NYU DC
NODEP-UA 9982 DC1
Internship Seminar and Fieldwork

Spring 2019

Instructor Information

- TBA

Course Information

- NODEP-UA 9982 DC1
- Internship Seminar and Fieldwork
- Tuesdays, 6:45 PM – 8:15 PM
  - B101
- As the academic component of the internship experience, this seminar helps students reflect critically on their internships as a way to further their individual academic and professional goals. This includes evaluating various aspects of the internship site, such as its mission, culture, policies, and the local, regional and international contexts in which it operates. We will discuss topics such as:
  - Organizational culture and how to best read it and work within it for success
  - Organizational power dynamics and assessing our own sources of power.
  - Organizational decision making dynamics
  - Personality assessments toward working with diverse personalities
  - Our own Success DNA dynamics— it is important to understand ourselves and consider what types of work environments are best suited to our personality and DNA. The intent is to assist your choices going forward in your work live decisions.
  - Influence: One of our course books outlines various positive ways to influence others and to better understand how we are influenced. We will consider this within the internship workplace.
○ Problem solving and Failure: The professor has written a book on failures, collected from hundreds of individuals. We will discuss a model for pivoting failure toward success.

○ Students will be challenged to think analytically and their internship and host organizations and to connect their internship experiences to past and present academic work. The first part of the course focuses on workplace skills such as professional etiquette, communication, and networking. The second part focuses on concepts such as power, decision making and success DNA.

○ Students will be graded on the academic work produced in this course (i.e. students will not be graded for their work performance at their internship site).

Course Overview and Goals

This course is required for all students undertaking an internship for credit at NYU’s study away sites. The main goals are:

1) To provide an opportunity for students to integrate their internship experience with relevant academic research and debates; and

2) The course helps students to learn and enhance professional skills—including writing, communication with written and social media such as Linked In, and presentation skills—needed for future work experiences and academic study.

3) We spend the great majority of our time in organizations throughout our careers. Internships provide an excellent way to assess organizational dynamics and behaviors providing a real life laboratory for how to be most successful. Organizations can and often are complex places with structures; power dynamics; cultures; even personalities affecting decision making. Individual effort is never enough without understanding the context into which our efforts go and are judged not always on the merit of the idea, but through the organizational lens. The internship fieldwork course should be expected to add to your knowledge base for heightened success in analyzing and working effectively in organizations.

Finally, an internship can be and often is a spring board toward professional networks that lead to excellent work in the future. We will attempt to maxim-ize both professional knowledge, networks and opportunities going forward.

Upon Completion of this Course, students will be able to:

● Student will be able to analyze and articulate the various facets of their internships site, including its mission and vision, organizational structure, human resources, culture, decision making dynamics, diversity and other policies and practices, and local, regional and international contexts in which it operates.
● Student will gain an understanding of his/her place and role within the internship site, responsibilities and the value/impact of the work performed; and convey them on their resume and in interview and networking settings.
● Student will gain self-understanding, self-confidence, and interpersonal skills to apply to their unique academic and career trajectories.
● Students will maximize professional networks.
● It is my personal intent and hope that you will find the study of the organizations as fascinating as I do.

Course Requirements

Class Participation
This segment of the grade is termed contribution, rather than participation to signify the importance of thoughtful input and variety of ways to contribute. For example, some of us are more extraverted and others more introverted, perhaps prefer to think about it before raising a hand, and contribute in different ways. This portion of the grade is not about how much one speaks in class, but about the thoughtful processing of materials and contribution to group work, teams, even bringing in suggestions. It is important for this type of class that everyone contributes as we are processing YOUR experiences and a great deal of the learning is resident in those experiences.

Weekly Assignments
These are noted within the weekly schedule. These are kept fairly short (1-2pp.) and relate to topics and our processing of key topics, ranging from our own internship goals and outcome measures to assessing influence, personality and power.

Culture Audit (Due March 12th)
This tool to assess workplace culture is important. It is intended to enable an analysis of your current internship workplace, but more importantly, it is designed to give you a useful tool for ongoing analysis of culture. This should help you in future decisions about taking particular positions, and when inside the organization as an employee to learn how to assess and work within its culture most effectively. Too, as leaders that many of you are and will continue to grow to be, it is good to understand how to make small changes that can have large impact in workplace culture. The details for the Culture Audit are below in greater detail with points quantified.

Final Paper (Due May 14th)
The final paper is an opportunity to demonstrate how your problem solving skills, new ideas or a strategic idea for your workplace can be developed. I ask you to consider something you did and it didn’t work out; or something your suggested that did go well, or an idea for the workplace internship. We will incorporate the concepts from the course, and a strategic model, called the ABC model of action from the Brindle book, as well as concepts of influence and strategy. Fuller description below with quantified sections.
Final Paper Presentations (Due May 14th)

Grading of Assignments
The grade for this course will be determined according to the following formula:

<table>
<thead>
<tr>
<th>Assignments/Activities</th>
<th>% of Final Grade</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>20%</td>
</tr>
<tr>
<td>Weekly Assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Culture Audit Paper</td>
<td>20%</td>
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<tr>
<td>Final Paper</td>
<td>25%</td>
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<tr>
<td>Final Paper Presentations</td>
<td>5%</td>
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Letter Grades
Letter grades for the entire course will be assigned as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
<th>Percent</th>
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<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>94-100</td>
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<tr>
<td>A-</td>
<td>3.67</td>
<td>90-93</td>
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<tr>
<td>B+</td>
<td>3.33</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>3.00</td>
<td>84-86</td>
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<tr>
<td>B-</td>
<td>2.67</td>
<td>80-83</td>
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<tr>
<td>C+</td>
<td>2.33</td>
<td>77-79</td>
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<td>C</td>
<td>2.00</td>
<td>74-76</td>
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<tr>
<td>C-</td>
<td>1.67</td>
<td>70-73</td>
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<tr>
<td>D+</td>
<td>1.33</td>
<td>67-69</td>
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<td>D</td>
<td>1.00</td>
<td>65-66</td>
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<td>F</td>
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<td>Below 65</td>
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### Course Schedule

#### Topics and Assignments

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
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|           | Introduction to the Course: This session will introduce the themes   | University of Iowa's Pomegranz Career Center. “Making the Most of Your Internship.” https://careers.uiowa.edu/students/during-internship  
|           | responsibilities and your experiential learning at your intern-ship  |                                                                                                                                                                                                        | [Insert assignment] |
|           | site. We will introduce the course expectations, discuss strategies  |                                                                                                                                                                                                        |                 |
|           | to start your internship off on the right foot and assess desired  |                                                                                                                                                                                                        |                 |
|           | outcomes to help students identify their personal, professional and  |                                                                                                                                                                                                        |                 |
|           | intellectual goals for the semester.                                |                                                                                                                                                                                                        |                 |
| Session 1 |                                                                  |                                                                                                                                                                                                        |                 |
| 5-Feb-19  |                                                                  |                                                                                                                                                                                                        |                 |
| Session 2 |                                                                  |                                                                                                                                                                                                        | Articulate 3-4 personal learning objectives for the course — how do you see the course complementing your internship? Write out 3-5 |
| 12-Feb-19 |                                                                  |                                                                                                                                                                                                        |                 |
and don’ts), cultural norms regarding the level of formality in your workplace and communication at the internship site – and how the culture of your internship site impacts these behaviors.

In-class exercise: Development of a “Learning Contract” for your internship site.


Objectives or goals for your internship. What would you like the internship outcome to be? These can be simple things such as building relationships and networks, learning or advancing specific skills and capacity; or being offered a position in the organization or sister-organizations. I would like you to be as specific as you can about the learning you’d like to acquire. Reach for the sky! No wrong answers.

Session 3 19-Feb-19

Professional Networking and Informational Interviews:

Networking is one of the most important skills you can develop as you begin your career. We will discuss “the strength of weak ties” and how to document and grow your network through traditional methods as well as social media (creating your public image), and the value of conducting informational

• daSilva, J. (May 4, 2017). “Mentoring is just another way of helping.” http://www.smartbrief.com/original/2017/05/me

Create a brief personal statement that answers the question “What do you want to be doing professionally and/or academically 3-5 years from now?” How will you define success? The brief can be 1/2-1 page or more if you wish to elaborate for
<table>
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<tr>
<th>Session 4</th>
<th>26-Feb-19</th>
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<tr>
<td>Organizational Culture - Mission, Vision and Values:</td>
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<td>What is the mission of your organization? What philosophy, ideals, or values are expressed (implicitly or explicitly) on its website, promotional materials, and internal documents? How is the company or agency's ethos expressed and communicated within the physical spaces and daily practices of the workplace? What is the culture of your organization? We will discuss doing a 'Culture Audit' an analysis of the workplace culture and the Culture Gap — often organizations want one thing, but the reality is, they DO differently from what the organization may profess. It is important to learn to quickly analyze organizational culture and to understand culture gaps. Please see the Culture Audit assignment which will be due in 2 weeks.</td>
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<td>Your company or organization's website, promotional materials, official literature, etc.</td>
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<td>Summarize your organization’s mission, vision and values and your observations on how they play out in the day to day work at your internship site. This can be 1-2pp.</td>
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<td>inter-views with professionals in the fields that interest you while you are a student. In this session, we'll also discuss Power - the types of personal power and the types of power in the internship workplace. It is hard to get things done without some measure of power, yet we are often reluctant to discuss power.</td>
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<td>In addition to submitting this personal statement electronically, please bring a copy (written or electronic) to Session 3 for your own use.</td>
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<td>ntoring-just-another-way-helping</td>
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## Session 5
5-Mar-19

**Success DNA: Guest Speaker:** Mark Monchek from the Opportunity Lab, NYC (opplab.com)

- Mark Monchek, “Success DNA Workbook” The Opportunity Lab, Manhattan - will distribute to you via email.
- Van Edwards, V. (October 11, 2016).

No assignment due this week. Please use the time to work on your Culture Audit papers for Week 6.
<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Topic/Instructions</th>
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<tbody>
<tr>
<td>12-Mar-19</td>
<td>Session 6</td>
<td>Resume and LinkedIn Profile Workshop: Your resume and increasingly your LinkedIn profile are vital tools in your professional presentation, job searches and career development, and warrant careful planning and consistent updating and revision. We will offer one another feedback and constructive criticism on these important documents and conduct an in-class social media “audit.”</td>
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<tr>
<td>19-Mar-19</td>
<td>Spring Break</td>
<td>No Class</td>
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<tr>
<td>26-Mar-19</td>
<td>Session 7</td>
<td>(1) Prepare a five-minute presentation to introduce the class to your internship site and responsibilities. Describe a challenge that has</td>
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"How to Brag About Yourself Without Being Obnoxious."
http://www.scienceofpeople.com/2016/10/brag-without-obnoxious/

Use any or all of the following links to glean tips on developing/improving your resume and LinkedIn profile:
- https://www.entrepreneur.com/article/271919
- http://www.hongkiat.com/blog/professional-linkedin-profile/
- https://blog.linkedin.com/2014/07/01/creating-a-killer-linkedin-profile-tips-from-link-humans

The Success DNA workbook questions, “A Year of Opportunity” Exercise pp. 5-6 of the Success DNA workbook distributed is the written assignment. We will work with the Success DNA questions in class.

Due: Culture Audit Paper*
arisen at your internship that requires additional insight to help you to better understand your internship experience and relate it to your own career objectives and interests. These can be a good idea you may have had or seen/heard others express at your workplace, but that hit obstacles; or a new idea you have for improvements in some aspect of the workplace.

(2) Assignment due Session 13: Schedule and conduct an informational interview with someone in your organization or elsewhere who works in a field in which you are interested in pursuing. Write 1-2 pages reflecting on how you facilitated and set up the meetings. What did you learn about the individual and the field that you did not know before? Did the interview have any impact, positive or
Session 8
2-Apr-19

Presentations:
Each student will deliver a five-eight minute presentation to the class, introducing classmates to their internship site and responsibilities, and sharing their impressions and experiences to date. Please include challenges. Every work site, every internship has challenges. I am very much of the belief we learn from failures and challenges. Don't be shy here:) The class will learn best from our challenges which are likely to hold similarities.

Assignment due Session 8: MBTI Assessment - TBD as distributed

Session 9
9-Apr-19

Your Meyers-Briggs Assessment

Myers-Briggs Personality
We will be joined remotely by Sarah Rosenthal, an Assistant Director with NYU’s Wasserman Center for Career Development, who will explain the different elements of the Myers Briggs Type Indicator (MBTI), and help us de-code our own preference assessments and what they may tell us about our own predispositions for certain career paths and courses of study.

M. Brindle, Power points on Myers-Briggs Personality Differences, distributed.

Please begin reading, Influence: Science and Practice, by Cialdini to begin discussion in Week 10.
### Session 10  
16-Apr-19

**Reciprocity and Social Proof**

We will discuss the Principles of Influence from Robert Cialdini’s book. The capacity to develop effective influence and persuasion is very important towards being effective. It is equally important to know when and how we are being influenced to be mindful of having this understanding and reasonable control against undue influence and commitments, even to jobs that we may not want or duties that become excessive. Learning to manage ourselves is a life-time process! Ask me how I know!

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**Reciprocity and Social Proof chapters from Influence, by R. Cialdini, 5th edition**

Observe your workplace and be prepared to discuss one element of your internship that is striking, surprising, unconventional, or unexpected (and be prepared to discuss and comment on peers’ observations). It could be communication style (e.g., among the staff, between staff and supervisor etc.; are jokes and humor encouraged or discouraged?), dress, workday habits (e.g., is there a strict 9-5 culture or do people come in early or stay late?

We will discuss these in terms of Personality differences: Does your internship workplace have a Personality? Sometimes, companies hire similar others and the workplace takes on its own Myers-Briggs’ culture (example such as Ashoka - social entrepreneurs or an arts organization are likely to be in the “NF” or creative/ feeling
<table>
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<tr>
<th>Session 11 23-Apr-19</th>
<th>INFLUENCE: Commitment Building, Social Liking and Scarcity</th>
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<td>This week we will discuss Social Liking, Scarcity and Commitment building an unusually profound while simple concept that affects much of what gets done in organizations through and amongst people.</td>
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<td></td>
<td>Utilize the influence strategy of reciprocity or social proof this week at your workplace or in personal life. The idea is to attempt to influence someone using either reciprocity or social proof. Summarize briefly and come to class prepared to discuss how this worked out. Were you able to influence someone (positively, please) in the manner in which you wished or not? How did this enable you to better understand the influence concept? What are the challenges for interns in influencing others? Advantages?</td>
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<tr>
<th>Session 12 30-Apr-19</th>
<th>Diversity and Inclusion</th>
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<td>Diversity in the Workplace: Diversity is a critical component of today’s</td>
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<td>You will note below articles ranging from 2004 - 2017: Compare and contrast the measures from 15</td>
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<td></td>
<td>Consider how to influence someone at your internship using Scarcity or Commitment</td>
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(Nothing written due)
organizations. But diversity is more than a numbers game - it is about truly reflecting our society and about leveraging the diversity for heightened perspectives and effectiveness. It is about more than the law. It is about inclusiveness. For example, adding a woman or person of color to your board to check the box has never been effective. We will discuss diversity AND inclusiveness. I will be interested to learn how your workplace/internships have considered diversity in a formal way and also in an inclusive way. Please come to class prepared to discuss your reflections.

years ago to today: What is the same? What seems different between 2004 diversity and diversity in 2017? Are we trying to implement yesterday’s solutions to today or have we indeed, “come a long way, baby?!” We will divide these readings in class, so some of you will be reading the 2004/2008 and others more recent readings to compare.


• Rock, D., et al. (September 22, 2016).

building. Write up briefly how you used the concept and if you were successful or not and why. Or, if you utilized Reciprocity, Social Proof or Social Liking, this is also fine. Note, that being successful is not the criterion for a grade, rather your demonstrated understanding of the influence concept is the focus.
“Diverse Team Feel Less Comfortable – and That’s Why
• They Perform Better.”
• Slaughter, A. (2012). Why Women Still Can’t Have it All. The Atlantic:
or, if you want an alternative to reading, consider Professor Slaughter’s TED Talk:
http://www.ted.com/talks/anne_marie_slaughter_can_we_all_have_it_all?language=en
• NYT: Why Some Teams Are Smarter Than Others:
http://www.nytimes.com/2015/01/18/opinion/sunday/why-some-teams-are-smarter-than-others.html
• NYT: What it is Really Like to Risk it All in Silicon Valley:
http://www.nytimes.com
### Session 13
7-May-19

Preparing for careers in Social Enterprise
We will hear from guest speaker, Ron Layton, CEO of Position, Ltd. about the nonprofit, Social Entrepreneurial sector. Washington, DC is a center for non-profits in development world. Mr. Layton is an Ashoka Fellow. (www.ashoka.org) supporting 3,000 social entrepreneurs around the globe and HQ in Rosslyn, VA (only 5-6 metro stops away). With many students wishing to go into this type of work, we will hear about ways to prepare and compare/contrast some organizations as below. To prepare, please see the following websites. Come to class prepped with one good insight or question from these sites.  
www.ashoka.org  
www.positionltd.org  
www.africaniptrust.org  
www.rootcapital.com  
www.comicrelief.com  
Professor Brindle is co-founder of the African IP Trust (www.africaniptrust.org) in DC and London and works/consults for Position, Ltd. This enterprise fashions business solutions for low income stakeholders in Africa. Without going into full development work, there are ways to integrate our

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<tr>
<th>Professor Brindle, Margaret and Layton R., “Social entrepreneurship for development: A business model,” Routledge Press, 2017 (please just see this on amazon.com - no need to read for class but see the summary.</th>
<th>Take a serious look at your internship organizations through the lens of diversity. Consider the website beyond the initial presentation. Who is on the board? Who is in leadership? What types of diversity inclusiveness measures exist? Is the organization doing what it proposes to do in diversity goals? No written assignment due, just prepare to contribute for a lively conversation.</th>
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<tr>
<th>Session 14</th>
<th>14-May-19</th>
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<tbody>
<tr>
<td>interests in change, social justice and improving things for people on a global scale and working in DC, NYC, London, Geneva, etc. This session will discuss comparing and con-trasting our internship experiences and global social enterprise internships and careers.</td>
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<tr>
<th>Session 15</th>
<th>21-May-19</th>
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<tr>
<td>Final Presentations</td>
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<tr>
<td>Please be prepared to deliver your final presentations at 8 minutes each and to engage in active listening with your</td>
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</table>

Final Presentations

Your summary of your 1-2pp. Informational Interview and what you learned. Note, these can be in any enterprise of interest.
col-leagues as they present. See Final paper and Presentations description below for more detail.

Course Materials

Required Textbooks & Materials

1. Articles: found online as assigned under each class session.
2. Books:
   - Influence, 5th edition, by Robert Cialdini, 2016. Note, there are several editions of this paperback book, but the 5th edition is fine. You may also use the audible book on amazon.com or other sellers.
   - Managing power via lateral networking: How to get things done, Meg Brindle and Lisa Mainero, Quorum Press, 2001. Chapters 4-6 to be distributed by professor.
   - “Success DNA workbook”, by Mark Monchek, author of Culture of Opportunity. Workbook distributed by professor.

Resources

- **Access your course materials**: [NYU Classes](nyu.edu/its/classes)
- **Databases, journal articles, and more**: [Bobst Library](library.nyu.edu)
- **Assistance with strengthening your writing**: [NYU Writing Center](nyu.mywconline.com)
- **Obtain 24/7 technology assistance**: [IT Help Desk](nyu.edu/it/servicedesk)

Course Policies

Attendance and Tardiness

Study abroad at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. To ensure the integrity of this academic experience, class attendance at the centers is mandatory, and unexcused absences will affect students’ semester grades. Students are responsible for making up any work missed due to absence. Repeated absences in a course may result in failure. At all Global Academic Centers, unexcused absences will be penalized with a two percent deduction from the student’s final course grade (for courses that meet once per week; for courses that meet twice per week, it is a one percent reduction per missed class).
To seek an excused absence for medical reasons, students must use the online absence reporting form within 24 hours of their first missed class. Students may be required to produce a doctor’s note with that day’s date, especially if the student has missed any classes already that semester or if exams/presentations/papers occurred in the missed class.

Non-medical absences must be discussed with the Academic Staff at least 7 days before the missed date(s) in question. If faculty members do not receive notification of an excused absence, the student has not procured an excused absence.

NYU Washington, DC expects students to arrive to class promptly (both at the beginning and after any breaks), to be attentive, and to remain for the duration of the class. If full class attendance and participation becomes a problem, it is the prerogative of each lecturer to apply the rule for unexcused absences, which may include a two percent deduction from the student’s final course grade.

Students are responsible for making up any work missed due to absence. This means they should initiate email and/ or office hour discussions to discuss any missed lectures and assignments and arrange a timeline for submitting missed work.

Final exams must be taken at their designated times. Final exams may not be taken early, and students should not plan to leave Washington, DC before the end of the finals week.

Please note that for classes involving a field trip or other external visit, transportation difficulties are never grounds for an excused absence. It is the student’s responsibility to arrive at the announced meeting point in a punctual and timely fashion. Staff members may always be reached by cell phone for advice regarding public transportation.

**Late Assignment**

1) Written work due in class must be submitted during the class time to the professor.
2) Late work should be emailed to the faculty as soon as it is completed.
3) Late work will be reduced for a fraction of a letter grade (e.g., A to A-, A- to B+, etc.) for every day it is late, including weekends.
4) Written work during the semester that is submitted 5 days after the submission date (including weekends) without an agreed extension fails and is given a zero.
5) Students who arrive to class late for an exam do not have automatic approval to take extra time to complete the exam.
6) Students who miss an exam (including the final) without previously arranged permission will receive a zero on that exam.
7) Assignments due during finals week that are submitted more than 3 days without previously arranged extensions will not be accepted and will receive a zero. Any exceptions or extensions for work during finals week must be discussed with the Site Director.

**Incomplete Grade Policy**
An “incomplete” is a temporary grade that indicates that the student has, for good reason, not completed all of the course work. This grade is not awarded automatically nor is it guaranteed; rather, the student must ask the instructor for a grade of “incomplete,” present documented evidence of illness, an emergency, or other compelling circumstances, and clarify the remaining course requirements with the instructor.

In order for a grade of “incomplete” to be registered on the transcript, the student must fill out a form, in collaboration with the course instructor and the academic administration at the site; it should then be submitted to the site’s academic office. The submitted form must include a deadline by which the missing work will be completed. This deadline may not be later than the end of the following semester.

**Academic Honesty/Plagiarism**

As the University's policy on "Academic Integrity for Students at NYU" states: "At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others." **Students at Global Academic Centers must follow the University and school policies.**

The presentation of another person’s words, ideas, judgment, images, or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism.

NYU Washington, DC takes plagiarism very seriously; penalties follow and may exceed those set out by your home school. All your written work must be submitted as a hard copy AND in electronic form to the lecturer. Your lecturer may ask you to sign a declaration of authorship form.

It is also an offense to submit work for assignments from two different courses that is substantially the same (be it oral presentations or written work). If there is an overlap of the subject of your assignment with one that you produced for another course (either in the current or any previous semester), you MUST inform your professor.

For guidelines on academic honesty, clarification of the definition of plagiarism, examples of procedures and sanctions, and resources to support proper citation, please see:

- [NYU Academic Integrity Policies and Guidelines](#)
- [NYU Library Guides](#)

**Disability Disclosure Statement**
Academic accommodations are available for students with disabilities. Please contact the Moses Center for Students with Disabilities (212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance.

Religious Observances

Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not include the days of travel that may come before and/or after the holiday.

Students must notify their professor and the Washington, DC Academics team in writing via email at least 7 days before being absent for this purpose.

About Your Instructor

Professor Meg Brindle has been a university professor for 25 years and served as a tenured professor in the Public Management and Organizational behavior areas with a Masters in Public Management and Policy; PhD and post-doctorate from Carnegie Mellon University in Pittsburgh. Prior to this, she was an RN in ICU.

Professor Brindle has taught over 100 full semester courses, focusing in organizational behavior, ethics and leadership as well as entrepreneurship. She created a Master of Arts Management program, launched in the DC area that included 9 credits of internal and external internships. She has taught MBAs at CMU for 5 years and public managers and leaders for 15 years prior to leaving a tenured position to work at creating businesses for low in-come producers in Africa with a social entrepreneur under $2million in funding from the US government. She currently teaches Executive Education and Leadership at UMD and GW.


At Carnegie Mellon University, Professor Brindle created the Apprentice-ship Workshop on Capitol Hill to assist students to coordinate between their working internship (fieldwork) and relevant classroom concepts to enhance both. She is author of five books, including one on Management Faddism, exploring myths and quick fixes in the world of business and consulting; and one on Power and Politics - considering hundreds of cases of failures as they fall into themes of how we can pivot failure toward success, which should serve us well as we explore these concepts in our time together.

Personally, she is mother of 4 adult sons, each of whom as had life changing experiences via the internship model and is very committed to your growth and welfare, hoping you may learn from the best of her knowledge and avoid the worst of her mistakes:)!