



**IN 395B LEADING ACROSS CULTURES: INTERNSHIP SEMINAR**  
IES Abroad Barcelona  
Summer Full-time Internship Program

**DESCRIPTION:**

This course provides an introduction to the cultural context for the internship placement by examining cultural issues in the workplace with a particular focus on preparation for entering the work environment. Writing and discussion topics also introduce the concept of skill-building in cross-cultural competencies including cross-cultural communication, teamwork, and conflict mediation. The course consists of two parts: online pre-departure modules that prepare students for culturally appropriate résumé development and interviewing skills to facilitate proper placements, and on-site classroom discussions to enable students to process what they experience at the internship host organizations. In addition, students will be exposed to many work sectors/perspectives/realities, etc. through course-related trips and guest speakers.

**CREDITS:** 3 (3 credit seminar students DO NOT attend sessions #11, 13, 14, 15, 17, 19 and 21)

**CONTACT HOURS:** 25

**LANGUAGE OF INSTRUCTION:** Spanish

**PREREQUISITES:** None

**ADDITIONAL COST:** None

**METHOD OF PRESENTATION:**

In both the online and classroom segments, the seminar provides a robust learning environment with active discussion of readings, integration of internship experiences, and course-related trips. Guest speakers will provide diverse perspectives on various topics. Students spend 176-320 clock hours at the internship placement site, depending on the needs of the host company.

**REQUIRED WORK AND FORM OF ASSESSMENT:**

- Active Participation in Online Content - 10%
- Active Participation in Seminar Based on Assigned Reading - 10%
- Weekly Internship Micro-journal - 10 %
- Final Analytical Paper and Presentation Related to the Internship Experience - 30%
- On-site Evaluation - 40%

**Active Participation**

The professor's evaluation of class participation takes into account students': active participation in class discussions and engagement with others, the quality of their class contributions during debates and activities, their preparation for active class involvement by completing all readings and assignments beforehand, and their punctuality and respect. Students should also participate actively and prepare for all online sessions. A rubric for participation is available on Moodle and will be shared with students at the start of the program.

**Weekly Internship Micro-journal**

Weekly Journal entries track your learning and development at the placement. Entries should include work activities and descriptions of critical incidents that gave you insight into the work environment, observations of how leadership is exercised, and reading responses. At least two of the writing assignments will be directed assignments. Each journal entry should be 250 to 500 words of fully developed paragraphs with introspective comments.

**Final Analytical Paper**

Your analytical paper is an opportunity for you to evaluate your overall internship experience as well as your personal and professional development over the course of the semester. This is also an opportunity to reflect upon the ways in which your own values, experiences, interests, beliefs, and cultural preferences have influenced your learning experience while living and working abroad. The paper should include a description of your observations, differences noted between your home and host cultures that



may have played a role in work situations and how you think your global competence has been strengthened by what you have learned from your experiences. The paper should be 1250-1500 words in length and should include at least one citation source. You can follow a scheme similar to the following:

- Description of the company.
- Description of the sector to which it belongs. Research and compare this sector in both countries, Spain and the USA.
- Description of your job position e.g. knowledge, competences and abilities needed. Cultural differences in time management, organization structure, hierarchy, decision making, communication styles, among others.
- Description of your main tasks, duties and responsibilities.
- How would you describe the experience of working in a team with people from different cultures?
- What have you learned from this internship?
- How will this internship enrich your resume? How will you apply it to your professional career?
- Recommendations to improve the internship and yourself.
- Conclusions.

**On-site Evaluation by Work Supervisor**

The evaluation will include a midpoint progress meeting and final evaluation utilizing an IES Abroad rubric that assesses students’ practical skills and soft skills over the course of the placement.

**LEARNING OUTCOMES:**

By the end of the course, students will be able to:

- Apply written and oral communication skills that are appropriate to the work environment.
- Demonstrate career search skills including preparing a résumé and cover letter, conducting Skype interviews, networking and using social media tools such as LinkedIn to create a professional network.
- Describe and analyze cultural differences in the workplace based on critical incidents.
- Demonstrate ability to analyze personal professional strengths and weaknesses.
- Demonstrate knowledge and skills required to work on cross-cultural teams.
- Synthesize the experiences of the internship placement in a revised résumé.

**ATTENDANCE POLICY:**

Regular attendance in the internship seminar is **mandatory**. For every absence, 3 percentage points will be deducted from the final grade. More than 4 absences will result in an administrative review that may lead to a failing grade, inability to continue with the internship placement, and/or dismissal from the program. Attendance at the last seminar meeting is critical to helping you translate your internship experience into your job search preparation. Students who miss the final seminar meeting will receive a failing grade for the course.

You must submit résumés electronically to the Internship Coordinator. The Internship Coordinator will provide feedback on your résumé and will also arrange for a practice Skype interview with IES staff. Once the résumé and interview coaching have been completed, the Internship Coordinator will match you with a possible host organization and arrange a Skype or telephone interview. When you and the host organization agree to the match, both parties sign an agreement detailing the project(s) to be completed. During the internship, you will have a supervisor on site at the host organization. You will submit weekly status reports to your supervisor and to the Internship Coordinator. The Internship Coordinator will check in with you regularly and should be contacted immediately if any issues arise at the placement site.

You are expected to report to work on time and to be professionally dressed every day you are scheduled to work. You may not ask employers to change your schedule or to leave work early unless prior permission is received from the IES Internship Coordinator. If you cannot report to work due to illness, you should notify your supervisor and the IES Internship Coordinator immediately. Unexcused absences, extended breaks or lunch hours and leaving the work site early are all causes for Administrative Review, as stipulated in IES Abroad Student Policies.

**CONTENT:**

Session	Content	Assignments
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<p><b>Session 1</b></p>	<p><b>PART I: ONLINE</b></p> <p><b>Intro to Course Content &amp; Placement Process</b></p> <ul style="list-style-type: none"> <li>(30 min, on-line pre-departure) (Faculty) Introduction to the course content and requirements; introduction to the internship placement requirements and the internship contract. The concept of reciprocity in the internship placement.</li> </ul>	<ul style="list-style-type: none"> <li>Bearne, S. (2017). Students: how to make the most of internships or work experience: <a href="https://www.theguardian.com/careers/2017/jul/31/work-experience-advice-research-professional-profile?CMP=Share_AndroidApp_Gmail">https://www.theguardian.com/careers/2017/jul/31/work-experience-advice-research-professional-profile?CMP=Share_AndroidApp_Gmail</a>. Accessed: 30 January 2018.</li> </ul> <p>Directed Journal entry:</p> <ul style="list-style-type: none"> <li>Describe your learning goals for the internship and how you believe the experience may contribute to your future career.</li> </ul>
<p><b>Session 2</b></p>	<p><b>Intro to Résumé Writing</b></p> <ul style="list-style-type: none"> <li>(30 min, on-line pre-departure) (Internship Coordinator) Introduction to résumé writing; international résumé formats; review and feedback of students' résumés.</li> </ul>	<ul style="list-style-type: none"> <li>IES Abroad-developed resource.</li> </ul> <p>Deliverable:</p> <ul style="list-style-type: none"> <li>Students submit résumés for review and revise as necessary.</li> </ul>
<p><b>Session 3</b></p>	<p><b>Interview Coaching &amp; Placement Interviews</b></p> <ul style="list-style-type: none"> <li>(30 min, on-line, pre-departure) (Internship Coordinator) Overview of preparing for an interview including common interview questions and techniques for online interviews; practice interviews with Center staff; employer interviews in the host city. Professional expectations in the host country (dress, punctuality, office behavior, use of internet &amp; technology).</li> </ul>	<ul style="list-style-type: none"> <li>IES Internships Student Preparation Manual</li> <li>IES-developed Moodle resource</li> </ul> <p>Deliverable:</p> <ul style="list-style-type: none"> <li>Students participate in practice interviews with IES staff and then with potential host companies.</li> </ul>
<p><b>Session 4</b></p>	<p><b>Introduction to the Cultural Analysis Toolkit</b></p> <ul style="list-style-type: none"> <li>(60 min, on-line, pre-departure) (Faculty) Introduction to the Cultural Analysis Toolkit; Communicating across cultures: communication styles and how to communicate effectively with supervisors; introduction to networking and the role of social media in developing a professional network. PLEASE NOTE: Barcelona uses the Cultural Analysis Toolkit, but some Centers substitute another resource in this session, such as the Intercultural Effectiveness Scale or the Globe Smart Profile.</li> </ul>	<ul style="list-style-type: none"> <li>Mendez, Deirdre (2013). Cultural Analysis Toolkit: Navigating International Business Culture, The University of Texas at Austin CIBER: 3-44 (41 pages)</li> </ul> <p>Deliverable:</p> <ul style="list-style-type: none"> <li>Take the Self-Test for each feature in the Cultural Analysis Toolkit and chart your own cultural profile on page 30 of the Toolkit. Be ready to discuss your own profile and cultural biases in On-site Session 6. In particular, be ready to describe your own communication style and what you can do to adapt to the communication style of your supervisor and host culture.</li> </ul>
<p><b>Session 5</b></p>	<p><b>Case Discussion</b></p>	<p>Deliverable:</p>

	<ul style="list-style-type: none"> <li>(2.5 hours, on -line pre-departure) (Faculty) Case discussion about the local impact of the recent worldwide economic crisis, the interactions between the national economy and the labor market and their combined impact on job opportunities, workplace demographics, and internship placements. In addition, an overview of relevant factors for working and living in the internship destination.</li> </ul>	<ul style="list-style-type: none"> <li>Be ready to discuss your internship destination’s economic challenges in On-site Session 6.</li> </ul>
<p><b>Session 6</b></p>	<p><b>PART II: ON-SITE</b></p> <p><b>Introduction to the Local Environment (3 &amp; 6 credits)</b></p> <ul style="list-style-type: none"> <li>(2.5 hours on-site) (Faculty) On-site introduction to the local environment. Review of Online Sessions 4 and 5, seminar and internship expectations. Discussion about unique features of the local population.</li> <li>Review of Online Sessions 4 &amp; 5: Small group discussions on interns’ cultural biases before general class discussion on culture. Groups should include a mix of 3-Credit and 6-Credit students. Class discussion on current local economic profile, challenges and impact on internship placements. Discussion of interns’ previous internship experiences and challenges, and general expectations regarding summer internships and internship location.</li> </ul>	<ul style="list-style-type: none"> <li>Mix, D.E. (2018). Spain and its Relations with the United States: In Brief. Congressional Research Service. Retrieved from <a href="https://fas.org/sgp/crs/row/R44298.pdf">https://fas.org/sgp/crs/row/R44298.pdf</a> (5.6.2018)</li> <li>Kendrick, D.T. (2012). Culture shock: Spain vs. the US. Psychology Today</li> <li>The Quirky Habits You Can’t Help Picking Up in Spain. [Web blog post] (13.1.2018). The Local. Retrieved from <a href="https://www.thelocal.es/20151210/the-quirky-spanish-habits-youll-pick-up-living-in-spain">https://www.thelocal.es/20151210/the-quirky-spanish-habits-youll-pick-up-living-in-spain</a> (5.6.2018)</li> </ul>
<p><b>Session 7</b></p>	<p><b>History, Politics and Economy of the Host City (3 &amp; 6 credits)</b></p> <ul style="list-style-type: none"> <li>(2.5 hours on-site) (Faculty) Readings will vary from location to location. Centers will add readings on current local cultural, political, social, work-place issues appropriate for the local environment.</li> </ul>	<ul style="list-style-type: none"> <li>Font, X. (2017). How to Stop City Breaks Killing our Cities. The Conversation. Retrieved from <a href="https://theconversation.com/how-to-stop-city-breaks-killing-our-cities-79132">https://theconversation.com/how-to-stop-city-breaks-killing-our-cities-79132</a>. (Retrieved 5/6/2018)</li> <li>The New Barcelona Post (2017). Barcelona: The City of Entrepreneurial Marvels. Retrieved from <a href="https://www.thenewbarcelonapost.com/en/barcelona-the-city-of-entrepreneurial-marvels/">https://www.thenewbarcelonapost.com/en/barcelona-the-city-of-entrepreneurial-marvels/</a> (Retrieved 5/6/2018)</li> <li>Faber, S. &amp; Seguí, B. (2017). Spain’s Conflict Over Catalonia Is Covering Up Massive Political Corruption. The Nation Retrieved from <a href="https://www.thenation.com/article/spains-conflict-over-catalonia-is-covering-up-">https://www.thenation.com/article/spains-conflict-over-catalonia-is-covering-up-</a></li> </ul>

		massive-political-corruption/ (Retrieved 5/6/2018)
<b>Session 8</b>	<b>Observe and Understand Different Job Contexts - Part I (3 &amp; 6 credits)</b> <ul style="list-style-type: none"> <li>2.5 hours on-site, <b>site visit</b>) (Internship Coordinator &amp; Faculty)</li> <li>Visit a <b>local work site</b> to observe different job contexts. Discuss similarities and differences in your own work place and those of your classmates.</li> </ul>	<ul style="list-style-type: none"> <li>Eurofound (2017). Living and working in Spain. Available at <a href="https://www.eurofound.europa.eu/country/spain">https://www.eurofound.europa.eu/country/spain</a>. Accessed 5.8.2018</li> </ul>
<b>Session 9</b>	<b>Cultural Assessment (3 &amp; 6 credits)</b> <ul style="list-style-type: none"> <li>(2.5 hours on -site) (Faculty) Learn how to identify cultural features without falling into the trap of stereotyping. Understand the impact of stereotypes and cultural differences on judgment and decision-making. Groups created in first on-site Session re-form for group and class discussions – including ongoing Cultural Analysis Project.</li> </ul>	<ul style="list-style-type: none"> <li>Lubin, G. (2015). These 8 Scales Reveal Everything You Should Know about Different Cultures. <i>Business Insider</i></li> <li>Jackson, T., (2011), "From cultural values to cross-cultural interfaces: Hofstede goes to Africa", <i>Journal of Organizational Change Management</i>, Vol. 24 Issue 4 pp. 532 - 558 (26 pages)</li> </ul> <p>Deliverable:</p> <ul style="list-style-type: none"> <li>Each group will be given a joint task to culturally analyze their workplaces and their internship city and other locations they visit during the summer – groups will report back in the subsequent shared 3-Credit and 6-Credit Session on Lessons Learned. You should keep in mind that your experiences in a given internship may not necessarily be indicative of the national culture.</li> <li>In some Centers, groups will be paired with groups in other internship locations to participate in a cross-center cultural analysis assignment.</li> </ul>
<b>Session 10</b>	<b>Networking (3 &amp; 6 credits)</b> <ul style="list-style-type: none"> <li>(2.5 hours on-site) (Internship Coordinator &amp; Faculty) Following up from the introduction presented in Session 4, learn more about how professionals develop their network in the local environment. Learn the role of social media, personal contacts and professional organizations in one’s network. Develop an understanding of how networking influences employment opportunities and career development. Practice introducing yourself or others in a culturally appropriate manner in preparation to attend a professional networking event.</li> </ul>	<ul style="list-style-type: none"> <li>(Re-introduce readings on Networking for Online Session 4 – see below - and/or new readings and location-specific materials)</li> <li>TBD Based on local guest expertise, student placement types, and current events.</li> </ul>

<p><b>Session 11</b></p>	<p><b>Attending/Reporting on a Professional Networking Event (only 6 credit)</b></p> <ul style="list-style-type: none"> <li>(2.5 hours on-site) (Internship Coordinator &amp; Faculty) Based on local guidance, interns identify, attend and report back on relevant networking events where you will have the opportunity to meet local professionals and/or students with similar backgrounds and interests. Use this event to further develop your own international professional network.</li> </ul>	<p>Directed Journal Entry:</p> <ul style="list-style-type: none"> <li>Describe the event you attended, the people you met, and what you learned about the local business community or industry.</li> </ul>
<p><b>Session 12</b></p>	<p><b>Stereotypes and Cultural Differences (3 &amp; 6 credits)</b></p> <ul style="list-style-type: none"> <li>(2.5 hours on-site) (Faculty) Discuss the observations you have made at your internship workplace using the Cultural Assessment Toolkit as a framework. What have you learned from observation, conversation, written materials and/or meetings? What are your own preferences and what challenges do you face in this new environment? What strategies are you using to achieve your goals? Groups created in first on-site Session re-form for group and class discussions – including ongoing.</li> </ul>	<ul style="list-style-type: none"> <li>Dovidio JF, Hewstone M, Glick P, Esses VM. Prejudice, Stereotyping and Discrimination: Theoretical and Empirical Overview. In: The SAGE Handbook of Prejudice, Stereotyping and Discrimination [Internet]. One Oliver’s Yard, 55 City Road, London EC1Y 1SP United Kingdom: SAGE Publications Ltd</li> </ul>
<p><b>Session 13</b></p>	<p><b>Global Leadership Competencies (only 6 credit)</b></p> <ul style="list-style-type: none"> <li>(2.5 hours on-site) (Faculty) <b>GUEST SPEAKER</b> Global Leadership Competencies: Examine the research on competencies needed to lead in a global environment. Deepen your understanding of leadership challenges in the workplace including cognitive complexity, managing diversity, openness, influencing with integrity and ‘asserting with respect.’</li> </ul>	<ul style="list-style-type: none"> <li>Hewlett, S.A. (2016). The Attributes of an Effective Global Leader. <i>Harvard Business Review</i>. <a href="https://hbr.org/2016/10/the-attributes-of-an-effective-global-leader">https://hbr.org/2016/10/the-attributes-of-an-effective-global-leader</a>. Accessed 5/7/2018</li> <li>Early, E.G. &amp; Mosakowski, E. Cultural Intelligence. <i>Harvard Business Review</i> (October, 2004)</li> </ul>
<p><b>Session 14</b></p>	<p><b>Teamwork (only 6 credit)</b></p> <ul style="list-style-type: none"> <li>(2.5 hours on-site) (Faculty) Teamwork: the impact of cultural values and beliefs, including leadership styles, on creating a successful team.</li> </ul>	<ul style="list-style-type: none"> <li>Neely, T. (2015) Global Teams That Work. <i>Harvard Business Review</i>. Available from <a href="https://hbr.org/2015/10/global-teams-that-work">https://hbr.org/2015/10/global-teams-that-work</a>. Accessed 5.7.2018</li> <li>Brett, J., Behfar, K., Kern, M.C. (2006). Managing Multicultural Teams. <i>Harvard Business Review</i>. Available from <a href="https://hbr.org/2006/11/managing-multicultural-teams">https://hbr.org/2006/11/managing-multicultural-teams</a>. Accessed 5.7.2018</li> </ul>
<p><b>Session 15</b></p>	<p><b>Ethics, Conflict Negotiation &amp; Mediation (only 6 credit)</b></p>	<ul style="list-style-type: none"> <li>Hooker, J. (2009) Corruption from a cross-cultural perspective. <i>Cross Cultural</i></li> </ul>

	<ul style="list-style-type: none"> <li>(2.5 hours on-site) Ethics as an absolute and a cultural construct: identifying ethical positions that are common across cultures and culture-specific views on ethical challenges with a focus on those occurring in the workplace. Conflict negotiation and mediation in the local cultural environment: role-play of mediating a conflict at the workplace, using appropriate communication style and influence.</li> </ul>	<p><i>Management: An International Journal</i>, Vol. 16 Issue: 3, pp.251-267 (16 pages)</p> <ul style="list-style-type: none"> <li>Gunkel, M., Schlaegel, C., &amp; Taras, V. 2016. Cultural values, emotional intelligence, and conflict handling styles: A global study. <i>Journal of World Business</i>, 51(4), pp. 568-585.</li> </ul> <p>Directed Journal entry:</p> <ul style="list-style-type: none"> <li>Describe an ethical challenge you have observed in your internship and differences in the way your home and host culture might perceive the situation.</li> </ul>
<p><b>Session 16</b></p>	<p><b>International Careers &amp; Local Job Opportunities (3 &amp; 6 credits)</b></p> <ul style="list-style-type: none"> <li>(2.5 hours on-site) (Internship Coordinator &amp; Faculty) <b>GUEST SPEAKER SERIES</b> Learn about opportunities to internationalize your career, including resources available to job seekers in the local environment.</li> </ul>	<ul style="list-style-type: none"> <li>Tadmor, C. T., Galinsky, A. D., &amp; Maddux, W. W. (2012). Getting the most out of living abroad: Biculturalism and integrative complexity as key drivers of creative and professional success. <i>Journal of Personality and Social Psychology</i>, 103(3), 520-542. (22 pages)</li> </ul>
<p><b>Session 17</b></p>	<p><b>Motivation &amp; Engagement (only 6 credit)</b></p> <ul style="list-style-type: none"> <li>(2.5 hours on-site) (Faculty) Organizational Behavior supplies proven methods of how to motivate employees. Learn the “what and why” of motivation; content and process theories of motivation; and how to motivate employees through job design.</li> </ul>	<ul style="list-style-type: none"> <li>Mirabella, M. &amp; Madela, A. (2013). Cultural Dimensions and Work Motivation in the European Union. European Social Fund through Sectorial Operational Programme Human Resources Development. Available at <a href="http://steconomiceuoradea.ro/anale/volume/2013/n1/160.pdf">http://steconomiceuoradea.ro/anale/volume/2013/n1/160.pdf</a>. Accessed 5.8.2018</li> </ul> <p>Directed journal entry:</p> <ul style="list-style-type: none"> <li>Write a journal entry describing the extent to which you have used job crafting in your internship thus far. How can you proactively change tasks, relationships and cognitions at your worksite to achieve the goals you have set for your internship experience?</li> </ul>
<p><b>Session 18</b></p>	<p><b>Incorporate Your Internship into Your Career Search (3 &amp; 6 credits)</b></p> <ul style="list-style-type: none"> <li>(2.5 hours on-site) (Internship Coordinator &amp; Faculty) Workshop on incorporating your internship experience into your résumé and describing it in a job application and during an interview.</li> </ul>	<p>Directed Journal Entry:</p> <ul style="list-style-type: none"> <li>What do you think are the three main new skills you have acquired from your internship? Think critically. These may be hard skills such as learning how to use social media for an organization or they may be "soft skills" such as working with people from different cultures.</li> </ul> <p>Deliverable:</p> <ul style="list-style-type: none"> <li>Students submit revised résumés and practice discussing their internships with IES staff and classmates.</li> </ul>

<b>Session 19</b>	<b>Observe &amp; Understand Different Job Contexts - Part II (only 6 credit)</b> <ul style="list-style-type: none"> <li>(2.5 hours on-site, <b>site visit</b>) (Internship Coordinator &amp; Faculty) Visit a <b>local work site</b> to observe different job contexts. Discuss similarities and differences in your own work place and those of your classmates.</li> </ul>	<ul style="list-style-type: none"> <li>TBD based on specifics of site visit choices and context.</li> </ul>
<b>Session 20</b>	<b>Lessons Learned: Student Presentations (3 &amp; 6 credits)</b> <ul style="list-style-type: none"> <li>(2.5 hours on-site) (Internship Coordinator &amp; Faculty) Students present their “lessons learned” from their internship experiences. This may be based on the analytical paper due at the end of the course and/or the Cultural Analysis Toolkit materials.</li> </ul>	Deliverable: <ul style="list-style-type: none"> <li>Final analytical paper due</li> </ul>
<b>Session 21</b>	<b>Wrap Up (only 6 credit)</b>	<ul style="list-style-type: none"> <li>TBD</li> </ul>

**COURSE-RELATED TRIPS:**

- Visit to the Castellars and a business talk about team building and working as a team in Session 8.

**REQUIRED READINGS:**

- Bearne, S. (2017). Students: how to make the most of internships or work experience: [https://www.theguardian.com/careers/2017/jul/31/work-experience-advice-research-professional-profile?CMP=Share\\_AndroidApp\\_Gmail](https://www.theguardian.com/careers/2017/jul/31/work-experience-advice-research-professional-profile?CMP=Share_AndroidApp_Gmail). Accessed: 30 January 2018.
- Brett, J., Behfar, K., Kern, M.C. (2006). Managing Multicultural Teams. *Harvard Business Review*. Available from <https://hbr.org/2006/11/managing-multicultural-teams>. Accessed 5.7.2018
- Dovidio JF, Hewstone M, Glick P, Esses VM. Prejudice, Stereotyping and Discrimination: Theoretical and Empirical Overview. In: The SAGE Handbook of Prejudice, Stereotyping and Discrimination [Internet]. One Oliver’s Yard, 55 City Road, London EC1Y 1SP United Kingdom: SAGE Publications Ltd
- Early, E.G. & Mosakowski, E. Cultural Intelligence. *Harvard Business Review* (October, 2004)
- Eurofound (2017). Living and working in Spain. Available at <https://www.eurofound.europa.eu/country/spain>. Accessed 5.8.2018
- Faber, S. & Seguin, B. (2017). Spain’s Conflict Over Catalonia Is Covering Up Massive Political Corruption. *The Nation* Retrieved from <https://www.thenation.com/article/spains-conflict-over-catalonia-is-covering-up-massive-political-corruption/> (Retrieved 5/6/2018)
- Font, X. (2017). How to Stop City Breaks Killing our Cities. *The Conversation*. Retrieved from <https://theconversation.com/how-to-stop-city-breaks-killing-our-cities-79132>. (Retrieved 5/6/2018)
- Gunkel, M., Schlaegel, C., & Taras, V. 2016. Cultural values, emotional intelligence, and conflict handling styles: A global study. *Journal of World Business*, 51(4), pp. 568-585.
- Hewlett, S.A. (2016). The Attributes of an Effective Global Leader. *Harvard Business Review*. <https://hbr.org/2016/10/the-attributes-of-an-effective-global-leader>. Accessed 5/7/2018
- Hooker, J. (2009) Corruption from a cross-cultural perspective. *Cross Cultural Management: An International Journal*, Vol. 16 Issue: 3, pp.251-267
- Jackson, T. (2011), "From cultural values to cross-cultural interfaces: Hofstede goes to Africa", *Journal of Organizational Change Management*, Vol. 24 Issue 4 pp. 532 - 558
- Kendrick, D.T. (2012). Culture shock: Spain vs. the US. *Psychology Today*



- The Quirky Habits You Can't Help Picking Up in Spain. [Web blog post] (13.1.2018). The Local. Retrieved from <https://www.thelocal.es/20151210/the-quirky-spanish-habits-youll-pick-up-living-in-spain> (accessed 5.6.2018)
- Lubin, G. (2015). These 8 Scales Reveal Everything You Should Know about Different Cultures. *Business Insider*
- Mendez, D. (2013). Cultural Analysis Toolkit: Navigating International Business Culture. The University of Texas at Austin CIBER: 3-44.
- Mirabella, M. & Madela, A. (2013). Cultural Dimensions and Work Motivation in the European Union. European Social Fund through Sectorial Operational Programme Human Resources Development. Available at <http://steconomiceuradea.ro/anale/volume/2013/n1/160.pdf>. Accessed 5.8.2018
- Mix, D.E. (2018). Spain and its Relations with the United States: In Brief. *Congressional Research Service*. Retrieved from <https://fas.org/sgp/crs/row/R44298.pdf> (accessed 5.6.2018)
- Neely, T. (2015) Global Teams That Work. *Harvard Business Review*. Available from <https://hbr.org/2015/10/global-teams-that-work>. Accessed 5.7.2018
- Tadmor, C. T., Galinsky, A. D., & Maddux, W. W. (2012). Getting the most out of living abroad: Biculturalism and integrative complexity as key drivers of creative and professional success. *Journal of Personality and Social Psychology*, 103(3), 520-542.
- The New Barcelona Post (2017). Barcelona: The City of Entrepreneurial Marvels. Retrieved from <https://www.thenewbarcelonapost.com/en/barcelona-the-city-of-entrepreneurial-marvels/> (accessed 5/6/2018)