

Internship: Bridging Theory and Practice

SH/INTS 350

Thursdays, 1:30 – 3:30
Room 121, IECB

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Office hours: available after class and by appointment

Description

Internships offer the potential to bring together the best of academic and experiential learning abroad. Through immersion in a professional context and hands-on engagement with the work of an organization, students are able to test out the theories they have learned in the classroom and gain a more nuanced, sophisticated understanding of the local, regional, and global contexts in which they are studying and working.

This course engages students with their organization on three levels:

- Academic: students bring an academic focus to their internship—both to better contextualize it and pursue specific research questions.
- Professional: through their work at the internship site, students gain new skills and develop professionally.
- Experiential: students are encouraged to be self-aware and reflective as they observe and interact within their internship—identifying cultural and other dynamics at play, and situating the experience within their own individual, intellectual, and professional narratives.

From this multi-layered experience, students are to emerge with a deeper, more complex understanding of their organization's place within the world and themselves as thinkers, actors, and future professionals.

Objectives

More specifically, from their participation in this course, students are expected to:

- Establish a solid understanding of the external social, political, and economic influences that frame and drive their organization's work.
- Develop insight into the inner workings of their organization and the dynamics that shape it.
- Learn to bridge theory and practice by bringing an academic focus to hands-on work.
- Hone professional and personal skills by learning to skillfully navigate cultural and other differences in a work environment abroad.

Methods of Evaluation

Students are evaluated on the basis of how effectively they are able to navigate the academic, professional, and personal dimensions of their internship, the self-awareness and perceptive abilities they demonstrate, and the quality of their academic work.

The final grade is determined as follows:

| | |
|-----|---|
| 20% | Performance at internship placement via supervisor's evaluation |
| 20% | Preparation for and participation in class |
| 20% | Reflection and other writing assignments (4 at 5% each) |
| 10% | Case study presentation |
| 10% | Topic statement and topic-specific bibliography |
| 20% | Final paper |

Class preparation and participation will be assessed according to the following guidelines:

| Grade | Discussion | Reading / Preparation |
|---------|---|--|
| A range | Excellent: consistent contributor who offers original analysis and comments; always has ideas on readings/class topics and easily connects theory with experience; takes care not to dominate discussion. | Demonstrates fluency with all readings; thoughtfully and critically uses resultant understanding to formulate comments and advance class discussion. |
| B+ | Very Good: frequent, willing, and able contributor; often offers thoughtful comments and connects readings/class themes experience and practice. | Demonstrates knowledge with most of the readings; provides competent analysis of the readings and applies insights in class appropriately. |
| B / B- | Satisfactory: frequent contributions to discussions; basic grasp of key concepts but little original insight; comments are of a general nature. B is the default grade for talking in class. | Displays familiarity with some readings and related concepts but tends not to analyze them or connect them with practice. |
| C range | Below Average: sporadic contributor; comments/questions often show lack of understanding of key concepts; often digresses from the topic or contributes in unhelpful ways. | Displays familiarity with few readings; rarely demonstrates analytical thought. |
| D | Poor: rarely speaks; merely quotes text and repeats own comments or those of others. Comments are disconnected from topics and don't advance class learning. | Little apparent familiarity with assigned material or application to relevant experience. |
| F | Failing: does not participate in the class. | No familiarity with readings or application to relevant experience. |

Attendance

Attendance requirements are outlined in the CET Attendance Policy.

You will receive a zero for participation and on any assignments, quizzes, and presentations on the day of class that you miss.

Missing class may lower your final grade.

- In the case of absence from the internship site for any reason, be sure to contact and inform your workplace supervisor *before* the absence occurs, as well as the CET academic director or resident director.
- An absence from class or any course meetings is treated the same as missing any other elective class.
- An absence from a work shift in your workplace internship site is also equivalent to missing an elective class.

Performance in the Internship Workplace

- Students are expected to conduct themselves in an ethical and professional manner, to dress appropriately for the work environment, and to act respectfully and collegially towards co-workers and supervisors.
- The internship supervisor will evaluate the student's performance at the internship placement during the semester. The supervisor's grade includes – but is not limited to – punctuality, work performance, attitude, and productivity.

Course Requirements

◇ Weekly meetings of internship course

- Students are to attend each class and to have read the assignments scheduled for that day. You should be well-prepared to discuss the assigned readings and topics and to share your internship experiences with your classmates.
- Attendance, preparation, and participation in discussion are required and factored into the final course grade. You will be evaluated on your participation after each class.
- If you're unable to participate in class discussions, please speak with the instructor about alternate ways to demonstrate your preparation for and engagement with the course.

◇ A minimum of 10 hours weekly at internship placement is required, totaling at least 125 hours for the semester.

- You must keep a "work log" of the hours you work, along with a short description of the work assignments accomplished for each day at your internship placement.
- You will submit your work log two times, at the middle and end of the semester.
- Commuting to and from the internship site does not count towards hours worked.
- Jenny He will contact you by WeChat about how to submit your work log to her. She will ask then your internship supervisor to verify it.
- Five points are deducted from your final grade each time you do not submit the required work log.

◇ Two required one-on-one meetings; one with the academic or program director and a second with the internship instructor.

- These meetings serve to focus the student's academic interests related to their internships; to assist a student in navigating challenges; and to provide guidance on written assignments, presentations, and the final paper.
- One meeting is with the academic director Prof. Rottmann and must take place between April 7 and April 23. You'll be reminded in the class WeChat group to schedule the meeting. If you'd like to meet earlier or discuss anything about your internship, please contact Prof. Rottmann.
- The second required meeting is with the course instructor to discuss your final paper topic. Prof. Underwood is available on Thursdays, before and after class.
- You will lose 3 points from your final grade for missing a one-on-one requirement.

◇ Reflective writing assignments

- You will complete an initial Learning Goals assignment and three more reflection pieces on assigned topics. Reflections are graded on the quality of your observation, analysis, and integration of knowledge.
- Your reflection pieces are to be submitted as Word documents, double-spaced, 2-3 pages in length. Submit via email to the instructor.

◇ Case study presentation

- Scheduled throughout the semester; less than 10 minutes in length.
- Students give a presentation to the class using their internship placement as a case study. Topics are listed in the Schedule of Readings below.
- At each of the presentation sessions, students will present on the same topic as part of a panel.

◇ Final paper, including a topic statement and preliminary bibliography.

- Students will write an academic essay due at the end of the semester that compiles scholarly work relating to their chosen subject area. Papers may incorporate the placement itself as a case study and a self-reflective dimension that includes the student's vantage point and experience in the process.
- As a first step to the final paper, students will submit a paper topic and bibliography assignment.
- The text of the final paper should be 2,500-3,000 words (10-12 pages) in length. This includes footnotes/citations but not the bibliography.

◇ Submission of Assignments and Late Work

- All assignments must be submitted as a Word document via email to the course instructor by midnight on the evening of the due date.
- Late work will be penalized with a one-third grade deduction for each day of delay. That is, each day the assignment is late the grade will fall in the manner of A to A- to B+ to B to B-, etc.
- If you anticipate difficulty meeting a scheduled due date, speak with the instructor to request an extension *well in advance* of the due date.

Statement on academic integrity and plagiarism

All students are responsible for understanding the standard American university rules on academic integrity, including plagiarism. Your own university honor codes and integrity policies apply during your study with CET, as well as CET's own academic policy. Violating rules of academic honesty may result in failure of this class, notification to your home university, and dismissal from the CET program.

- There is a good introduction explaining plagiarism at:
<https://wts.indiana.edu/writing-guides/plagiarism.html>
- Here's an excellent resource on how to cite/footnote properly:
<http://pitt.libguides.com/citationhelp>
- *Don't hesitate to discuss any concerns or questions you have about academic integrity with me or the CET academic director.* •

CLASS SCHEDULE and CONTENT

The schedule below is subject to change.

March 18, Class 1

Themes: Course intro; historical and economic context; identifying academic, professional, and personal levels of analysis. Learning agreements, goal setting.

In-class activity: CET Learning Agreement Assignment

March 25, Class 2

Themes: Experiential Learning, Internship Stages

Reading:

1. Reading: Sweitzer, H., and King, M. *The Successful Internship: Personal, Professional, and Civic Development* (2009), pp. 5-13, 24-35, 91-107; 132-51.

Paper Progress: Verify that you have a functioning VPN and know how to access your home university library to conduct research, use Google Scholar, download articles and books, etc.

Verify that you understand how to use and cite correctly the sources you use to support your writing academic papers, as well as forms for preparing a bibliography.

April 1, Class 3

Themes: Cultural competency, cultural intelligence

Reading:

1. Bennett, Milton J. "Becoming Interculturally Competent." In Wurzel, J., ed., *Toward Multiculturalism: A Reader in Multicultural Education*, 2nd ed. (2004), pp. 62-77.
2. Earley, P. Christopher and E. Mosakowski. "Cultural Intelligence." *Harvard Business Review*, Oct. 2004: 1-17.

Due by class time: Learning goals/agreement for the first reflection assignment.

Set and write out your learning goals for the semester. Set a few goals under each learning category: professional, academic, and personal.

In-Class Activity: Sign up for presentations

April 8, Class 4

Themes: Cultural Norms and Business Communication

Readings:

1. Reading: Hofstede, Geert, et al., "More Equal than Others," in *Cultures and Organizations: Software of the Mind: Intercultural Cooperation and Its Importance for Survival* (NY: McGraw Hill, 2010). Ch. 3.
2. Reading: Handout on Intercultural Communication: High- and Low-Context Cultures
 - High v. low context communications (Brian Neese)
 - High v. low context cultures (Brian Neese)

Due by class time: second reflective writing assignment

Topic: What did you experience or observe that made you go "Hmmm...." this week? Reflect and analyze.

Paper Progress: Start to think about your paper topic. Sign up for one-on-one with Prof Rottman.

April 15, Class 5

Theme: Ethnography, Becoming a Participant-Observer

Reading:

1. Reading: DeWalt, Kathleen and Billie DeWalt, *Participant Observation: A Guide for Fieldworkers* (AltaMira Press, 2011). Chapters 3 and 5.

Presentations: Group 1

Discuss the external social, political, and economic influences that frame and drive your organization's work. Briefly tell us about your site's organizational structure and how it fits into the national economy.

Due: By April 23, you must complete your first one-on-one with Prof. Rottmann.

Paper Progress: Continue to plan and refine your topic based on your preliminary research and reading.

April 29, Class 6

Theme: Culture Mapping & Managing Your Boss & Culture Mapping

Reading:

1. Reading: Meyer, Erin. *HBR's 10 Must Reads – On Managing Across Cultures*, "Navigating the Cultural Minefield." (Harvard Business Publishing, 2014).
2. Reading: Gabarro, John J. and Kotter, John P. "Managing Your Boss," *Harvard Business Review*, (January 2005)

Due by class time: third reflective writing assignment.

Topic: What was a victory for you this week? What was a challenge? How are you navigating challenges?

Paper Progress: Continue with topic-specific research/reading to identify a final paper topic. Sign up for one on one meetings on paper topic with Prof Underwood.

May 6, Class 7

Theme: Youth Culture and Gen Z Culture in Asia

Reading:

1. Chinese Youth Characteristics <https://jingdaily.com/chinese-youths/>
2. Generation Gap: Fernandez, Juan and Underwood Laurie. Excerpt from Chapter 3 "China's Changing Talent Pool," *China CEO II*. Wiley. (2020) Excerpts: "Farewell to the Chinese Dream?", pp 67-72.
3. Kim et al. June 29, 2020. "What Makes Asia Pacific's Generation Z Different?" McKinsey & Co. Retrieved from: <https://www.mckinsey.com/business-functions/marketing-and-sales/our-insights/what-makes-asia-pacifics-generation-z-different>

Paper Progress: Attend one-on-one meetings with Prof. Underwood to discuss paper topic and sources before May 12.

May 13, Class 8

Theme: Gen Z Culture in the US and Implications for Business

Reading:

1. "True Gen": Gen Z and its Implications for Companies [Nov 2018]
<https://www.mckinsey.com/industries/consumer-packaged-goods/our-insights/true-gen-generation-z-and-its-implications-for-companies>
2. The Young and the Restless (Gen Z in America)
<https://www.mckinsey.com/~media/McKinsey/Industries/Retail/Our%20Insights/The%20young%20and%20the%20restless%20Generation%20Z%20in%20America/The-young-and-the-restless-Generation-Z-in-America-FINAL.pdf>

Presentations: Group 2

Introduce and analyze the particular social, cultural, and interpersonal power dynamics of your workplace.

Due by class time: Paper topic and bibliography assignment.

State your paper topic or research question in a concise paragraph. Present your working bibliography in proper bibliographic form. Your bibliography may include a few books but is more likely to include 5-10 articles published in academic journals.

May 20, Class 9

Theme: Diversity and Racism in the Workplace

Reading:

1. Livingston, Robert. Sept - Oct, 2020. "How to Promote Racial Equity in the Workplace." *Harvard Business Review*, pp. 65-72.
2. Malos, Stan. June 2015. Overt Stereotype Biases and Discrimination in the Workplace: Why Haven't We Fixed This by Now? *Employee Responsibility and Rights Journal*, pp. 271-280.

May 27, Class 10

Theme: Gender Stereotypes and Bias in Society and the Workplace

Readings:

1. McKinsey & Company. "Women in the Workplace 2021." McKinsey Global Institute. https://wiw-report.s3.amazonaws.com/Women_in_the_Workplace_2020.pdf
2. <https://www.aljazeera.com/news/2019/09/china-women-battling-tradition-70-years-revolution-190927054320939.html>

Due by class time: last reflective writing assignment.

Topic: Your choice. Reflect on 1) an experience at your internship placement, 2) relevant experiences outside beyond the workplace, or 3) any academic readings or other relevant discourses.

Paper Progress: Continue topic-specific research/reading. Begin outlining the paper.

Presentations: Group 3

Reflect back on the internship experience as a whole to analyze your *personal and academic* growth; arrive at conclusions about what you learned through your work and experience in the CET internship program.

June 3: No class this week. Focus on writing your paper.

June 10, Class 11

Theme: Engagement and Purpose at Work

Readings:

1. The Two Sides of Employee Engagement
<https://hbr.org/2015/12/the-two-sides-of-employee-engagement?referral=00060>
2. Gretz, Whitney and Jacobsen, Raelyn. January, 2018. "Boosting Contact-Center Performance Through Employee Engagement." McKinsey on Customer Care: Excellence in the Digital Age, No. 1.
3. Putting Your Experience Abroad to Work (excerpt)

Paper Deadline

Final papers are due one hour before class start time on June 10 to:
laurie.underwood@sino-associates.com

Presentations: Group 4

Reflect back on the internship experience as a whole to analyze your *personal and professional* growth; arrive at conclusions about what you learned through your work and experience in the CET internship program.
