't work well) is also vital for success.**

Other mandatory weekly readings will appear below under each week's topic. These readings are all available online.

Presencing.org, Theory U Executive Summary. Retrieved from:  
[https://www.presencing.org/assets/images/theory-u/Theory\\_U\\_Exec\\_Summary.pdf](https://www.presencing.org/assets/images/theory-u/Theory_U_Exec_Summary.pdf)

Infed, (2001), Peter Senge and the Learning Organization. Retrieved from:  
<https://infed.org/mobi/peter-senge-and-the-learning-organization/>

Center for International Mobility (2014), Hidden Competences. Retrieved from  
[https://na.eventscloud.com/file\\_uploads/239876b8fbc245d9bc93d61f81363f3a\\_Faktaa\\_1\\_2014\\_Hidden\\_Compentences.pdf](https://na.eventscloud.com/file_uploads/239876b8fbc245d9bc93d61f81363f3a_Faktaa_1_2014_Hidden_Compentences.pdf)

### **Recommended Readings**

Knight, Rebecca. “How to Get the Most Out of an Informational Interview.”  
Harvard Business Review, 18 July 2016, <https://hbr.org/2016/02/how-to-get-the-most-out-of-an-informational-interview>

Baruch, Yehuda, and Cristina Reis (2015). “How Global Are Boundaryless  
Careers and How Boundaryless Are Global Careers? Challenges and a Theoretical  
Perspective.” Thunderbird International Business Review, vol. 58, no. 1, Nov.  
2015, pp. 13–27., doi:10.1002/tie.21712.

Cressey, Laura E., et al. Careers in International Affairs. Georgetown  
University Press, 2014

The Future of Jobs, reports.weforum.org/future-of-jobs-2016/.

Gedde Maïa. Working in International Development and Humanitarian Assistance: A  
Career Guide. Routledge, 2015.

Haworth, Penny, and Cheryl J. Craig. The Career Trajectories of English Language  
Teachers. Symposium Books, 2016.

Kopp, Harry, and John K. Naland. Career Diplomacy: Life and Work in the US Foreign  
Service. Georgetown University Press, 2017.

Ladegaard, Hans J., and Christopher J. Jenks. Language and Intercultural Communication  
in the Workplace: Critical Approaches to Theory and Practice. Routledge, 2017.

Meyer, Erin. The Culture Map: Decoding How People Think, Lead, and Get Things  
Done across Cultures. PublicAffairs, 2015.

Meyer, Erin. The Culture Map: Breaking through the Invisible Boundaries of Global  
Business. PublicAffairs, 2014.

Mueller, Sherry Lee, and Mark Overmann. Working World: Careers in International  
Education, Exchange, and Development. Georgetown University Press, 2014.

Rist, D. Wes. Careers in International Law: A Guide to Career Paths in International  
Law. American Soc. of Internat. Law, 2014.

Sim, Fiona, and Jenny Wright. Working in Public Health. Routledge, 2015.

Smith, David J. Peace Jobs: A Students Guide to Starting a Career Working for Peace. Information Age Publishing, Inc, 2016.

Tillman, Marty. “Global Career Compass.” Global Career Compass, [globalcareercompass.blog/](http://globalcareercompass.blog/).

Welch, Denice, and Catherine Welch. “How Global Careers Unfold in Practice: Evidence from International Project Work.” International Business Review, vol. 24, no. 6, 2015, pp. 1072–1081., doi:10.1016/j.ibusrev.2015.04.008.

## **Additional Resources**

- **UWM Library:** <https://uwm.edu/libraries/>
- **UWM Library International Careers Toolkit:** [https://guides.library.uwm.edu/careers\\_internationalfocus/finding](https://guides.library.uwm.edu/careers_internationalfocus/finding)
- **Going Global:** <https://uwm.edu/careerplan/secure/going-global/>
- **UWM Career Planning and Resources Center:** <https://uwm.edu/careerplan/>
- **MyWorldAbroad:** <https://myworldabroad.com/>
- **UWM GS Alumni LinkedIn group:** <https://www.linkedin.com/groups/4009352/>

<b>Week 1</b>	<p><b>Assignments</b></p> <p><i>Introduction to the Course</i></p> <ul style="list-style-type: none"> <li>• <b>Ice Breaker!</b> On Canvas</li> <li>• <b>Syllabus</b> (Read &amp; ask questions)</li> <li>• <b>Setting Learning Goals</b> ( See above for instructions-Due this week)</li> <li>• <b>Journal prompt:</b> See prompt on Canvas.</li> <li>• <b>Group Discussion:</b> See prompt on Canvas .</li> </ul>
	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• <b>How To Survive Your First International Internship.</b> MyWorldAbroad. [Online]. Available at: <a href="http://file.myworldabroad.com/QuickGuides/Surviving-Internship.pdf">http://file.myworldabroad.com/QuickGuides/Surviving-Internship.pdf</a></li> <li>• Matthews, Michael; <b>7 Tips for Internship Preparation</b>, 31 march 2011. Forbes [Online]. Available at: <a href="https://www.forbes.com/sites/michaelmatthews/2011/03/31/7-tips-for-internship-preparation/#20f5907069cd">https://www.forbes.com/sites/michaelmatthews/2011/03/31/7-tips-for-internship-preparation/#20f5907069cd</a></li> <li>• Malerich, Jenifer; <b>The value of International Internship in Global Workforce Development</b> Aieaworldorg. 2009 [Online]. Available at: <a href="https://www.aieaworld.org/assets/docs/Issue_Briefs/thevalueofinternationalinternshipsinglobalworkforcedevelopment_malerich.pdf">https://www.aieaworld.org/assets/docs/Issue_Briefs/thevalueofinternationalinternshipsinglobalworkforcedevelopment_malerich.pdf</a></li> </ul>
<b>Week 2</b>	<p><b>Assignments</b></p> <p><i>Career Competency: Leadership &amp; Career Management</i></p> <ul style="list-style-type: none"> <li>• Conduct a short 10-15 informational interview with someone you work with at your internship or in your future field to find out more about their job and working in their field or home country. Use the reading below as a guide.</li> <li>• <b>Personal Post prompt: Reflect on your informational interview and what you learned about working in your internship environment or career field.</b></li> <li>• <b>Journal prompt:</b> See prompt on Canvas.</li> <li>• <b>Group Discussion:</b> See prompt on Canvas.</li> </ul>
	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Presencing.org, Theory U Executive Summary. Retrieved from: <a href="https://www.presencing.org/assets/images/theory-u/Theory_U_Exec_Summary.pdf">https://www.presencing.org/assets/images/theory-u/Theory_U_Exec_Summary.pdf</a></li> <li>• Infed, (2001), Peter Senge and the Learning Organization. Retrieved from: <a href="https://infed.org/mobi/peter-senge-and-the-learning-organization/">https://infed.org/mobi/peter-senge-and-the-learning-organization/</a></li> <li>• Knight, Rebecca. “How to Get the Most Out of an Informational Interview.” Harvard Business Review, 18 July 2016, <a href="https://hbr.org/2016/02/how-to-get-the-most-out-of-an-informational-interview">https://hbr.org/2016/02/how-to-get-the-most-out-of-an-informational-interview</a></li> <li>• <b>Marketing Your International Experience to Employers.</b> MyWorldAbroad. [Online]. <a href="http://file.myworldabroad.com/QuickGuides/Marketing-Experience.pdf">http://file.myworldabroad.com/QuickGuides/Marketing-Experience.pdf</a></li> <li>• <b>International Resumes are Different.</b> MyWorldAbroad. [Online]. <a href="http://file.myworldabroad.com/QuickGuides/Resume-Details.pdf">http://file.myworldabroad.com/QuickGuides/Resume-Details.pdf</a></li> </ul>
<b>Week 3</b>	<p><b>Assignments</b></p> <p><i>Career Competency: Professionalism and Work Ethic</i></p> <ul style="list-style-type: none"> <li>• <b>Create an Elevator Pitch (see article below).</b></li> <li>• <b>Journal prompt:</b> See prompt on Canvas.</li> <li>• <b>Group Discussion:</b> See prompt on Canvas.</li> </ul>

	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• <b>An Inventory of Professional Skills.</b> MyWorldAbroad. [Online]. Available at: <a href="https://myworldabroad.com/book/section-42/pg6">https://myworldabroad.com/book/section-42/pg6</a></li> <li>• <b>Selling Your International Skills With an Elevator Pitch.</b> MyWorldAbroad. [Online]. Available at: <a href="http://file.myworldabroad.com/QuickGuides/Selling-Your-Skills.pdf">http://file.myworldabroad.com/QuickGuides/Selling-Your-Skills.pdf</a></li> <li>• Center for International Mobility (2014), <b>Hidden Competences.</b> Retrieved from <a href="http://www.cimo.fi/instancedata/prime_product_julkaisu/cimo/embeds/cimowwwstructure/32427_Faktaa_1_2014_Hidden_Competences.pdf">www.cimo.fi/instancedata/prime_product_julkaisu/cimo/embeds/cimowwwstructure/32427_Faktaa_1_2014_Hidden_Competences.pdf</a></li> </ul>
<p><b>Week 4</b></p>	<p><b>Assignments</b></p> <p><b>Career Competency: Oral &amp; Written Communication</b></p> <ul style="list-style-type: none"> <li>• <b>Write and post to Canvas</b> a “job description” (resume excerpt) for your current internship position using the tips here: <a href="https://myworldabroad.com/book/section-43/pg5">https://myworldabroad.com/book/section-43/pg5</a></li> <li>• <b>Journal prompt:</b> See prompt on Canvas.</li> <li>• <b>Group Discussion:</b> See prompt on Canvas. Please read and comment on the posted job descriptions for at least 1 classmate (enrollment permitting)</li> </ul>
	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Isaacs, Talia, (2014) <b>How to communicate effectively in a foreign language.</b> <b>World Economic Forum</b>, [Online]. Available at: <a href="https://www.weforum.org/agenda/2014/12/how-to-communicate-effectively-in-a-foreign-language/">https://www.weforum.org/agenda/2014/12/how-to-communicate-effectively-in-a-foreign-language/</a></li> <li>• <b>Communication and Conducting Business.</b> MyWorldAbroad. [Online]. Available at: <a href="https://myworldabroad.com/book/section-21/pg3">https://myworldabroad.com/book/section-21/pg3</a></li> <li>• City University London, 2017, <b>10 Rules for writing Professional Emails.</b> [Online]. Available at: <a href="https://www.city.ac.uk/_data/assets/pdf_file/0003/234354/Writing-Professional-Emails.pdf">https://www.city.ac.uk/_data/assets/pdf_file/0003/234354/Writing-Professional-Emails.pdf</a></li> </ul>
<p><b>Week 5</b></p>	<p><b>Assignments</b></p> <p><b>Career Competency: Teamwork &amp; Cross-Cultural Collaboration</b></p> <ul style="list-style-type: none"> <li>• <b>Journal prompt:</b> See prompt on Canvas.</li> <li>• <b>Group Discussion:</b> See prompt on Canvas.</li> </ul>
	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• <b>Top Tips and Student Quotes: The Effective Overseas Employee.</b> MyWorldAbroad. [Online]. Available at: <a href="https://myworldabroad.com/book/section-13">https://myworldabroad.com/book/section-13</a></li> <li>• Gratton, Lynda, Erickson, Tamara J. November, 2007 Harvard Business Review. <b>Eight ways to Build Collaborative Teams.</b> [Online]. Available at: <a href="https://hbr.org/2007/11/eight-ways-to-build-collaborative-teams">https://hbr.org/2007/11/eight-ways-to-build-collaborative-teams</a></li> </ul>
<p><b>Week 6</b></p>	<p><b>Assignments</b></p> <p><b>Career Competency: Critical Thinking &amp; Problem Solving</b></p> <ul style="list-style-type: none"> <li>• <b>Journal prompt:</b> See prompt on Canvas.</li> <li>• <b>Group Discussion:</b> See prompt on Canvas.</li> </ul>
	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• <b>Skills for Succeeding Abroad.</b> MyWorldAbroad. [Online]. Available at: <a href="https://myworldabroad.com/book/section-13/pg2">https://myworldabroad.com/book/section-13/pg2</a></li> <li>• <b>What are problem solving skills and why are they important?</b>   CareerBuilder. June 13, 2017 [Online] Available at: <a href="https://www.careerbuilder.com/advice/what-are-problemsolving-skills-and-why-are-they-important">https://www.careerbuilder.com/advice/what-are-problemsolving-skills-and-why-are-they-important</a></li> </ul>

<p><b>Week 7</b></p>	<p><b>Assignments</b></p> <p><b>Career Competency: Digital Technology</b></p> <ul style="list-style-type: none"> <li>• Create or Update a free <b>professional LinkedIn profile</b>. See tip sheet below. Many tutorial and You Tube videos exist to assist you should you have trouble with the platform.</li> <li>• <b>Digital Storytelling Assignment</b> (due this week)</li> <li>• <b>Journal prompt:</b> See prompt on Canvas.</li> <li>• <b>Group Discussion:</b> See prompt on Canvas.</li> </ul>
	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• <b>Top Tips: Social Media for Career Success.</b> MyWorldAbroad. [Online]. <a href="https://myworldabroad.com/book/section-2153/pg1">https://myworldabroad.com/book/section-2153/pg1</a></li> <li>• <b>LinkedIn.</b> MyWorldAbroad. [Online]. <a href="http://file.myworldabroad.com.s3.amazonaws.com/QuickGuides/LinkedIn-Student-Profile.pdf">http://file.myworldabroad.com.s3.amazonaws.com/QuickGuides/LinkedIn-Student-Profile.pdf</a></li> <li>• <b>Most Organizations Not Ready for the Digital Workplace.</b> SHRM. (2018) [Online]. <a href="https://www.shrm.org/resourcesandtools/hr-topics/technology/pages/most-organizations-not-ready-digital-workplace.aspx">https://www.shrm.org/resourcesandtools/hr-topics/technology/pages/most-organizations-not-ready-digital-workplace.aspx</a></li> </ul>
<p><b>Week 8</b></p>	<p><b>Assignments</b></p> <p><b>Career Competency: Global Fluency</b></p> <p><b>Intercultural Communication: Opportunities, Challenges, Threats</b></p> <ul style="list-style-type: none"> <li>• <b>Take the International IQ Quizzes on the MyWorldAbroad site:</b> <a href="https://myworldabroad.com/quizzes/international-skills">https://myworldabroad.com/quizzes/international-skills</a></li> <li>• <b>Journal prompt:</b> See prompt on Canvas.</li> <li>• <b>Group Discussion:</b> See prompt on Canvas.</li> </ul>
	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• <b>How to Handle cultural differences in the workplace.</b> Universalclasscom. 2018. Universalclasscom. [Online]. [9 February 2018]. Available at: <a href="https://www.universalclass.com/articles/business/handling-cultural-differences-in-the-workplace.htm">https://www.universalclass.com/articles/business/handling-cultural-differences-in-the-workplace.htm</a></li> <li>• <b>The North American Identity in the International Workplace.</b> MyWorldAbroad. [Online]. Available at: <a href="http://file.myworldabroad.com/QuickGuides/NA-Identity.pdf">http://file.myworldabroad.com/QuickGuides/NA-Identity.pdf</a></li> <li>• <b>An Inventory of Cross-cultural Skills.</b> MyWorldAbroad. [Online]. Available at: <a href="https://myworldabroad.com/book/section-42/pg5">https://myworldabroad.com/book/section-42/pg5</a></li> </ul>

**Grading Rubric**

<i>Components</i>	<i>Exemplary</i>	<i>Competent</i>	<i>Insufficient</i>	<i>SCORE</i>
<b>Internship</b>	Internship	Internship learning	Internship	

<p><b>Learning Goals &amp; Internship Placement Assignment</b> (100 possible points)</p>	<p>learning goals are specific, measurable, achievable, relevant and time-based (SMART). Clearly organized as per the four goals categories in the syllabus (at least one per category), and include associated learning strategies. (50 points)</p>	<p>goals are somewhat specific, measurable, achievable, relevant and time-based. Organized as per the four goals categories in the syllabus (at least one per category). Some learning strategies are included. (40 points)</p>	<p>learning goals are not sufficiently specific, measurable, achievable, relevant and time-based and/or less than one goal per category. Learning strategies are not included. (30 points)</p>	
<p><b>Internship Placement Assignment</b></p>	<p>Outline of internship placement is clearly organized. The three skills listed demonstrate reflection on the process of attaining an internship. (50 points)</p>	<p>Outline of internship placement is somewhat organized. Some reflection on the process is evident. (40 points)</p>	<p>Outline of internship placement is disorganized. Fewer than three skills are identified. (30 points)</p>	
<p><b>Weekly Journal Entries Posted to Canvas</b> (75 possible points)</p>	<p>Journal entries indicate conscious reflection upon internship learning goals and integration of experience with academic knowledge. Activities, impressions, new skills, professional relationships and areas of growth are addressed. Postings completed within one week for previous week. (75 points)</p>	<p>Journal entries indicate some reflection upon internship learning goals and integration of experience with academic knowledge. Activities, impressions, new skills, professional relationships and areas of growth are addressed, in part. Postings aren't current, i.e. more than one week after previous week has ended. (50 points)</p>	<p>Journal entries indicate a low level of reflection upon internship learning goals and integration of knowledge with academic knowledge. While activities may be listed, impressions, new skills, professional relationships and areas of growth are incomplete. Postings are not completed in a timely manner and require reminders.</p>	



			(45 points)	
<b>Internship Portfolio - Overall Organization</b> (30 possible points)	Portfolio is well organized in binder (if not emailed) with table of contents, dividers, possibly photos to make it visually pleasing. All required components are included (see syllabus). (30 points)	Portfolio is organized with table of contents, but in a strictly functional way. All required components are included. (20 points)	Portfolio is not organized and appears to have been “thrown together” at last moment. Required components are missing. (10 points)	
<b>Internship Portfolio – Organization Information and Work Samples</b> (30 possible points)	Portfolio includes background information on internship organization (mission, history, etc.), possibly including website printouts, brochures, etc. More than three work samples included. (30 points)	Portfolio includes basic information on internship organization. At least three work samples included. (20 points)	Portfolio is missing information on internship organization. Fewer than three work samples included. (10 points)	
<b>Internship Portfolio – Resume Excerpt</b> (40 possible points)	Resume excerpt includes at least four detailed lines/bullet points describing internship duties and accomplishments. Attractive formatting with no spelling or grammatical errors. (40 points)	Resume excerpt includes less than four detailed sentences/bullet points describing internship duties and accomplishments. No spelling or grammatical errors. (25 points)	Resume excerpt sentences/bullet points are incomplete and/or incoherent. Spelling and/or grammatical errors present. (10 points)	
<b>Internship Portfolio – Reflection Paper</b> (100 possible points)	Paper directly addresses achievement of learning goals, including reflection upon intern’s	Paper partially addresses achievement of learning goals, including some reflection upon intern’s contributions	Paper is incomplete in addressing achievement of learning goals, and fails to include	

	<p>contributions to internship and how internship experience could have been improved. Also includes self analysis of individual strengths and areas for personal improvement. Very clearly written with standard grammar and spelling. Paper length at least 3 pages, 11 pt, double-spaced. (100 points)</p>	<p>to internship and how internship could have been improved. Self analysis of individual strengths and areas for personal improvement could be more in-depth. Spelling and/or grammatical errors present. Paper length at least 3 pages, 11 pt, double-spaced. (85 points)</p>	<p>significant reflection on intern's contributions to internship and how internship could have been improved. Self analysis of individual strengths and areas of personal improvement insufficient. Spelling and/or grammatical errors present. Paper length less than 3 pages, 11 pt, double-spaced. (70 points)</p>	
<p><b>Digital Storytelling</b> (50 Points)</p>	<p>Clearly tells a complete story of the internship experience in a recognized digital format. Contains photos and/or video or another visual medium. The story makes sense and is easy to follow/use. Stays within time constraints. Demonstrates clear understanding of the medium chosen. Cites sources used in the creation of the piece. (50)</p>	<p>Partially tells the story of the internship experience, or focuses on one or two components. Story is mostly easy to follow and is within time constraints. Demonstrates emerging mastery of chosen medium and cites resources used in creating the piece. (40)</p>	<p>Story is difficult to follow or is not clear. The piece is outside the time constraints and demonstrates minimal mastery of the medium. Does not cite resources or tools used in the production of the piece. (30)</p>	
<p><b>Supervisor Evaluation</b> (75 possible points)</p>	<p>Supervisor ratings all Excellent. Positive comments with respect to overall</p>	<p>Supervisor ratings in the Excellent to Good range. Mostly positive comments with respect to</p>	<p>Supervisor ratings in the Good to Poor range. Comments</p>	

	performance and intercultural communication skills and sensitivity. (75 points)	overall performance and intercultural communication skills and sensitivity. (60 points)	indicate work performance issues and/or lack of intercultural communication skills and sensitivity. (45 points)	
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**\*Note that you will receive a score of “0” points for any components that are not completed.\***

**TOTAL SCORE/FINAL GRADE = \_\_\_\_\_**

**Grading Scale:**

- A = 550-470
- A- = 469-445
- B+ = 444-435
- B = 434-420
- B- = 419-400
- C+ = 399-385
- C = 384-370
- C- = 369-350
- D = 349-300
- F = 299-0

**Academic Conduct and Policies**

Students are expected to demonstrate academic integrity in all course activities. Academic integrity requires honesty concerning all aspects of academic work including:

- Correct procedures for citing sources of information, words, and ideas ☐
- Ways to properly credit collaborative work with project team or study group members
- Strategies for planning and preparing for examinations, papers, projects and presentations.

Students are encouraged to consult with faculty regarding any questions about appropriate behaviors to maintain academic integrity. Any violation of academic integrity may result in a zero on the assignment and may result in additional sanctions consistent with university policy.

**University Policies**

The Secretary of the University web site contains the university policies, the link is: <http://www4.uwm.edu/secu/SyllabusLinks.pdf>

1. Students with disabilities. Special accommodations are provided to meet learning and

- testing needs in a timely manner. <http://www4.uwm.edu/sac/SACltr.pdf>
2. Religious observances. Accommodations for absences due to religious observance should be noted. <http://www4.uwm.edu/secu/docs/other/S1.5.htm>
  3. Students called to active military duty. Accommodations for absences due to call-up of reserves to active military duty should be noted. <sup>[L]</sup><sub>[SEP]</sub>Students: [http://www4.uwm.edu/current\\_students/military\\_call\\_up.cfm](http://www4.uwm.edu/current_students/military_call_up.cfm) <sup>[L]</sup><sub>[SEP]</sub>Employees: <http://www4.uwm.edu/secu/docs/other/S40.htm> <sup>[L]</sup><sub>[SEP]</sub>(Editorially Revised, 3/25/09)
  4. Incompletes. A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work.  
<http://www4.uwm.edu/secu/docs/other/S31.pdf>
  5. Discriminatory conduct. Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff. <http://www4.uwm.edu/secu/docs/other/S47.pdf>
  6. Academic misconduct. Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University.  
[http://www4.uwm.edu/acad\\_aff/policy/academicmisconduct.cfm](http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm)
  7. Complaint procedures. To be addressed by the academic unit in which the complaint occurred or the appropriate university office responsible for enforcing the policy.  
<http://www4.uwm.edu/secu/docs/other/S49.7.htm>
  8. Grade appeal procedures. Procedures are available in writing from the respective department or the Academic Dean of the College/School.  
<http://www4.uwm.edu/secu/docs/other/S28.htm>
  9. The final exam requirement, the final exam date requirement.  
<http://www4.uwm.edu/secu/docs/other/S22.htm>

**University Policies:** <http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf>

[\\*https://www.nafsa.org/Policy\\_and\\_Advocacy/Policy\\_Resources/Policy\\_Trends\\_and\\_Data/Trends\\_in\\_U\\_S\\_Study\\_Abroad/](https://www.nafsa.org/Policy_and_Advocacy/Policy_Resources/Policy_Trends_and_Data/Trends_in_U_S_Study_Abroad/)