Internship in Panama

COURSE DESIGNATOR: same number for all  LANGUAGE OF INSTRUCTION: English
NUMBER OF CREDITS: 3          COURSE CONTACT HOURS: 38

DESCRIPTION

The Bocas del Toro internship course is designed to provide students with the opportunity to become more knowledgeable regarding the local culture, organizational cultures, and the professional 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.

The 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, professional expectations, and being successful in the workplace. Students are expected to make a valuable contribution to the internship site through the completion of major projects or tasks.

This course focuses on themes in which students are expected to develop and enhance over the course of the semester through class seminars and on-the-job experience, in particular: international development, communication, intercultural competence, multiculturalism and sustainability.

INSTRUCTOR

Theresa Heath
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Comparative and International Development Education
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COURSE OBJECTIVES

At the conclusion of this course students will be able to:

- Analyze and understand cultural workplace dynamics with comparative focus with U.S.
- Understand your values, skills, and behaviors and how different values and communication styles may impact workplace dynamics, develop strategies for adapting to these differences
- 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.
- Articulate personal skills, strengths and values within the context of the work environment.
- Conduct work during the internship utilizing best practices around professional behavior within a work environment.
- Analyze the social context of your site and its influence on the workplace particularly language, intercultural, norms and values, and economic and cultural assumptions and structures.
METHODOLOGY

This is a discussion based class with some lecture components by the instructor and guest speakers and lecturers. Students will engage in readings, reflection and debriefings, interviews with locals and organizational partners to broaden their understanding and learning.

REQUIRED READINGS/ MATERIALS

https://www.npr.org/sections/parallels/2014/05/30/317394468/panamas-canal-divides-a-country-into-haves-and-have-nots

How to give a killer presentation. Retrieved from https://hbr.org/2013/06/how-to-give-a-killer-presentation

Chun & Evans. (2016). Deconstructing Cultural Competence

Deardorff, D. Theory reflections: Intercultural competence framework/model.


U of MN. Skills Statements

GRADING

CRITERIA FOR GRADING AND GRADING STANDARDS

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</th>
<th>Achievement</th>
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<tbody>
<tr>
<td>A</td>
<td>95+</td>
<td>Achievement that is outstanding relative to the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
<td>Achievement that is significantly above the level necessary to meet course requirements.</td>
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<tr>
<td>B+</td>
<td>86-89</td>
<td>Achievement that meets the course requirements in every respect.</td>
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<tr>
<td>B</td>
<td>83-85</td>
<td>Achievement that meets the course requirements in every respect.</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>76-79</td>
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<tr>
<td>C</td>
<td>73-75</td>
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<td>Grade</td>
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<tr>
<td>C-</td>
<td>70-72</td>
<td>Achievement that is worthy of credit even though it fails to meet fully the course requirements.</td>
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<tr>
<td>D+</td>
<td>66-69</td>
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<tr>
<td>D</td>
<td>60-65</td>
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<tr>
<td>F</td>
<td>&lt;60</td>
<td>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.</td>
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**SUMMARY OF HOW GRADES ARE WEIGHTED**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>10%</td>
</tr>
<tr>
<td>Interview Transcript and Paper</td>
<td>10%</td>
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<tr>
<td>Organization/Community Analysis</td>
<td>15%</td>
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<tr>
<td>Reflection/Journal</td>
<td>15%</td>
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<tr>
<td>Internship Tour for Classmates</td>
<td>5%</td>
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<tr>
<td>Internship Final Presentation</td>
<td>10%</td>
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<tr>
<td>Site Supervisor feedback</td>
<td>10%</td>
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<tr>
<td>Portfolio</td>
<td>25%</td>
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<tr>
<td>Overall grade</td>
<td>100%</td>
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**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. This course requires that you participate in class discussions. This means that you contribute to class discussions by relating your experiences, asking questions, and making comments appropriate to the topics being discussed.

**REFLECTION/JOURNAL: ONGOING**

Short reflective essays are required as part of your internship learning experience. The reports should be in the range of two pages explaining what you did, learned and observed during the past weeks. Your reports should not be just a listing of duties performed. You should use the report as a reflection tool, writing down your
thoughts and feelings as well as any interesting personal observations. These will not be shared beyond the instructor unless discussed.

**Interview Paper**

Interview someone in a career that you are interested in exploring. In class, students will create a protocol and write a brief bio of the interviewee. Describe how you found this person, their responses, how you believe this job compares to a similar job in the U.S., and does this interview make you more or less interested in this field, why or why not?

**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?

**Organization/Community Map**

This assignment is an opportunity to collaborate with your classmates to map the organizational and community landscape of Bocas del Toro. Who are the stakeholders and communities in Bocas del Toro? How does your organization fit into the larger Bocas del Toro community? What are the strengths/weaknesses and challenges/opportunities of the stakeholders? What are the partnerships? What partnerships are desired? What are the roadblocks? More detailed assignment description will be provided.

**Internship Tour for Colleagues**

Each student will prepare a tour of their internship site for their classmates and instructor. The tour should include a brief summary of the organization and its mission, history, programming initiatives and financial model. Permission from internship site will be obtained by the students. For sites with more than one student intern, students will coordinate.

**Internship Presentation**

At the end of the internship program you will have an opportunity to share your internship experience. The presentation should include your learning and professional objectives. Each student will share a critical incident or event from the experience and, using the Sorrell’s praxis model, will move through their reflection and learning.

**Site Supervisor Evaluation**

There will be a mid-term and final assessment of the student’s performance by a site supervisor. The assessment is based on site supervisor’s interaction with the student as well as feedback received from other staff that has
had contact with the student. The mid-term evaluation will not affect the student’s grade, but will help to strengthen and support the student throughout the rest of their internship. However, the final site supervisor assessment will count toward the student’s final grade.

**PORTFOLIO**

The portfolio is meant to “pull it all together”. In writing this paper, draw upon your reports, interview, required readings, class discussions, discussions from colleagues at internship, and general observations. This paper should be around 7 pages. This paper has three sections: personal, workplace and intercultural awareness.

Reflect on everything you experienced and learned during your internship, then look back at your learning objectives 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? Did you improve on the career competencies outlined in your internship report paper?

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 learning objectives, describe why and how this is the case at the end of this paper section.

**Workplace**

Analyze the structure of the organization, role and duties performed in internship, and the organizations’ position and its importance in your host culture.

Include selection of work samples or other artifacts. Choose artifacts that reflect what you did as well as what you learned during your internship.

**Intercultural awareness**

Critically assess intercultural differences and similarities from host to home culture. Describe two expectations you had about your country’s work culture. Are these expectations similar or different than the U.S. work culture and why?

Compare your career in your host culture 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?

**Note:** The instructor reserves the right to make changes to this syllabus with adequate notice to the students.

**CLASS SCHEDULE**
Unit 1

Tuesday – Thursday:

*Discussion and Themes:*
Introduction to Panama and Bocas del Toro Region

*Readings:*
https://www.npr.org/sections/parallels/2014/05/30/317394468/panamas-canal-divides-a-country-into-haves-and-have-nots

Friday:

*Discussion & Themes:*
- Reflecting Inward: Developing Self-Awareness
  - Identity: Four Layers of Identity
  - Skills/Communication Styles
- Setting Goals
- Experiential Learning Model

*Readings:*
- Farrugia & Sanger (2018). Gaining an employment edge

*Assignments:*
Nothing due

Unit 2

Monday

*Discussion & Themes:*
- Culture & Intercultural Communication
- Experiential Education
- Reflection models

*Readings:*
Assignment due today:
1st Reflection: Goals, skills, identity

**Friday**

*Discussion & Themes*
- Deardorff inventory
- Reflection Models
- Critical Incidents from Week

*Readings:*
- Deardorff, D. Theory reflections: Intercultural competence framework/model.
- Chun & Evans. (2016). Deconstructing Cultural Competence

Assignment due today:
No assignments

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### Unit 3

#### Monday:

*Discussion & Themes:*
- Who are the people at the organization?
- Multicultural Teamwork
- Interview Work—list of questions, who would you engage?

*Readings:*
- Multicultural Teams Reading (pending)
- Questions: Creating Interview questions

*Assignment Due:*
- Reflection #2: Intercultural Communication & Competence

#### Friday

*Discussion & Themes:*
- Check in on Internships & Critical Incidents
- Leadership – Analysis of Organization – Community Map

*Readings:*
Assignments:

- No Assignment

### Unit 4

**Monday:**

*Discussion:*

- Working in groups: community mapping
- Communication Style:
- Global Leadership: Shut up and Listen:
  [https://www.ted.com/talks/ernesto_sirolli_want_to_help_someone_shut_up_and_listen](https://www.ted.com/talks/ernesto_sirolli_want_to_help_someone_shut_up_and_listen)
- Prep for Costa Rica

*Readings:*

- Hofstede & Hall: Cultural Dimensions

### Unit 5

**Tuesday:**

*Discussion:*

- Reflection on time in Costa Rica—comparisons, observations
- Learning goals/Objectives check-in
- In-class Reflection

**Friday:**

*Assignments Due:*

- Interview

### Unit 6

**Monday:**

*Discussion:*

Community Mapping
What are Critical Incidents and connections
Connections to domestic issues of power, multicultural, intercultural at home?
Zooming Out: Connection to larger economic, political, cultural aspects of Bocas del Toro

Readings:

Assignments this week:
Internship Site Tours

Friday:
Reading:
Global Elite

Assignments:
- Organization & Community Mapping

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<th>Unit 7</th>
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### Monday:

*Discussions & Themes:*
- Connections to Professional and Personal Goals
- Resume, interview, cover letter incorporating internship learnings
- Practice for Mock job interviews

*Readings*
- STAR Method
- Skill Statements

### Friday:

*Discussion and Themes:*
- Presentations & Final Portfolios
- Re-entry
- Mock Interviews

*Readings:*
- [https://hbr.org/2013/06/how-to-give-a-killer-presentation](https://hbr.org/2013/06/how-to-give-a-killer-presentation)

*Assignment:*
- Reflection: Resume/cover letter using STAR Method and Skill Statement prompts (to be incorporated into final portfolio)
Unit 8

Tuesday:
Assignments:
Final presentations – Public speaking

Wednesday:
Discussion & Themes:
  • Final learnings and meaning-making
  • Reentry
Readings:
  • Storti
Assignments: Due July 28
  • Final Reflection

ATTENDANCE POLICY
Students are expected to be on time and attend all classes while abroad. Regular attendance and punctuality are mandatory in order to earn full marks. The final grade will take into consideration preparation required for class (i.e. readings) and participation in class discussions.

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.