
Internship in Spain: Learning through Experience

COURSE DESIGNATOR: MADR 3012

NUMBER OF CREDITS: 3 or 6

INSTRUCTOR: **Saul Oliveros**

LANGUAGE OF INSTRUCTION: English

CONTACT HOURS: 45/90

COURSE DESCRIPTION

This course provides an opportunity for students to reflect on the intercultural context of the host country's work environment. Through practical internship experiences as well as readings, discussions, and written assignments, students will deepen their understanding of the host country cultural context and critically examine their own worldviews.

This course is designed to guide students in the internship experience and create a foundation for a successful professional career. In addition to gaining a cross-cultural comparative view on work, the topics and assignments will deepen students' insights about themselves, the world of work, and being successful in the workplace.

This course is aimed at all students who want to improve their Spanish and know Spanish culture by seeking immersion into the reality of working life in our country. Collaborative work will be necessary, in direct preparation of the environment that will be found in the work places, the debates, the exchange of opinions, both in meetings and in the classroom, as well as using new technologies. Notwithstanding, the academic rigor of a university course will be maintained. The professor will carry out a personalized follow-up of the learning curve of each student, guiding them when necessary in a generally autonomous process that is reinforced in this course, and improving their social skills in the internship sites.

This course focuses on important themes in which students are expected to develop and enhance over the course of the semester through class seminars and on-the-job experience:

- Work ethic and social responsibility
- Leadership
- Communication
- Multiculturalism
- Gender and the Workplace

COURSE OBJECTIVES

At the conclusion of this course students will be able to	Associated University Student Learning and Development Outcomes
<ul style="list-style-type: none"> Analyze and understand cultural workplace dynamics with comparative focus with U.S. 	<ul style="list-style-type: none"> Appreciation of difference Can locate and critically evaluate information
<ul style="list-style-type: none"> Identify skills and experiences necessary to reach future career goals; develop learning objectives for internship site that will help the move towards these career aspirations. 	<ul style="list-style-type: none"> Goal orientation
<ul style="list-style-type: none"> Address challenges that arise in the workplace using a proactive and professional approach and learn to communicate concerns to colleagues in a tactful manner. 	<ul style="list-style-type: none"> Can communicate effectively Can identify, define and solve problems Tolerance of ambiguity
<ul style="list-style-type: none"> Articulate personal skills, strengths and values within the context of the work environment. 	<ul style="list-style-type: none"> Can communicate effectively Self-awareness
<ul style="list-style-type: none"> Understand different values and communication styles that impact workplace dynamics and develop strategies for adapting to these differences 	<ul style="list-style-type: none"> Tolerance of ambiguity Can communicate effectively Can identify, define and solve problems
<ul style="list-style-type: none"> Conduct their work during the internship utilizing best practices around professional behavior within a work environment 	<ul style="list-style-type: none"> Responsibility and accountability

METHODOLOGY

During the semester, students will have to complete 120 hours of work at the site of their choice (10 hours a week for 12 weeks). In-class contact hours include discussion, readings, student personal experiences, and guest lectures.

REQUIRED READINGS/ MATERIALS

- Photocopies of current news articles handed out by the professor for the individual needs of each student based on national media (*Expansión, Cinco Días, El ABC, El País, 20 Minutos, El Economista, El Financiero, Ámbito Financiero, El Cronista Comercial, etc.*).
- Moran, Robert T., Abramson Neil, Moran Susan, *Managing Cultural Differences*, Nith Edition, Routledge
- Chislett William, *A new course for Spain: Beyond the crisis*, Real Instituto Elcano, Madrid 2016.
<http://www.realinstitutoelcano.org/wps/wcm/connect/4042b2804bb4115fa0a5ba6e9c1af357/Chislett-New-course-for-Spain-beyond-crisis.pdf?MOD=AJPERES&CACHEID=4042b2804bb4115fa0a5ba6e9c1af357>

GRADING

Grading Rubric		
A	93-100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90-92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87-89	
B	83-86	
B-	80-82	Achievement that meets the course requirements in every respect.
C+	77-79	
C	73-76	
C-	70-72	
D+	67-69	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D	60-66	
F	0-59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

SUMMARY OF HOW GRADES ARE WEIGHTED

Attendance and class participation	5%
Intercultural & Goal Setting Paper	15%
Articles Reading Reports	10%
Business Paper	15%
Journal/Blog	10%
Updated resume with new work experience	5%
Site Supervisor feedback	10%
Final Capstone Paper	30%
Overall grade	100%

ASSESSMENT DETAILS

ATTENDANCE AND CLASS PARTICIPATION

Although ultimately rewarding, working in another country can be confusing or frustrating. There will be time in most classes to discuss and debrief your workplace interactions and tasks. You should be ready to share your experiences and thoughtfully comment on other's experiences.

INTERCULTURAL & GOAL SETTING PAPER

First page: Intercultural awareness is associated with a gain in interpersonal skills that are important to successfully engage at your current internship and in professional situations post-study abroad. In order to gain a better understanding of cultural differences that may exist between your host and home country, visit this [website](#). First put in your host country and then add the U.S, as your comparison country. What are your general impressions? In what dimensions do you see differences? Similarities? How do you foresee that you may have to adjust your behavior or mindset in order to be successful in this cultural context? Describe two expectations you have about your host country's work culture. Are these expectations similar or different than the U.S. work culture and why?

Second page: What are three personal goals you have for your internship? List three skills you would like to improve or gain during your internship and how you plan to achieve this skill development.

Suggested skills for goal paper

1. Function as a team member
2. Effective interpersonal communication
3. Learn new ideas quickly
4. Identify, define, and solve problems
5. Appreciate and interact with individuals different than yourself
6. Critical and analytical thinking
7. Creative/innovative thinking
8. Locate/evaluate information
9. Competency in a field of study
10. Writing skills

BUSINESS PAPER

The idea of the final paper is doing a comparison between how your major or profession is develop in Spain vs. the US. Or at the same time making a comparison between the type of company you have done your in internship taking into consideration how it functions in Spain in comparison to the US.

Sample questions:

What was this person's career path? What type of education do they have? What is their employment history? What types of tasks does this job include? What is the organizational culture and how is it to work within this culture? What is their advice for getting into this field?

FINAL CAPSTONE PAPER

A capstone assignment is meant to "pull it all together". In writing this paper this paper, draw upon your journals, interview, required readings, class discussions, discussions from colleagues at internship, and general observations. This should be around 7 pages for a 3-credit internship and 15 pages for a 6-credit internship. This paper has two sections: personal and workplace.

Reflect on everything you experienced and learned during your internship then look back at your goal paper and journal entries.

Personal

- 1) Did you achieve your personal goals? Why or why not? What was challenging? What was easy? What did you learn and why does it matter? What will you do differently next time you start a new internship or job?
- 2) *What makes you a good candidate for this job?* Write down a job that you would like and respond to that interview question highlighting the three skills you have developed during the internship. How have you developed these skills over the course of your internship? Why are these skills important in your chosen career? If these skills are different from what you listed in your goals paper, describe why and how this is the case at the end of this paper section.

Workplace

- 1) Revisit what you wrote about the intercultural differences and similarities from your host to home cultures. Now that you have spent time in your host country, what do you agree with and what do you disagree with and why?
- 2) Compare your career in your host country to the same one in the U.S. What are differences? What are similarities? Do you have a preference for one country's work norms over another one?

UNIT 1

[Introduction to Spain, Basic Facts]

UNIT 2

[Culture and its Impact in Business]
(Impact of Culture in Spanish Business Behavior)
(Business Culture in Spain)

UNIT 3

[Business in Spain, Type of Companies]
(Requirements to Open a Business)
[Spain Business Protocol]

UNIT 4

[Spain Main Economic Activities]
[Spain Most Important Industries]
(Olive Oil and Wine Industry)
(Tourism as a source of income)
[Marca España, how the develop Spain as a brand and improve the country perception]

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the onsite syllabus for specific class requirements.

UNIVERSITY OF MINNESOTA POLICIES AND PROCEDURES

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

SCHOLASTIC DISHONESTY:

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

STUDENT CONDUCT:

The University of Minnesota has specific policies concerning student conduct. This information can be found on the Learning Abroad Center website.