



**IN 395A INTERNSHIP SEMINAR**  
IES Abroad Barcelona

**DESCRIPTION:** This course investigates the cultural issues that inevitably surround working within a foreign environment. It will mainly be based on the intercultural knowledge that the intern stands to gain through the workplace experience. In addition to Intercultural Studies, we will also consider other diverse but related areas such as Organizational Theory, Human Resources, Ethics and Spain's economic situation.

Companies increasingly value any international experiences on a candidate's résumé. A worker with intercultural competence is more flexible, analytical, tolerant to change and open-minded. Everything that a global company needs!

The internationalization of companies and the consequent globalization of the economy is an unquestionable fact. Business and economic activities are dominated by two fundamental elements: The opening of the markets, with a progressive elimination of physical and administrative barriers, and the intensive use of information and communication technologies. Managers and employees in general must be prepared to think globally, act locally and work digitally.

**CREDITS:** 3 credits

**CONTACT HOURS:** 25 hours

**LANGUAGE OF INSTRUCTION:** English

**PREREQUISITES:** None

**METHOD OF PRESENTATION:**

- Lectures
- Class debates on student's experiences
- Case studies
- Written exercises
- Role play sessions for problem solving
- Simulation of cultural conflicts at the workplace based on intern's experiences
- Course-related trip

**REQUIRED WORK AND FORM OF ASSESSMENT:**

1. Class participation (20%). Students will be expected to come to class prepared, and to participate actively in class.
2. Assignments (20%)
  - Mescladís assignment (10%). The students will attend a mandatory Course-related trip to Mescladís. Furthermore, the students will complete a questionnaire based on the visit.
  - Reading assignment (10%). Students are expected to read and prepare beforehand the materials designated for each session. Either individually or in pairs, students will read and prepare materials for the class.
3. Workplace supervisor evaluation (30%). Students' workplace supervisors will evaluate several aspects such as attendance, punctuality, interest and efficiency of the student. The criteria for this are determined by the internship supervisor.
4. Final paper (30%)
  - First part (10%). Due in week 6. This will consist of a description, analysis and commentary of the student's internship. The format of this part of the final paper will be a report of minimum 1500-2000 words (font size should be 12pt Times New Roman, double spaced). It must include, at least, 1 citation source and you can follow a scheme similar to the following:
    - a) Description of the company
    - b) Description of the sector to which it belongs. Research and compare this sector in both countries, Spain and the USA (refer to content in session 2)



- c) Description of your job position e.g. knowledge, competences and abilities needed. Cultural differences in time management, seniority, decision making, among others. (refer to content on session 3)
  - d) Description of your main tasks, duties and responsibilities
- Second Part (10%). Due in week 12. The format of the second part of the final paper will be a report of minimum 1000-1500 words. It must include the following items:
    - a) What have you learned from this internship?
    - b) How will this internship enrich your resume? How will you apply it to your professional career?
    - c) Recommendations to improve the internship and yourself.
    - d) Conclusions.

Oral Presentation (10%). Students are expected to make presentations of their papers to the class.

**LEARNING OUTCOMES:**

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

- contrast different behavior patterns within the working environment, taking as a reference Barcelona and the USA;
- relate the theoretical concepts studied in class with their working experience;
- describe and analyze cultural differences based on critical incidents;
- identify cultural differences when it comes to organizational structures;
- recognize how their professional competences and skills have improved during their internship;
- practice negotiation in cross cultural situations;
- incorporate academic and work experience abroad in their résumé in an outstanding way.

**ATTENDANCE POLICY:**

Attendance is mandatory for all IES Abroad classes, including course-related trips. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical or family emergencies. If a student misses more than three classes in any course 3 percentage points will be deducted from the final grade for every additional absence. Seven absences in any course will result in a failing grade.

**CONTENT:**

Session	Content	Required Readings
Session 1	Professors' presentation of the course, contents, objectives, systems of evaluation and class norms. Individual goals- why they are doing this internship. Individual expectations.	
Session 2	Spanish labour market, its current situation. Labour relations in Spain.	<ul style="list-style-type: none"> <li>• Jaumotte, F. (2011). The Spanish Labor Market in a Cross-Country Perspective. <i>International Monetary Fund Working Paper</i>, pp. 4-6, No 11/11, IMF. Washington. <b>Available:</b> <a href="http://www.imf.org/external/pubs/ft/wp/2011/wp11.pdf">http://www.imf.org/external/pubs/ft/wp/2011/wp11.pdf</a> Accessed: 26 October, 2012.</li> <li>• Wölfl, A., &amp; Mora-Sanguinetti, J. (2011). Reforming the Labour Market in Spain. <i>OECD Economics Department Working Papers</i>, pp. 5-9, No 845, OECD, Paris. <b>Available:</b></li> </ul>

		<p><a href="http://www.oecd-ilibrary.org/economics/reforming-the-labour-market-in-spain_5kghtchh277h-en">http://www.oecd-ilibrary.org/economics/reforming-the-labour-market-in-spain_5kghtchh277h-en</a> Accessed: 26 October, 2012.</p>
<b>Session 3</b>	Spain vs. USA. Soft skills.	<ul style="list-style-type: none"> <li>Novas, H., Szerlip, B., &amp; Watson, T. (2001). <i>Passport Spain: Your Pocket Guide to Spanish Business, Customs &amp; Etiquette</i>. 22-25, 33-42, 48-55. Novato, CA: World Trade Press.</li> </ul>
<b>Session 4</b>	Placements. In today's session you will also receive more details regarding the first part of your Final Paper.	
<b>Session 5</b>	Corporate Social Responsibility. Ethics in Business.	<ul style="list-style-type: none"> <li>Beschorner, T., [HSGUniStGallen] (2012, November 30). <i>What is Corporate Social Responsibility (CSR)?</i> [video file]. Available: <a href="http://www.youtube.com/watch?v=EONkGtNU_9w">http://www.youtube.com/watch?v=EONkGtNU_9w</a> Accessed: 26 October, 2012.</li> <li>Rupal, J. (2008), Importance of Ethics in Business, <i>Atharva Institute of Management Studies</i>. Mumbai. Available: <a href="http://ezinearticles.com/?Importance-of-Ethics-in-Business&amp;id=1212419">http://ezinearticles.com/?Importance-of-Ethics-in-Business&amp;id=1212419</a> Accessed: October 26, 2012.</li> </ul>
<b>Session 6</b>	<b>Midterm feedback. First part of Final Paper due.</b>	
<b>Session 7</b>	<b>Course-related trip</b> – “A social organization doing Business” – Mescladís.	<ul style="list-style-type: none"> <li>Habiague, M. (2005). Objetivos de la Fundació Ciutadania Multicultural. Available: <a href="http://www.mescladis.org/es/quien-somos/objetivos.html">http://www.mescladis.org/es/quien-somos/objetivos.html</a>. Accessed: 26 October, 2012.</li> <li>Habiague, M. (2005). Código ético Mescladís. Available: <a href="http://www.mescladis.org/es/quien-somos/codigo-etico.html">http://www.mescladis.org/es/quien-somos/codigo-etico.html</a>. Accessed: 26 October, 2012.</li> <li>Habiague, M. (2005). La cocina como herramienta educativa. Available: <a href="http://www.mescladis.org/es/quien-somos/cocina.html">http://www.mescladis.org/es/quien-somos/cocina.html</a>. Accessed: 26 October, 2012.</li> </ul>
<b>Session 8</b>	Mescladís assignment due and discussion.	
<b>Session 9</b>	CVs, Networking.	<ul style="list-style-type: none"> <li>Auzenne, M., &amp; Horstman, M. (2005). Your Resume Stinks! Available: <a href="http://www.manager-tools.com/2005/10/your-resume-stinks">http://www.manager-tools.com/2005/10/your-resume-stinks</a> Accessed: 30 October, 2012. (podcast).</li> <li>Auzenne, M., &amp; Horstman, M. (2006). Building a Network. Available: <a href="http://www.manager-tools.com/2006/05/building-a-network">http://www.manager-tools.com/2006/05/building-a-network</a> Accessed: 30 October, 2012. (podcast).</li> </ul>

Session 10	Interviews (Theory).	<ul style="list-style-type: none"> <li>Goodman, D. A. (2000). Wanted: Behavioral Skills: Use behavioral interviewing to detect skills you can't teach on the job. <i>Nursing Management</i>, February 2000: 27-29.</li> <li>Auzenne, M., &amp; Horstman, M. (2006). Accomplishments – Connecting Resumes &amp; Interviews. Available: <a href="http://www.manager-tools.com/2006/09/accomplishments-connecting-resumes-and-interviews">http://www.manager-tools.com/2006/09/accomplishments-connecting-resumes-and-interviews</a> Accessed: 30 October, 2012. (podcast).</li> </ul>
Session 11	Interviews	
Session 12	Oral Presentations I	
	Final Exam: Oral Presentations II	

#### REQUIRED READINGS:

- Auzenne, M., & Horstman, M. (2005). Your Resume Stinks! Available: <http://www.manager-tools.com/2005/10/your-resume-stinks> Accessed: 30 October, 2012. (podcast).
- Auzenne, M., & Horstman, M. (2006). Accomplishments – Connecting Resumes & Interviews. Available: <http://www.manager-tools.com/2006/09/accomplishments-connecting-resumes-and-interviews> Accessed: 30 October, 2012. (podcast).
- Auzenne, M., & Horstman, M. (2006). Building a Network. Available: <http://www.manager-tools.com/2006/05/building-a-network> Accessed: 30 October, 2012. (podcast).
- Beschorner, T., [HSGUniStGallen] (2012, November 30). *What is Corporate Social Responsibility (CSR)?* [video file]. Available: [http://www.youtube.com/watch?v=E0NkGtNU\\_9w](http://www.youtube.com/watch?v=E0NkGtNU_9w) Accessed: 26 October, 2012.
- Goodman, D. A. (2000). Wanted: Behavioral Skills: Use behavioral interviewing to detect skills you can't teach on the job. *Nursing Management*, February 2000: 27-29.
- Habiague, M. (2005). Código ético Mescladís. Available: <http://www.mescladis.org/es/quien somos/codigoetico.html>. Accessed: 26 October, 2012.
- Habiague, M. (2005). La cocina como herramienta educativa. Available: <http://www.mescladis.org/es/quien somos/cocina.html>. Accessed: 26 October, 2012.
- Habiague, M. (2005). Objetivos de la Fundació Ciutadania Multicultural. Available: <http://www.mescladis.org/es/quien somos/objetivos.html>. Accessed: 26 October, 2012.
- Jaumotte, F. (2011). The Spanish Labor Market in a Cross-Country Perspective. *International Monetary Fund Working Paper*, pp. 4-6, No 11/11, IMF. Washington. Available: <http://www.imf.org/external/pubs/ft/wp/2011/wp1111.pdf> Accessed: 26 October, 2012.
- Novas, H., Szerlip, B., & Watson, T. (2001). *Passport Spain: Your Pocket Guide to Spanish Business, Customs & Etiquette*. 22-25, 33-42, 48-55. Novato, CA: World Trade Press
- Rupal, J. (2008), Importance of Ethics in Business, *Atharva Institute of Management Studies*. Mumbai. Available: <http://ezinearticles.com/?Importance-of-Ethics-in-Business&id=1212419> Accessed: October 26, 2012.
- Wöfl, A., & Mora-Sanguinetti, J. (2011). Reforming the Labour Market in Spain. *OECD Economics Department Working Papers*, pp. 5-9, No 845, OECD, Paris. Available: [http://www.oecd-ilibrary.org/economics/reforming-the-labour-market-in-spain\\_5kghtchh277h-en](http://www.oecd-ilibrary.org/economics/reforming-the-labour-market-in-spain_5kghtchh277h-en) Accessed: 26 October, 2012.

#### RECOMMENDED READINGS:

- Green, B. P., Graybeal, P., & Madison, R.L. (2011). [An Exploratory Study of the Effect of Professional Internships on Students' Perception of the Importance of Employment Traits](#). *Journal of Education for Business*, 86(2): 100-110.



- Minder, R. (2012). The Country Beckons Spaniards as Jobs in Cities Grow Scarce. Available: <http://www.nytimes.com/2012/09/13/world/europe/spains-economy-sends-city-residents-back-to-country.html?pagewanted=all> Accessed: 26 October, 2012.
- Salmon, K. (2010). Boom to bust-reconstructing the Spanish Economy. *International Journal of Iberian Studies*, 23 (1), 39-52. Available: EBSCOHost database (AN 55172539).
- Storti, C. (1994). *Cross-Cultural Dialogues: 74 Brief Encounters with Cultural Difference*. Yarmouth, Maine: Intercultural Press.