
IN395 INTERNSHIP SEMINAR
IES Barcelona Syllabus – Last updated: July 10th, 2008

DESCRIPTION: This course investigates the cultural issues that inevitably surround working within a foreign environment. The course will not be based so much on technical knowledge of your particular business, but rather on the intercultural knowledge that the intern stands to gain through this experience. In addition to Cultural Studies, we will also consider other diverse but related areas such as Organizational Theory, Human Resources and International Business.

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. (3 credits)

INSTRUCTOR: Alistair Charles

METHOD OF PRESENTATION: class debate on student's experiences; journal entries; case studies; written exercises; career services seminar; role play sessions for problem solving; simulation of cultural conflicts at the workplace based on intern's experiences; (cv) curriculum vitae /résumé review and job interview simulation.

LANGUAGE OF PRESENTATION: English

REQUIRED WORK AND FORM OF ASSESSMENT: Class participation (20%); written assignments (20%); workplace supervisor evaluation (20%); final paper (20%); final exam (20%).

- **CLASS PARTICIPATION:** active participation during the course will be evaluated on the quality of the debate. Students are expected to read and prepare beforehand the materials designated for each session, and to provide feedback to the class of cultural incidences during their internships. It is important to consider that lack of attendance will affect negatively the evaluation of class participation.
- **WRITTEN ASSIGNMENTS:** during the course there will be written exercises that the student will have to solve for the following class.
- **FINAL PAPER:** it will consist of a description, analysis and commentary of the student's internship. It must include a scheme similar to the following:
 1. Description of the company
 2. Description of the sector to which it belongs.
 3. Description of main departments.
 4. Description of my job position.
 5. Description of my main Task and skills
 6. What have I learned from this internship?
 7. Recommendations to improve.
 8. Conclusion.

The format of the final paper will be a report minimum of 2500-3000 words, accompanied by a 20 minutes presentation in class.

- **FINAL EXAM:** it will include the main theoretical concepts worked on during the course.

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- **WORKPLACE SUPERVISOR:** your workplace supervisor will evaluate several aspects like attendance, punctuality, interest and efficiency of the student. This evaluation is under criterion of the internship's tutor.

IES ATTENDANCE POLICY: Attendance is mandatory for all IES classes, including field studies. Students are permitted 3 absences in IES area studies courses, 2 absences in the Internship Seminar and 5 absences in IES Spanish language courses with no impact on the final grade. These include absences due to illness, delayed flights, interviews, family celebrations, or any other personal commitments. Beyond these absences, one half of a letter grade will be deducted from the final grade for each additional absence. If a student is absent more than 7 times for area studies courses or 10 times for language courses, the student will receive an F for the course.

LEARNING OUTCOMES: By the end of the course, the students are able to:

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

CONTENT:

Session 1: Course presentation, contents, systems of evaluation and class norms. Students and professor presentation. What to expect from this course. Reviewing my résumé. The job interview. The first days at my internship.

Required readings:

How to avoid being the ugly American when doing business abroad. Case study by Andrew Rosenbaum. Harvard Business School.

Article: Spain – Cultural tips. www.executiveplanet.com: Spain – Fact Sheet. Economist.com

Con formato: Color de fuente: Automático

Session 2: Cultural interpretations of the concept of *time*. Labour relations in Spain. Gender relations. Cultural interpretations of the concept of *personal space*.

Required readings:

Adler, Nancy, J. (2002). How we manage time. In *International Dimensions of Organizational Behaviour*: 120-139. Cincinnati: South Western.

Session 3: Culture and Organizational Structures. Corporate Culture.

Required readings:

Schneider, Susan C. & Barsoux, Jean- Louis (2002). The Undertow of Culture. In *Managing Across Cultures*: 3-16. Harlow: Prentice Hall Europe.

Session 4: Cultural shock. Critical incidents. Differences between observation and judgement.

Stereotypes

Required readings:

Schneider, Susan C. & Barsoux, Jean- Louis (2002). The meaning of culture. In *Managing Across Cultures*: 61-67. Harlow: Prentice Hall Europe.

Session 5: What do we understand as culture? Different approaches. Intercultural Competence. How does culture affect business? Culture and Management. Culture and Human Resources.

Required readings:

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Schneider, Susan C. & Barsoux, Jean- Louis (2002). Culture and organization. In *Managing Across Cultures*: 77-91. Harlow: Prentice Hall Europe

Session 6: Guest speaker: TBA. "Working in a [Catalan SME](#)".

Session 7: Michelle Humes and Anne Reilly (2007). Journal of Management Education - Managing Intercultural Teams: the Eorganization Exercise

Session 8: **Field Study:** TBA. *A visit to investigate cultural issues in a local business.*

Session 9: Why organizations go global? Dimensions of internationalization. Stakeholders. Local, multinational, international and global corporations.

Case Study: TBA

Session 10: Résumé update. Re-entry workshop: going back to the US. Final Project presentations. [Craig Storti \(2001\). The art of coming home: Intercultural Press](#)

Session 11: Coming back to Barcelona: Career services seminar. Final Project presentations.

Session 12: Coming back to Barcelona: Career services seminar. Final Project presentations.

Final Exam

REQUIRED READING:

Andrew Rosenbaum (2000) *How to avoid being the ugly American when doing business abroad*. Case study by *Harvard Business School*.

Adler, Nancy, J. (2002). How we manage time. In *International Dimensions of Organizational Behaviour*: 120-139. Cincinnati: South Western.

Schneider, Susan C. & Barsoux, Jean- Louis (2002). The Undertow of Culture. In *Managing Across Cultures*: 3-16, 61-67, 77-91. Harlow: Prentice Hall Europe.

RECOMMENDED READING:

Wattley-Ames, H. (1992) *Spain is Different*. Yarmouth: Intercultural Press.

Wagner Kenneth. (1997) *Writing Across Culture*. Peter Lang Publishing. New York.