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CULTURE SHOCKS ENCOUNTERED BY SPANISH EXPATRIATES IN UK HOTELS: ADAPTING TO BRITISH WORKING CULTURE

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Abstract

As the global workforce becomes increasingly mobile, understanding how expatriates adapt to new workplace cultures is crucial. This study explores the culture shocks encountered by Spanish expatriates working in the UK hotel industry and the impact these culture shocks have on their adjustment to British working culture. Understanding how individuals adapt to new working environments and new cultural norms is essential for organisations aiming to support the integration of international employees. Building on existing literature around culture shock, the research examines how Spanish expatriates adjust to UK working culture, focusing on differences in communication, workplace hierarchy, and work-life balance. Semi-structured interviews were conducted with six Spanish expatriates employed in various roles across UK hotels to gather primary data. Thematic analysis was thereafter applied to identify key themes and sub-themes regarding culture shocks experienced, including management and wellbeing, working hour expectations, workplace cultural norms and cultural adaptation processes. Findings suggest that although expatriates initially experience shocks related to communication styles, hierarchical structures, and work expectations, many participants reported these cultural differences had a positive impact on motivation and job satisfaction. However, several participants noted the emotional distance and formality of British colleagues as a barrier to building personal connections. This study contributes to the limited research on Spanish expatriates in UK hospitality settings by examining how cultural adaptation shapes workplace experiences and offers practical recommendations for hotel managers on improving expatriate integration.

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Chapter 1 – Introduction

1.1 Background to Study

Culture profoundly influences nearly every aspect of human behaviour, shaping our perceptions, actions, and thought processes (Hall, 1976). For instance, in terms of business, culture impacts how businesses operate, how transactions are carried out, and how relationships in the workplace are formed (Hope & Muhlemann, 2001). Therefore, when individuals emigrate for work or multinational business collaborations occur, the differences between culture must be considered to ensure smooth interactions and productivity. When a Spanish expatriate moves to fulfil work in the UK, they're immersed into the depths of a new culture, not only a new social culture but also a new working culture, which they must then learn how to navigate.

The notion of "culture shock", a term first coined in 1960 to describe the discomfort and disorientation one experiences when immersing oneself in an unfamiliar culture (Davidson, 2009). According to Adler (1975), culture shock represents the emotional reaction that is experienced when an individual is exposed to unfamiliar cultural norms, cues, behaviours, and values, that at first may seem meaningless and confusing. Culture shock can affect many areas of daily life, including the workplace. When a Spanish expatriate in the UK is adjusting to a new workplace environment, they will come across many unexpected challenges such as varying views on workplace hierarchy, communication styles, attitudes around teamwork, and working hour expectations which at first, may lead to misunderstandings and stress.

Reaction to culture shock may vary from person to person ranging from slight irritation to a state of crisis and panic (Adler, 1975). To overcome these symptoms and develop a stable relationship a new environment, expatriates must go through a cultural adaptation process, which involves continuous cultural learning and engagement (Kim, 2017).

1.2 Benefits of Research

This study hopes to benefit future and current Spanish expatriates working in hotels in the UK, by providing insights around areas such as workplace norms, hierarchies and workplace relationships. By equipping Spanish expatriates with necessary strategies for coping with culture shock and an overview of what a cultural adjustment process may involve, this study seeks to ease the initial of culture shock and adaptation process. This research also provides hotel managers with an understanding of how they can implement workplace policies and training to support Spanish expatriate's workplace adjustment.

1.3 Rationale for Behind Choice of Study

This study topic was chosen due to the gap in literature surrounding Spanish expatriates in the UK. Specifically, the hotel industry was selected for examination as 24% of hotel staff in the UK are expatriates (ONS, 2019a), and 25% of Spanish expatriates in the UK working in the hospitality industry or distribution (ONS, 2019b), indicating there is likely a high number of Spanish expatriates working in British. Despite high statistical figures, there is no research on the cultural or workplace challenges may they face.

1.4 Research Approach

The study was conducted using primary and secondary sources. Semi-structured interviews were conducted with six Spanish expatriates working in hotels in the UK to obtain primary data in addition to research of existing academic publishing to gather secondary data. Braun & Clark's (2006) Thematic Analysis was then used as a tool to analyse primary data and uncover themes due to its ability to capture complex emotions and contexts. Transcribed interviews were vigorously examined to group similarities in responses, these groups were then combined with groups of a similar context to construct themes, providing insights into the main cultural shocks experienced and how they impacted cultural adjustment. The data collected from emerged themes was discussed and compared with reviewed secondary data to draw conclusions.

1.5 Aims and Objectives

Aim of the study:

To investigate the culture shocks encountered by Spanish expatriates working in the UK hotel industry and how these culture shocks impact their adjustment to British working culture.

Objectives

1. To explore the main types of culture shock experienced by Spanish expatriates in the British hotel industry.

2. To examine the specific adaptation challenges experienced by Spanish expatriates when adjusting to British working culture in the hotel industry.

3. To analyse key differences between the UK and Spanish workplace cultures that impact expatriate adaptation.

4. To investigate the impact of British working culture on motivation and job satisfaction of Spanish expatriates in UK hotels.

5. To examine the gap between Spanish expatriates' expectations and their actual experiences of British working culture.

Chapter 2 - Literature Review

2.1 Introduction

This literature review begins by defining culture and culture shock along with highlighting its significance in adaptation of Spanish expatriates to British working culture. Thereafter, it explores the debated topic of the stages of culture shock and their effects on expatriates in a new professional environment. To provide context, this literature review also highlights key differences in working cultures between the UK and Spain to offer insight on how these cultural differences may impact Spanish expatriates and their adjustment process. Finally, the literature review discusses culture shock in the workplace and strategies for coping with culture shock, to explore mechanisms that may be adopted to aid Spanish expatriates during acculturation.

2.2 Culture and culture shock

Culture emphatically influences almost every aspect of human behaviour, moulding our actions and perceptions (Hall, 1976). The processes which culture dictate are usually beyond man's awareness and are accepted as a subconscious part of life. A newborn baby is not born with culture but rather a blank canvas to learn it, the culture the baby will go on to learn is product of history that has manifested itself though time (Oberg, 1960). Despite culture being so deeply ingrained into our every doing, the definition of culture has not yet been agreed upon and has been debated by anthropologists for many years. For instance, Hofstede (1994) argues that culture is the mental programming of a group which differentiates one group from another. Whereas Schein (2010) suggests that culture is a group of shared values, beliefs, and assumptions that has developed throughout time within a group of people as they interact with their environment. Matsumoto (2007) adds to this by arguing that culture is a tool used to address problems, social needs, and biological needs within a group's environment. These perspectives emphasise that culture is both deeply rooted and plays a crucial role in shaping human behaviour, particularly within workplace environments where expatriates must navigate unfamiliar social expectations.

According to Hofstede (2011), the dimensions of culture can be broken down into six dimensions. Although these six dimensions are used to develop an understanding of the differences between national cultures, they are can also be applied to compare workplace cultures and national views on the workplace (Minkov & Hofstede, 2011). By comparing results the dimensions of countries, it can provide insight on what the working culture of that country may be like (Hofstede, 2011). Hofstede's dimensions may be used to help Spanish expatriates prepare for differences they may meet when working in the UK, as this model can provide insight on what British national working culture may be like. The six dimensions are detailed in the table below in accordance to Hofstede (2011):

Table 2.2: Hofestede's (2011) Cultural Dimensions

Power Distance	How power and authority is balanced between individuals and how obedient individual must be to those above them in the hierarchy.
Individualism vs Collectivism	The extent a culture prioritises individual goals (individualism) vs group goals(collectivism), and whether decisions are made to benefit themselves or benefit the group.
Masculinity vs Femininity	The extent a culture values competitiveness, power and assertiveness (masculine) vs value cooperation, well-being, and environmental issues (feminine).
Uncertainty Avoidance	The approach a culture takes to risk taking and whether it prefers to take less risks and not stray from rules and guidance (high uncertainty avoidance) or if it prefers to take more risks and is comfortable with uncertain outcomes (low uncertainty avoidance)
Long-term orientation vs Short-term orientation	The extent to which a culture makes decisions based on long term goals and benefits or decisions are based on short term goals, tradition, and social obligations.

Indulgence vs Restraint	How much a culture tends to hold back on short term gratification and desires to follow societal norms or if they allow themselves to indulge on wants and desires.

However, it should be noted that Hofstede's dimensions have faced criticism, for instance Signorini et al. (2009) point out that the framework generalises and oversimplifies culture, as culture is not consistent throughout any nation. Workplaces are influenced by multiple cultural factors, and national averages may overlook individual or regional variations. Despite these limitations, Hofstede's framework remains highly useful in understanding expatriate adaptation, particularly in cases where cultural differences shape workplace expectations.

Shenkar (2001) explains that the larger the distance between two nations in Hofstede's dimensions, the harder it is for individuals to adjust, thus suggesting that the greater the cultural differences between the UK and Spain, the harder it may be for Spanish expatriates to acclimate to British working culture. When expatriates are emersed in a new environment and experience different cultural differences, they may experience the notion of "culture shock". For instance, in Hofstede's (2011) power distance dimension, Spanish expatriates may experience culture shock as Spain has a hierarchically structured society with a high power distance, which is engrained into children in schools from a young age and is reflected in the workplace (Kooyers, 2015). In contrast, the UK has a relatively flat organisational hierarchy, with a lower power distance (Moon et al., 2017), meaning that expatriates may find unfamiliar managerial dynamics difficult to navigate as they may have a cultural presumption that relationships with managers should be kept minimal and formal which present as a culture shock.

The term "culture shock" was first used in a speech by anthropologist Kalervo Oberg to describe the phycological distress that occurs when one moves to a new unfamiliar culture from their known and familiar culture (Davidson, 2009). According to Adler (1975), culture shock is an individual's emotional response towards the loss of familiar cultural cues and exposure to unfamiliar stimuli. As well as the

misunderstandings of new, diverse, and unfamiliar cultural habits, which may initially lack meaning. The concept of “culture shock” encompasses all aspects of daily orientation, including social cues, politeness, language, gestures, social norms, and values (Oberg, 1954). These factors can be directly translated into the work environment; varying cultural views on communication styles, hierarchical structures, initiative, and punctuality may create misunderstandings for Spanish expatriates when adapting to British workplace culture. For instance, Mendenhall & Oddou (1985) explains that expatriates can encounter difficulty when interpreting their colleagues’ behaviours or motives due to cultural bias, thus misunderstandings can occur hindering the building of workplace relationships.

2.3 Stages of culture shock

Culture shock can be a complex and challenging process for expatriates in a new working environment and expatriates go through many phases and changes (Church, 1982). Understanding the stages of culture shock is highly useful for expatriates, as acknowledging the different phases prepares expatriates for the inevitable highs and lows of adapting to a new culture. Oberg (1954) argues that there are four phases of culture shock which are both successive and cyclical and can be applied to the culture shocks expatriates experience in their new working environment (Winkleman, 1994). The honeymoon phase begins when an expatriate first enters their new environment and feels optimistic and excited about their novel environmental surroundings. In this phase it is likely that the individual does not yet understand the culture shocks they are about to be surrounded with. During the crisis phase, the novelty of the new environment begins wearing off and expatriates may find themselves feeling overwhelmed by their new environment as they are faced with difficulties adapting to workplace norms and communication styles, causing feelings of confusion and frustration. This phase is seen as the make-or-break phase therefore, if an individual can surpass this period, it is said they will be able to overcome the rest of their journey. During the recovery phase expatriates begin to understand and adapt to the cultural differences in their new working environment by acquiring coping mechanisms, increasing their confidence and providing a sense of comfort. Finally, in the adjustment phase, expatriates have become well integrated into their new work environment, have learned how to

navigate their new work environment and way of life as well as reaching their previous level of productivity (Oberg, 1960).

However, it has been proven that Oberg's (1960) four phases of adjustment are not always accurate. An example of this is the work of López (2021), who conducted a study on Mexican international students studying in the UK. The results from this study showed that most students did not experience the "honeymoon" phase like Oberg (1960) suggested, instead the emotions experienced resonated with those of the "crisis" phase. The students who did experience a "honeymoon" phase did not experience it as they entered their new culture but rather predeparture, the results also showed that the "honeymoon" phase was felt particularly by those who had not previously travelled abroad, suggesting the "honeymoon" phase resonates better with the novelty of travelling rather than the novelty of the new culture that the individual is immersed in. Despite this study being conducted on students, results indicate that when Spanish expatriates are adjusting to a new working environment they may quickly move to the "crisis" phase rather than the "honeymoon" phase, facing immediate cultural challenges. Lin (2006) further backs this up by highlighting that most individuals' culture shock begins before they have left their home country rather than when they arrive in their new environment. This suggests that Spanish expatriates adapting to British culture may experience different stages of emotions than what Oberg suggests and if expatriates do experience a "honeymoon" phase they may only experience it whilst in their home country.

Adler (1975) expands on Oberg's (1960) by proposing that an additional phase should be between Oberg's crisis and recovery stage, called the "reintegration phase". During this phase, expatriates may encounter negative feelings towards the host country and individuals may form a judgemental mindset, often caused by projection of one's own difficulties. A key difference between models is that Oberg's (1960) framework focuses on the emotional stages of adjustment, while Adler (1975) views cultural adaptation as an opportunity for identity growth. Although Adler's model offers an additional stage suggesting that the model may be more thorough, Oberg's model may be more useful for helping Spanish expatriates understand and manage emotions experienced.

2.4 Differences in working culture: UK versus Spain

Understanding how different cultures operate in a workplace environment is essential for optimising workplace harmony and productivity. A manager running a successful organisation should be considerate of practices used in the workplace such as approaches to hierarchical structures, communication, time, hours expected, and collaboration. Strategies that may work well for individuals from one culture may not work well for others from another culture, hence why understanding workplace culture is so important (Taras et al., 2011).

The structure of structural hierarchies and nature of relationships within them can influence how employees contribute and communicate, understanding the hierarchy involved is essential for ensuring smooth business operations, and for preventing any misunderstandings. In Spain, organisations typically adopt hierarchies with greater power distance where authoritative figures hold significant influence over subordinates (Hofstede, 1984). Managerial relationships tend to be kept more formal with leaders being viewed as powerful providers of direction (Kooyers, 2015). This formality is embedded even in language, where managers or those with authority are addressed using "*usted*" pronouns instead of "*tu*" to signify respect (Uber, 2014). In contrast, British organisational hierarchies are usually flatter, thus encouraging the contribution of ideas and communication, with mangers viewed as coordinators and organisers as opposed to authoritative figures (Mullins, 2016; Moon et al., 2017). The cultural difference between typical Spanish and British workplace hierarchies may cause Spanish expatriates in UK hotel to feel disorientated and unsure how best to navigate a more informal approach to hierarchy, this could potentially hinder their confidence in communication.

Types of communication is also influenced by culture, as Hall (1976) explains high context communication relies heavily on tone, body language, and situational context. For instance, in Spanish workplace culture, disagreement and confrontation is often avoided so instead of saying "no" outright, Spaniards may use indirect phrases such as "*mañana*" ("tomorrow "or "another time") to imply refusal without direct confrontation (Dijkhuis, 2022). This reflects Spain's high context communication style, where employees may need to interpret the context and tone

of their manager's speech to fully grasp the intended message Schneider (2024). According to a study by Dunkerley and Robinson (2002), British people in the workplace also use indirect communication and address issues evasively to avoid social embarrassment or conflicts, rather than being direct to the point. Despite British and Spanish cultures both having indirect and high context communication styles, the subtleties between Spanish and British indirectness may still create confusion for Spanish expatriates adjusting to UK hotel workplaces.

Another key difference that Spanish expatriates working in British hotels may encounter is differences in time management and flexibility. In the UK, workplaces typically follow a monochronic approach to time meaning punctuality to work and meetings considered essential, and deadlines are strictly followed (Hall, 1976). Being timely is seen as a key factor in productivity and efficiency and is essential for maintaining professionalism in British workplace culture (Clark et al., 2005). In contrast, Spanish workplaces organisations typically adopt more of a polychronic approach, by which multiple tasks are dealt with simultaneously and schedules and deadlines are more flexible (Göransson & Bijedic, 2010). Meetings may not start on the scheduled time and time is viewed in a more fluid manner. This flexibility is partially influenced by the importance placed on relationships in Spanish culture, as it allows time for interruptions and social interactions to strengthen professional connections (Schneider, 2024). However, a study was done by Adams & Van-Eerde (2010) on to measure the polytonicity in Spain and found the opposite, suggesting that Spain operates in a more monochronic manner, however, the study was limited as it was only carried out in Madrid rather than wider Spain. Thus, suggesting the classification of Spain being a polychronic society remains a topic of debate.

Another significant difference that may arise for Spanish expatriates in a British working environment is the difference in working hours and breaks. In Spain, the typical workday is from 9am until 8pm with a two-to-three-hour break at around 2pm, traditionally known as a "*siesta"* (Torres, 2023). This structure reflects Spain's emphasis on balancing productive time and personal/family time. In contrast, employees in the UK typically follow a 9-5 schedule with a shorter standardised half an hour to one hour lunch break (Kinman & Jones, 2008). This uninterrupted workday demonstrates the UK's monochronic time approach by which productivity is

prioritised over personal time. As a result, Spanish expatriates may be accustomed to more flexible schedules that prioritise personal and family time may experience culture shock when adapting to the UK's rigid work structure, focused on continuous productivity.

A further cultural difference that Spanish expatriates in the UK may experience relates to Hofstede's (2011) dimension of collectivism versus individualism. Spanish workplace culture typically prioritise collectivism, with strong emphasis on cooperation and teamwork (Gouveia et al., 2003). This is contrary to British working culture which is more individualistic, and employees are usually encouraged to use initiative, work independently, and assume personal responsibility for their tasks (Willis, 2012). As a result, Spanish expatriates working in the UK hotels may initially struggle to adapt to a work environment that places greater value on self-reliance rather than group-oriented decision-making.

Varying cultural perspectives on workplace habits and views can pose as a benefit to organisations as it can allow for alternative methods of problem solving to arise as employees from different cultures have different experiences and different areas of knowledge and more effective and creative strategies can be made (Martin, 2014). However, Kathirvel & Febiula, (2016) contradict this by arguing that the development of unity of culturally diverse at work are hindered by their difference of opinions and cultural variables. This suggests that the rate of successful collaboration of culturally diverse groups could still be a debated topic and would require further research to clarify.

2.5 Coping with culture shock

An individual's reaction to culture shock may vary in reactions ranging from slight irritation to a state of crisis and panic (Adler, 1975). Oberg (1960) and Church (1982) describe various symptoms of culture shock, including obsession with hygiene, being highly sceptical when eating local foods or drinking local water, fear of physical contact, anxiety over being cheated, health anxiety, feeling of helplessness, reluctancy to lean the local language, and a heightened short temper. While culture shock severity varies, many long to be home with their previous and familiar way of

life and with people of their own nation. However, these symptoms are alleviable and there are many different methods that a Spanish expatriate could use to cope whilst adjusting to their new workplace in the UK.

According to Taft (1977) to be fully integrated into a new society and for successful management of culture shock one should take on a shift in personality by taking on a new social identity, through highlighting aspects of their character that fit into their new environment to achieve a sense of comfort, belonging, and to acculturate. However, it is it important that the individual does not assimilate or give up their values and identity. Kim (2017) adds that this identity shift may be mostly subconscious from a monocultural to inter-cultural orientation and develop with time.

Mcleod et al. (2021) conducted a study on Korean students adapting to a university in the US that showed that the students willing to accept that they cannot change the new culture, understood they themselves must adapt, and those with positive outlooks on adapting proved most capable of adjusting. Individuals with traits such as adaptability and appreciation for the experiences gained experience less of a culture shock when adapting to a new environment then those who lack these feelings (Winkleman, 1994; Earley & Mosakowski, 2004). This information suggests that an expatriate's outlook on their adjustment process has a significant impact on their ability to adjust and those who accept they must adapt have an easier time doing so.

Black & Mendenhall (1991) argue that seeking social support is one of the most effective mechanisms for coping with culture shock and can provide emotional and constructive support to ease acculturation. Befriending colleagues can provide insight into explicit cultural norms and workplace practices, helping Spanish expatriates in UK hotels adapt to expectations such as team dynamics and communication styles (Yang & Wong, 2019). According to Oberg (1960), the best way to overcome culture shock is to build relationships and speak with local people, however, highlights that true integration requires knowing the local language. Simply interacting with locals can boost confidence and enhance cultural understanding, including nuances such as sarcasm and perceptions of time. Haslberger (2005) adds that expatriates who develop friendships with locals will become more integrated

than those who do not, suggesting that if a Spanish expatriate was to only befriend people from Spain they may not become fully integrated into British culture. Interacting with fellow nationals is also important is it can offer expatriates with a sense of familiarity, home comfort, and exchange of shared experiences. (Lin, 2006; Ward 2001). However, Williams and Johnson (2011) warn relying on local friendships alone may lead to feelings of exclusion and isolation due to cultural barriers. A study by Pantelidou and Craig (2006) was conducted on Greek students in the UK to examine the relationship between social support and culture shock, with findings showing those with close friends in the UK experienced significantly lower psychological distress from culture shock than those who did not, reinforcing the importance of social support in easing culture shock. Overall, the literature presented suggests that Spanish expatriates should actively seek and balance social connections both locals and fellow expatriates to acculturate and the workplace to manage culture shock effectively (Ward et al., 2001).

Another method that expatriates may use to ease culture shock is practicing elements of ones' home culture, such as cooking meals, celebrating traditions, and listening to music of an individual's home country can provide a sense of stability and comfort in a foreign environment (Selmer, 2002). Enjoying other familiar activities such as hobbies, TV shows, sports, and religious practices can also provide a sense of normality (Brown, 2008). However, although maintaining roots to one's home culture is a valuable coping strategy, it also poses risk in that if expatriates rely too heavily on familiarity, they may not fully get to know their host culture or fully adapt, which may reinforce feelings of being an outsider leading to social isolation.

2.6 Culture Shock in the Workplace on Job Satisfaction

Workers who have newly began work in a foreign country often experience difficulties meeting the workplace expectations and standards as they may not be presented in front of them nor explicitly explained but rather assumed. These implicit unfamiliar workplace norms can be challenging to balance whilst also trying to navigate the values of the new culture (Trompenaars & Hampden-Turner, 1997; Adler & Gundersen, 2008). For instance a study was done on Taiwanese expatriates working in the UK by Wang (2014) which highlighted that expatriates often face

challenges such as conflicts over work expectations, miscommunication, and feeling of alienation, especially when cultural assumptions are implicit.

When an expatriate begins adapting to their new workplace environment, challenges of meeting new workplace norms may lead to cultural misunderstanding and mistakes, for instance on how to address a customer, which may lead to dissatisfaction at work, increased stress, and decreased self-worth (Pires et al., 2006; Tung, 1998). Many expatriates experience feelings of anxiety and isolation around making these cultural mistakes, which can manifest itself and impact the employee's performance in areas such as planning, work routine, relationships, and can cause reluctancy in decision making (Kathirvel & Febiula, 2016). A study was done on expatriates in the UAE by Arman et al. (2024), which identified that expatriates felt like cultural differences can make it hard to relate to colleagues and efficiently work together, suggesting cultural differences could lead to issues in team cohesion. It was also highlighted that many expatriates felt as though they were not being head nor understood, which lead to further feelings of frustration and demotivation in the workplace.

Some of the major cultural factors that make up a hotel workplace culture are management authority, teamworking, organisational values, and communication (Nicolaides, 2016). Each organisation has unique organisational values which are also influenced by national or regional culture (Taras et al., 2011), suggesting that Spanish expatriates must also adapt to new organisational values which could greatly differ from their experiences in Spanish hotels. According to Reeves (2020), the hotel industry is a high-pressure, customer facing industry, therefore this may intensify cultural adjustment making it harder to adjust (Chen, 2019), therefore it is essential for hotels to provide support for Spanish expatriates in their adjustment process as job satisfaction directly impacts job performance (Alkhoraif, 2025).

2.7 Summary of Literature Review

The reviewed literature can help with the analysis of the main culture shocks encountered by Spanish expatriates working in the UK hotels. For instance, Hofstede's cultural dimensions can help unravelling and define experiences of

experiences entering a new working culture (Minkov & Hofstede, 2011). Additionally, Oberg (1960) and Adler (1975) provide models which can further clarify how each adjustment stage impacts Spanish expatriates' adaptation to UK hotels. Understanding the differences between Spanish and British working culture, such as varying views on hierarchy, communication, and time management is essential for helping expatriates navigate their new working environments. Identifying key difficulties and coping mechanisms used by expatriates can provide insight on how hotels in the UK can assist expatriates with adjustment (Min et al., 2013). Hofstede's (2011) cultural dimensions and Oberg's (1960) are used throughout this study to explore how different factors impact adaptation and the adaptation process. Despite culture shock being a highly researched topic, there is a gap in literature on the culture shocks encountered by Spanish expatriates working in the UK hotel industry and how these culture shocks impact their adjustment to British working culture.

Chapter 3 - Methodology

3.1 Introduction

This chapter details the procedures, tools, and ethical protocols utilised to obtain the exploratory data that provided interpretivist insights into the main culture shocks experienced by Spanish expatriates in the UK hotel industry and how these culture shocks impacted them.

3.2 Research Design

3.2.1 Secondary research

According to Daas & Arends-Tóth (2012) secondary data refers to information that exists publicly and has been created by other people, such as journal articles, books, and newspapers. In this study, secondary research was conducted using books, dataset repositories, theses, and academic journals, to gain a thorough understanding of a topic (Saunders et al., 2023), later being followed by a primary research investigation into the culture shocks encountered by Spanish expatriates working in the UK hotel industry and how these culture shocks impacted their adjustment to British working culture. Secondary data provided contextual material containing key information for understanding concepts such as culture, culture shock and its effects, cultural differences between Spain and the UK and coping mechanisms for culture shock.

3.2.2 Primary research

According to Ajayi (2023), primary research is data collected firsthand by the researcher from the data's original source and can be obtained by direct observation or questioning of individuals via interviews, surveys, and/or focus groups. Primary data may be gathered for a specific research topic and data collection methods can be moulded to best suit the investigation at hand. Primary data is more up-to-date and accurate than secondary data, as secondary data may quickly become irrelevant since current data is everchanging (Whiteside et al., 2012). However primary data is only useful, if data has been collected using appropriate techniques and if the study design is aligned with the research aim (Cordell et al., 2003). The obtention of

primary data is crucial in modern research as it builds on the existing knowledge base, increasing the available material that can be used for future research (Hox & Boeije, 2005).

3.2.3 Qualitative vs quantitative research

Qualitative research is a method of data collection that can be used to research subjective and intangible and interpretivist data, such as personal experiences or opinions (Tenny et al., 2022). This approach focuses on gathering non-numeric data, thereby providing context, dimension, and reasoning behind observed behaviours and perceptions analysed (Pathak et al., 2013; Creswell, 2014). No two individuals experience culture shock the same due to an infinite number of variables determining one's experience, such as the nature of their home country, personality, and length of stay, thus making it impossible to accurately quantify someone's experience (Ward et al., 2001). Therefore, qualitive data collection was deemed the most appropriate method for this study as it provides an in-depth and insightful exploration of this research gap. Thus, enabling a comprehensive understanding of the culture shocks encountered by Spanish expatriates working in the UK hotel industry and how these culture shocks impact their adjustment to British working culture.

Quantitative data collection was considered, however it was decided against as it would only provide surface level numeric data which would not have effectively conveyed the candidate's subjective experiences, emotions, nor explained reasoning behind the numeric scores given which would not have been suited to the interpretivist nature of this study. The quantification of emotions can be complex, and candidates may struggle to assign a numerical value to their experience and feelings (Price et al., 1985), therefore increasing the risk of obtaining inaccurate results.

3.3 Data Collection

3.3.1 Interviews

Qualitative interviews were deemed the sole and most appropriate primary data gathering method for this study. Interviews typically involve an "interviewer" with the

role of asking questions regarding as specific topic, and an “interviewee” providing responses to questions asked, with the overall aim being the obtention of detailed qualitative data (Edwards & Holland, 2013). This method of data collection is an excellent way for researchers to gather rich and relevant data about a topic and is an extremely useful method for understanding experiences and opinions (Bryman, 2016; Bell et al., 2018).

Semi-structured interviews use a set of a pre-established questions as a guide, as well as follow up on questions about interesting points raised by the candidates, allowing for flexibility (Creswell, 2014; Mueller & Segal, 2015). Semi-structured interviews were deemed the most appropriate type of interview for this study as they provide sets of data which are diverse in responses but still follows the same pattern, aims, and objectives (Longhurst, 2016; Kvale & Brinkmann, 2009); allowing Spanish expatriates to describe their culture shock experience and opinions in detail with optimal flexibility, which is crucial for understanding the culture shocks experienced.

Focus groups, a small group of participants informally discussing a topic with guidance from the researcher, were considered due to their ability to gather data from multiple participants rapidly, however, they were decided against as participants may not have felt comfortable discussing their experiences in front of an unfamiliar group (Wholey et al., 2010).

Interview questions were structured as open-ended questions based on existing literature and research objectives to enable Spanish expatriates to share rich, detailed, and contextual data on personal stories and experiences of culture shocks encountered (Bryman, 2016) and how it impacted Spanish expatriates’ adjustment to British working culture (see Appendix A). According to Dörnyei (2007), for an interview to be successful the interviewer must minimise interruptions, so participants have as much time as needed to elaborate on an issue, this technique was followed when interviews were conducted to encourage in depth responses. Any response received which seemed like further clarification was necessary was questioned further to gain deeper insights of the participants view. Ensuring questions are kept open ended was crucial so that Spanish expatriates’ responses were not influenced by a questions suggestiveness (Creswell & Poth, 2018).

Interviews kept a casual tone and were conducted using Alvesson (2003) theory of romanticism in that trust was created between the researcher and Spanish expatriates, so participants felt comfortable, encouraging authenticity and openness when discussing experiences (Qu & Dumay, 2011). Interviews were conducted online using Microsoft Teams to offer flexible interview times for participants to increase retention rate.

Limitations of interviews were also acknowledged, for instance the process of searching for applicants and conducting interviews is time consuming so sample sizes for this study are relatively small, therefore conclusions made may not be applicable to the wider population of Spanish expatriates working in the UK (Marshall et al., 2013). Interviewees may also misinterpret the question being asked and therefore provide a response that is untrue to their authentic experience. Researchers should have no pre-emptive assumptions when questioning candidates so as not to subconsciously influence their response with the wording of questions (Rabianski, 2003). Interviewers may also misinterpret and incorrectly analyse what the interviewee meant by their response, to minimise the chances of this happening all interview questions were kept short and were not multi-barrelled (Alsaawi, 2014).

3.3.2 Candidate recruitment

The recruitment of candidates for this study involved the leverage of personal contacts within the UK hotel industry to scout colleagues, posting in Facebook groups online for Spanish expatriates in the UK, and reaching out to various hotels across the UK to enquire whether they employ Spanish expatriates that would be interested in discussing their experience of culture shock. The utilisation of personal contacts may create a risk of sampling bias as the use of participants with personal connections, such as being acquaintances, may make candidates feel inclined to provide socially desirable responses rather than providing responses true to their experience (Creswell & Poth, 2018). To avoid this bias, all participants were those without a relationship to the researcher.

Candidates had a variety of role and worked in a variety of hotels in the UK, as culture shock impacts individuals of all job positions and every role has unique

challenges, therefore enabling participants to provide unique insights. Every working culture and environment is different and ever changing, therefore investigating employees of different roles at different hotels provided a thorough and broad set of responses, supporting the goal of achieving data saturation in that no new themes or concepts will emerge by conducting more interviews (Saunders et al., 2017). It was crucial that all candidates had worked in Spain and had at least two years of work experience in the UK, so that enough time has passed to gain deep understanding of British workplace culture to provide an in depth and insightful response can be given on the comparison and reflection of differences in culture. The following table summarises participant information:

Table 3.1: Overview of Interview Participants

Participant number	Job role in UK	Location	Years working in UK
P1	Waitress	Edinburgh	3
P2	Receptionist	Edinburgh	2
P3	Reception Manager	Manchester	4
P4	Supervisor	Glasgow	4
P5	Receptionist	Edinburgh	8
P6	Front of House	York	5

3.3.3 Sample size and justification

Initially ten participants responded, while four could not partake to the study due to personal commitments, six interview candidates were interviewed for this study. While a larger sample of at least twenty participants would have been ideal, practical constraints related to time, participant accessibility, and resource availability made this unfeasible. A larger sample would have likely yielded a broader understanding of the wide variety of experiences had, however, smaller samples are appropriate in interpretive qualitative studies as the focus is not on creating generalisable findings but rather to develop a contextualised understanding of individual experiences (Boddy, 2016). Guest et al. (2006), argue that data saturation, when no new themes or ideas will emerge by conducting further research, can be reached with as with as

few as six participants. Data saturation was noticed during data analysis as themes and responses started repeating, suggesting this sample size is sufficient for gathering varied and insightful data on the culture shocks experienced by Spanish expatriates working in British hotels, with no entirely new perspectives being gained through conducting more interviews (Saunders et al., 2019). Future research with greater financial, human, and time resources could increase the generalisability of findings a truer representation of the diverse experiences of this group.

3.3.4 Sampling method

Sampling probability can be split into two subsections: probability and non-probability. Probability sampling is when every individual within a population has a chance of being selected to be part of the research sample, thus reducing possibility of bias and increasing generalisation of findings (Schreuder et al., 2001). In contrast, non-probability sampling involves participants being selected on a non-random basis and are typically selected or contacted by the researcher, this approach is useful for studies with time and funding constraints, however it decreases generalisability of results (Pace, 2021). As suggested by Bryman (2016), non-probability sampling was selected due to resource and time constraints, in addition to the researcher's lack of access to the entire population. This lack of access to population is the reason why purposive sampling where participants are selected through characteristics specific to the study could not be used (Campbell et al., 2020). Volunteer sampling was the method selected meaning that participation was optional and ensuring participants from a variety of backgrounds were involved in the study (Vehovar et al., 2016) which helps this study examine of a wide variety of data, allowing for an in-depth Thematic Analysis (Braun & Clarke, 2006).

3.4. Data analysis

Thematic analysis is a qualitative research tool developed by Braun & Clarke (2006), broken down into six stages (see table 3.2) to identify, analyse, and find patterns in qualitive data and was the tool selected to analyse data from interviews. Thematic analysis follows six important steps which are detailed in Table 3.2.

Thematic analysis was chosen for its flexibility which is necessary for understanding the depth and variety of rich experiences of those interviewed (Creswell, 2014). Since the research conducted was phenomenological, it was up to interpretation and therefore had to be categorised so it could be analysed within its context (Alhazmi & Kaufmann, 2022).

Criticisms have been made of Braun and Clarke's (2006) framework, Nowell et al. (2017) argues that thematic analysis may be susceptible to bias as it's based on the research opinion to categorise data. To eliminate the potential of bias, a second person (a peer student) analysed the anonymised coded results by double checking themes and codes, and any conflicting opinions were discussed and debated to highlight reasoning behind disagreement, thereafter the best suited decision could be made thus ensuring the coding process is rigorous and reliable. To ensure further reliability, during the analysis process, notes were kept on decisions made so that reasoning of arrangements was clear when revisiting, as data analysis is not linear but an iterative process (Chawla & Wood, 2023).

Despite the criticisms made of Braun & Clarke (2006), this method was chosen due to its capacity to capture detailed and varied perspectives on diverse subjects, such as experiences with culture shock.

The table below details each of the six stages of Braun & Clarke's (2006*)* Thematic Analysis and how each stage was applied to the transcripts from Spanish Expatriates in working in British hotels.

Table 3.3: Application of Braun and Clarke's (2006) Thematic Analysis

Stage	Braun & Clarke's (2006) definition	Application
Familiarisation	Transcription of audio recordings, removing filler words in transcripts, and noticing themes in data.	Transcripts were generated from Microsoft teams, thereafter, interview audios were replayed to manually alter transcription errors. See example of transcript in

		Appendix B,. This stage took approximately 1 week, with notes being taken through the process to conceptualise early ideas.
Generating initial codes	Identify significant data and categorise into groups (codes).	Each transcript was individually analysed, and Spanish expatriates' responses were copied and organised into emerging codes (e.g. teamworking, wellbeing) on a separate Word Document (see appendix C).
Searching for themes	Examine data codes to identify patterns and gather similar codes together to create "themes".	Codes were vigorously examined and grouped by similarity to create themes with a maximum of four codes per theme to maintain focus. This was done using a drawn-up theme map to visualise ideas.
Reviewing themes	Check over themes and split or merge any themes that need to be broken down further or combined.	Themes were reviewed, with any themes overlapping, too broad or with a lack of focus, split into suitable smaller themes. Themes were checked against all transcripts to ensure themes resonate with responses. A second coder was used to check themes and codes, with any alternative opinions debated and to ensure the establishment of themes is consistent, rigorous with minimal the chance of bias.
Defining and naming themes	Develop an appropriate name for each theme, explain meaning, and	Each theme was allocated a clear and concise name, based the interpreted reasoning behind why

	highlight importance of each theme.	the specific codes were gathered into each theme, see section Table 4.1 for themes and definition of themes.
Creating report	Discuss how findings supports or challenges existing research.	The themes were used to structure Chapter 4 and were discussed in relation to objectives and literature in Chapter 2, such as Oberg (1960) and Hofestede (2011).

3.5 Ethical Considerations

3.5.1 Confidentiality

All research was compliant with Edinburgh Napier's University's Code of Practice on Research Integrity to ensure that all data gathered was dealt with ethically and no participants are research participants were exploited. To ensure this, a Research Integrity Form (see appendix D) was signed by the researcher and supervisor to guarantee that research integrity would be maintained throughout the study. To maintain confidentiality, all participants were differentiated through an assigned number (1-6) chronologically.

3.5.2 Data Protection and Storage

The identity of participants was protected by assigning each participant a participant number to ensure full anonymity is guaranteed. Data gathered was held in a password protected laptop to which no one, bar the researcher, had access as eradicating confidential data from personal devices is often disruptive and unsuccessful (Bergren et al., 2005). The second coder involved in the thematic analysis process had access only to anonymised data to ensure full confidentiality for participants.

3.5.3 Informed Consent

Before the interviews commenced, all participants gave their permission for the interview to be recorded and transcribed and were informed they could stop the interview at any point, should they no longer wish to continue, as this is crucial in maintaining participant autonomy (Creswell, 2014). Furthermore, a copy of the study's consent form (see appendix E) was provided to all participants, detailing their involvement in the research which each participant signed.

3.5.4 Positionality

It is important to disclose that the researcher of this study is native to Scotland and therefore cannot fully speak on Spanish people's behalf when discussing experiences. The researcher has studied in Spain for one year so has some insight and understanding of Spanish culture despite not being a Spanish native. This leaves the potential for bias when findings were analysed due to the researcher's personal experience with Spanish culture.

3.6 Chapter summary

This chapter discussed the importance of secondary data in shaping this study, the logistics of participant recruitment, and the interview conduction process that ensured the obtention of rich and in-depth primary data. Braun and Clarke's (2006) Thematic Analysis was the method selected to analyse primary data, justified by its strong ability to categorised experiences of Spanish expatriates into ideas and themes, which are discussed and analysed in the following chapter. Furthermore, this chapter addresses the action taken to ensure was research conducted in an ethical manner and followed Edinburgh Napier's University's Code of Practice on Research Integrity.

Chapter 4 - Findings and discussion

4.1 Introduction

This chapter presents the findings from the semi-structured interviews conducted with Spanish expatriates working in British Hotels, with the aim of exploring the challenges they faced in the workplace and their cultural adaptation experiences. These findings are analysed alongside relevant literature to explore consistencies and contrasts. Using Braun & Clarke's (2006) Thematic Analysis the following themes and subthemes emerged which are displayed in table 4.1.

Table 4.1: Themes and Sub-Themes

Theme	Definition	Sub-themes
Management and Wellbeing	The different types of management structures and how individuals feel their wellbeing was considered.	• Managerial relationships • Wellbeing
Working Hour Expectations	The effects that differences in working hour expectations have on Spanish expatriates.	• Working hours • Overtime • Work to life balance
Workplace Cultural Norms	Standard and expected workplace etiquette and norms, such as politeness.	• Relationships with Colleagues • Teamworking • Communication with Customers
Adaptation Process	The process Spanish expatriates culturally adapting to their new working environment in British hotels and what aided the process.	• Emotions upon arrival • Frustration in Spanish expatriates • Support from Hotels

4.2 Theme 1: Management and Wellbeing

4.2.1 Managerial Relationships:

Managerial relationships and the extent of Hofestede's (1980) concept of power distance within an organisation bares significant impact on working culture. Participants were asked to describe the relationships they had with managers in Spain in comparison to the relationships they have with their managers in the UK. Participants 1, 2, 3, and 4 provided responses indicating they did not have a close relationship with their manager in Spain but had a closer relationship with their British manager. Participants 1 and 3 made the following comments:

> **Participant 1:** "[In Spain] it was more of distant relationship. They weren't as involved in how you were doing […] There [wasn't] much support and you have to be very responsible and find your way to do things if you have a problem and they are less worried about your personal life. It's like if something happens to you, [managers] say: it's not my problem. I really appreciate that they are caring here [UK] like they care about you and your life. It's very nice. I realised how managers are so involved on your mental health […] they're always there for you. Like explaining what you have to do, how you have to do it if you have any questions, they're always there."

> **Participant 3**: "In Spain, it was, just good morning when I see you and goodbye […] Nothing more. You feel like kinda [SIC] like you cannot go to them […] Here [UK] I can go with him like while we're visiting an office. I can go to him like every time, like, and I feel like he listens to me and everything."

These responses indicate a lack of a close relationship, communication, support, and guidance from managers in Spain, indicating a high power distance between managers and subordinates, which consistent with Hofestede's (1984) claim. This difference in cultural norms may create confusion for Spanish expatriates around professional and personal boundaries. The need to "find your way" independently suggests a managerial approach that prioritises autonomy over offering support which may create a stressful environment, isolation and minimise opportunities for feedback. Participant 1 experience of a "distant relationship" with their Spanish

manager suggests that their Spanish workplace had a more formal leadership approach where decision making and power is held at the top of hierarchical structure (Van De Mieroop et al., 2019). These findings align with the research by Mullins (2016) suggesting British organisations typically have flatter hierarchies with more open communication between managers and subordinates. The supportive environment created by British managers may ease the stress of expartiates adjusting to a new workplace culture.

However, one participant voiced a different experience stating that they felt the manager was controlling and take credit for subordinate's work:

> **Participant 5:** "I find it frustrating here [UK] because there [are] many managers and that are controlling them [subordinates] and that's it. But the manager is the one that is going to be congratulated."

Participant 5 felt that hotels in the UK have too many managers, explaining that that "anyone can be a manager" and that many of the managers are not knowledgeable or informative. In contrast they described that in Spain, a manager is a highly respected and knowledgeable individual, suggesting that high power distance isn't always negative. This suggests that the perception of managerial style is shaped, by individual expectations rather than cultural norms alone, highlighting a limitation of Hofstede's (2011) model.

4.2.2: Wellbeing

When asked about the main culture shocks experienced, all participants mentioned that they were surprised with the high prioritisation of employee wellbeing in the UK compared to Spain.

> **Participant 2: "**Like we were more humans, we weren't like robots. In Scotland they were more like caring about even my divorce both. He [manager] was sometimes asking me, hey, how are you? And it's like, whoa [SIC], thank you for asking"

Participant 1: “When I first came here [UK] […] I feel a feeling of, oh, I'm going to make a mistake […] So I think knowing the knowing that they wouldn't fire me for making a mistake was great. In Spain, If you call sick they could fire you […] having that flexibility here is very good […] people are much more flexible and like they understand that you have a life and things happen”

Participant 6: “I started working in one hotel in a big and I remember that two days later I found out that there was pregnant […] So my main thing was like, I'm going to get fired because that is what would normally happen in a job Spain. They took care of me so much […] that was probably one of the main the biggest shock for me.”

These examples highlight that managers in UK are typically more understanding of personal circumstances out with the workplace, this could possibly be due to the lower power distance in UK workplaces (Moon et al., 2017). Suggesting managers may value employee wellbeing over governance, creating a comfortable environment where expatriates feel encouraged to openly discuss personal matters, creating a positive environment for adjustment.

Participants expressed fears of job redundancy if they were to “make a mistake”, suggesting that the management style used in Spain created a lot of anxiety around human error, creating a stressful and unpleasant environment which can decrease job performance (Kathirvel & Febiula, 2016). These responses also suggest that in Spain, employees may have to play down their personal needs due to fears they would get fired, which could mean employees could be neglecting their physical and mental health and provoke burnout or illness.

Participants 3 and 6 added that in Spain they would feel afraid to ask managers for permission to leave work to attend a medical appointment. The possibility of job redundancy due to prioritisation of personal needs such as a doctor’s appointment, highlights low levels of job security which could create high levels of anxiety and reduce job motivation and satisfaction (Artz & Kaya, 2014).

Participants 1 and 4 expressed that they felt unvalued by their managers in Spain and managers do not consider circumstances out with the workplace.

> **Participant 1**: “They are less worried about your personal life. It's like if something happens to you, it's not my problem like.”
>
> **Participant 4**: “From my experience [in Spain], employees are not treated as the most valuable asset of the company.”

This suggests that due to the hierarchical system with high power distances and impersonal relationships typical to Spanish workplaces, as suggested by Kooyers (2015) and (Hofstede, 1984), employees may feel invisible, especially due to the lack of support with personal issues, which is likely to have a negative impact on job satisfaction and motivation. The contrast between this cultural norm may have been a shock for Spanish expatriates due to the large cultural distance between the UK and Spain in terms of power distance, with UK workplaces typically having a flatter hierarchy (Mullins, 2016).

4.3 Theme 2: Working Hour Expectations

4.3.1 Working hours

Participants 5 and 6 explained that working hours typically ranged from 09:00 to 22:00, with a 2- 4 hour gap in the middle of the shift, compared to a standard 09:00 - 17/18:00 schedule in the UK. This reflects the cultural difference in hotel working hour norms and expectations, highlighting the long hours that is often expected in Spanish culture, as Torres (2023) explained. These long hours may be explained by the high power distance that is typical of Spanish culture (Kooyers, 2015), a trait of high power distance is that subordinates do not question orders given (Hofstede, 1984), suggesting if hospitality culture in Spain followed a flatter hierarchy system, employees would have the authority to question hours expected. These long working may lead to burnout of employees; this also further backs the claim in the previous section that managers are not considerate of employees’ personal time. Burnout in the workplace can lead to decreased motivation and job satisfaction in addition to creating a negative working environment (Bartoll & Ramos, 2020). However,

Carrasco & Recio (2001) note in Spain employees receive is a long break in the afternoon for family and personal time, consistent to what participants 5 and 6 explained. Therefore, suggesting that although Spanish employees are expected to work long hours leaving employees feeling undervalued, managers allow employees a long afternoon break for personal time, which may help maintain staff morale.

Participant 3 highlighted below that this allocated time slot in the afternoon is not always convenient nor viewed in a positive light.

> **Participant 3**: “Because if I drive home, […] when I get home, [it] is the time I need to drive back, so there is no point.”

This reflects Participants 3 dislike of the typical Spanish break hours and highlights feeling of frustration. This is likely be due to an external factor such as location of hotel, suggesting that this may not be an issue for everyone, but this is still useful as it reflects that this is an issue for some.

4.3.2 Overtime:

Participants 1 ,2, and 3 expressed that in Spain they felt they must agree to additional hours and felt like could not say no, from descriptions given it became clear that unpaid overtime was a standard workplace expectation. As demonstrated through the following response:

> **Participant 2:** “They overwork there [Spain]. I had some jobs [where I overworked], and I didn't get paid for the over hours. Here [UK] […] if they ask me to work more hours, then I can choose. I can say yes [if] I want or no […] But in Spain, for example, if they ask you to ask to work more hours, probably it you have to do it. You know, it's not like asking.”

As Göransson and Bijedic (2010) explain Spanish workplaces operate under a polychronic time approach, where schedules and deadlines are more flexible, possibly suggesting that managers expect the same flexibility when it comes to employees working hours and availability. This reflects the assumption that in Spain

employees are expected to put working hours before their personal life, which with time may cause individuals to feel resentment towards their workplace, having a major negative effect on motivation and performance. With a signed agreement necessary to work over 48 hours in a week and overtime being optional in the UK (UK.GOV, n.d.), expatriates may feel more respected. By providing more personal time it provides expatriates with more to adapt to their new culture, and enabling a smoother transition. Overtime being optional also reflects the UK's flatter workplace hierarchy where subordinates have more power to make decisions on their own behalf aligning with work by (Mullins, 2016; Moon et al., 2017), giving employees a sense of freedom and respect which may increase job satisfaction.

4.3.3 Work to life balance

To gain a deeper understanding of how working hour expectations impact Spanish expatriates adjustment working in hotels in the UK, participants were asked about the work-to-life balances. Participants 2,3,5, and 6 said they felt a better work to life balance in the UK than in Spain. Participants 2 and 3 shared the following comments:

> **Participant 2**: "Usually there [in Spain] there is no work life balance […] I felt there in in UK, yeah they worried more about the life. Especially because if I don't wanna [SIC] work more hours then I can say no and they understand. […] So yeah, they understand more the work life balance."
>
> **Participant 3: "**I prefer to finish [at] like 5 and now [I] have like, the whole evening free to do whatever I have to do."

A healthy work to life balance would indicate that an individual feels they sufficient job control and have enough time to spend at home or doing what they like and not having to spend most of their hours in work, which reduces chances of burnout and is important for wellbeing (Day et al., 2017). These findings support Bartoll and Ramos's (2020) argument that long working hours and poor work-to-life balance may result in burnout and decrease job motivation, suggesting UK working hours may have a positive impact on Spanish expatriates experience.

4.4 Theme 3: Workplace Cultural Norms

4.4.1 Relationships with colleagues:

All six participants mentioned that their colleagues in the UK were closed off, cold, and hard to approach compared to their colleagues in Spain. Several participants highlighted that this made it difficult for them to make friends, especially coming from Spain's emotionally open culture (Cegarra-Navarro et al., 2011). This cultural difference could have a negative impact on adjusting to UK hotels as it may lead to feeling of isolation.

Participant 5 described feeling as though they were at a disadvantage by being Spanish in British working culture, as their native colleagues seemed have a much closer bond and relationship, leading to feelings of exclusion, which creates an unwelcoming environment for an expatriate trying to adjust.

> **Participant 2:** "Yeah, I feel like in UK it's very professional. Like you work. You don't speak about your life."

This shows Participant 2 expected that British colleagues would be more open about their personal lives at work, highlighting this as a variation in workplace culture norms. Dijkhuis (2022) and Dunkerley & Robinson (2002) both argue that both cultures have high-context communication styles, data suggests that despite this participant still faced challenges when building workplace relationships suggesting that, there are cultural differences in around communicating with and befriending colleagues, which may mean Spanish expatriates in UK hotels experience anxiety when communicating with colleagues.

Participant 1 highlighted that they initially felt anxious due to confusion around the coldness and lack of emotionality of British people and blamed it on themselves. However, after befriending fellow Spaniards, the realised that it was not their fault but rather a cultural difference. This supports Lin's (2006) argument that befriending people from one's home country may help with the cultural adaptation.

Participant 3 described that although people in UK are much colder than in Spain, after several interactions British people begin to become open and warm like Spanish people. This experience resonates with the transition from Oberg's (1954) crisis phase to the adjustment phase, with expatriates feeling frustrated and struggling to adjust to their new environment and then later into figuring out how best to operate in their new environment. Suggesting that after some time has passed Spanish expatriates may begin to build relationships with their colleagues.

4.4.2 Teamworking:

Participants 2 and 4 said despite initially finding British colleagues cold, once they had adjusted in their British workplaces, they began to feel part of a team with tasks being worked on collectively. This contradicts work by Willis (2012) that suggests that British culture is individualistic with expectations of independent work. Interestingly, participant 2 explains that they in Spain they were expected to work independently rather than with their colleagues, with little help or support, challenging work by Gouveia et al. (2003) who suggest Spain has a highly collective culture, indicating that the literature may be outdated and differences in norms may be generational. According to García-Campayo et al. (2016), a workplace environment with strong emphasis on teamwork, reduces stress levels and increases motivation, suggesting that British hotels with emphasis on teamwork create a positive and supporting environment for expatriate adaptation.

4.4.3 Communicating with customers:

In addition to colleague interactions, participants 2 and 6 highlighted differences in customer service expectations. They noted that in the UK you must always be friendly, with participant 6 noting you must be "super polite", and smiling regardless of their mood. Participant 6 goes explained that when people in Spain are talkative it is because they genuinely want to engage in conversation, as opposed to the obligatory small talk they feel pressured to partake in British workplace culture. This cultural difference may impact expatriates' adaptation in that it may decrease their job satisfaction, as a constant cheerful demeanour regardless of one's actual feeling may feel emotionally exhausting. This experience reflects Hochschilds's (1983)

concept of emotional labour where employees must control their emotions in a manner that meets organisational expectations, furthermore aligning with Mendenhall and Oddou's (1985), belief that differences in communication may create challenges and decreased job satisfaction, creating adjustment hurdles for Spanish expatriates in the UK.

4.5 Theme 4: Adaptation Process

4.5.1 Emotions upon Arrival:

To investigate the adjustment process of Spanish expatriates working British hotels participants were asked about their experience when they first arrived in the UK to work. Participants 1 and 2 described excitement and positivity when first arriving; participant 1 explained that this may have been due to it being their first time abroad and participant 2 expressed they had a Spanish friend already in the UK which decreased stress. In contrast, participants 3 and 6 both felt completely "lost" when they first arrived in the UK, Participant 6 explained that this was due to their lack of English language skills which made navigating their new environment challenging. Participant 2s response supports Ward's (2001) argument that having support from a fellow nationals can reduce stress.

The variety in reactions when first arriving suggests that neither Oberg's (1960) not Adler's (1975) adjustment phases are universally applicable. According to Oberg's (1960) culture shock phases, participants 1 and 2 may have experienced the "honeymoon" phase upon arrival, feeling the excitement of their novel environment.

> **Participant 1**: I think [about] when I first came my first days were like, oh, this is so exciting. Sunny days […] But then, but then I missed my house and I missed my car, which was just very hard."

This demonstrates the struggles faced after the novelty of their environment wore off, as they began to miss home comforts, suggesting a transition into the "crisis" stage, where one starts to miss home. Participants 3 and 6 feeling "lost" upon arrival algins with the findings of López (2021) which suggests that the crisis phase often begins immediately and sojourners typically only experience the honeymoon phase if they

have never been abroad, as demonstrated by participant 6. Participants experiences suggest that there are external factors that may impact a Spanish expatriates adjustment process to a UK hotel, such as language proficiency and whether they had previously travelled abroad.

4.5.2 Frustration in Spanish Expatriates:

To investigate whether Spanish expatriates felt frustrated, participants were asked if they felt dissatisfied with their situation.

Participant 2 explained expressed feelings of frustration and feeling trapped when trying to navigate public transport:

> **Participant 2**: “I couldn’t feel myself free to move [SIC]”

Participant 1 explained that they continue to feel frustrated with their situation as they miss warmth and family orientation of people in Spain:

> **Participant 1:** “I'm still frustrated. It's just a such a such a big change […] it might seem like it's not important, but when you've been raised with that, it's very difficult to live without.”

Both responses resonate with Oberg’s (1954) “crisis” stage which is associated with feelings of frustration and confusion regarding an unfamiliar environment, suggesting that once the initial excitement that participants 1 and 2 felt had expired, they began to feel frustration towards their new environment. While Participant 2’s frustration passed, participant 1 explained that feelings of frustration remain, due to their long for warmth of people in Spain and homesickness. Suggesting that Oberg’s (1960) theory of cultural adjustment may be applicable in some cases, but the model is too linear and does not take personal circumstances into account. For instance, participant 1 may be experiencing cultural fatigue where they are experiencing exhaustion from being immersed in a foreign culture, preventing them from moving on to the next phase of adjustment (Zaks, 2021). While Oberg (1960) argues that these emotions are necessary for adjusting to a culture, it still creates difficulty for

Spanish expatriates adjusting to their UK hotels as feelings of frustration towards a new environment may diminish job motivation until this stage passes.

4.5.3 Support from Hotels:

During interviews participants were asked if there was anything that hotels did to support their adaptation process, participant 6 mentioned that the hotel offered Spanish food to make them feel more at home.

> **Participant 6:** “Spanish food on the menu, you know [SIC] […] So it wasn't so hard for me. They do try. I think that they try harder [to make] more people to feel welcome”

To further establish this point, when participant 2 was asked if there was anything that their hotel could have done to support their adjustment process, they stated that the offering Spanish food on the menu would have been beneficial.

This suggests that home comforts such as being offered Spanish food, helps Spanish expatriates feel more comfortable in their new culture. Which aligns with research by Selmer (2002) and Brown (2008) who emphasise incorporating aspects of their home culture into their new culture, can bring comfort and relieve the adjustment process. UK hotel managers looking to support Spanish expatriates adjustment should consider serving Spanish cuisine to staff and in restaurants to create a welcoming environment.

Participant 2, 5, and 6 all mentioned being around other Spanish people or other expatriates when asked what helped with their adaptation process. With participant 6 adding:

> **Participant 6** : “I have Polish, Romanian, Italian friends. You know, people that are in the same situation that you then they are also alone […] You know when you find somebody like Spanish, you just, like, hold on that person. Like, don't like, don't go.”

Again, findings by Lin (2006) and Ward (2001) prove consistent, who suggest that forming friendships with fellow nationals or can provide emotional support and a shared understanding of experience, with participants responses expanding on this by adding that being around expatriates of any nationality is beneficial. Participant 2 explained that upon starting their new job, the hotel paired them with a fellow expatriate to train them. This would have been beneficial as it may have provided them with cultural insights that a person from the UK may not realise is abnormal for someone of a different culture.

Participants 1, 2, and 5, all mentioned that it would have been beneficial for the hotels to have provided English language classes to help with language skills. Additionally, participants 2,3, and 6 mentioned that gaining confidence in language skills helped them to feel comfortable in their new environment.

> **Participant 2** :" I [started] feeling more comfortable when I started to improve my English […]. Like OK, now I can feel I am [comfortable]. Because with that […] I could speak with the people and make better links with them and yeah, so the language was for sure [SIC]"

This data highlights the strong link between language proficiency and cultural adjustment. This aligns with Black and Mendenhall's (1991) view of adjustment as a learning process, with data suggesting that once Spanish expatriates are confident in language skills they begin to feel integrated. Indicating that Spanish expatriates with lower levels of English may struggle to initially adapt, as fears of making linguistic mistakes may decreased confidence when speaking with colleagues leading of isolation, as Tung (1998) suggests.

Participant 3 suggests that providing language classes to native English speakers could create a more inclusive environment where expatiates feel welcomed and the responsibility for multilingualism does not lie solely with the expatriate. UK hotel managers should consider this when making policies, as according to Alkhoraif (2025) creating a welcoming and supportive environment is crucial for adaptation.

4.6 Summary of Chapter

This chapter discussed and analysed data from primary research conducted through semi-structured interviews to discover the main culture shocks encountered by Spanish expatriates working in the UK hotel industry and how these culture shocks impact their adjustment to British working culture. Across the four themes that emerged through Braun and Clarke's (2006) thematic analysis, findings showed that different cultural aspects had both positive and negative impacts on Spanish expatriates' transition to British working culture. With the main themes highlighting significant cultural differences in hierarchical structures, management styles, communication norms, working hour expectations, and adjustment processes. Findings suggest that adaptation is less about following a guided emotional path and rather more about the interaction between personal resources and organisational support.

Chapter 5 – Conclusion and Recommendations

5.1 Introduction

This chapter explains how each objective of this study was met through primary data, exploring the main types of culture shocks faced by Spanish expatriates working in UK hotels and how it impacted their adjustment. This chapter then goes on to make recommendations on what managers can do to help Spanish expatriates adjust to their new environment.

5.2 Summary of findings

To aim of this study was to investigate the culture shocks encountered by Spanish expatriates working in the UK hotel industry and how these culture shocks impact their adjustment to British working culture. The five objectives (detailed section 1.5) were used to help achieve this aim were also all achieved individually and are summarised below.

5.2.1 Main culture shocks

This objective was achieved by identifying key cultural shocks around expected politeness, emotional management, and teamwork in British hotels. Participants described the constant need to be cheerful and polite even when having a bad day. This contrasted with Spanish workplace culture as participants described not feeling the same pressure to be smiling all the time in Spain, highlighting differences in cultural communication norms. As Hochschild's (1983) concept of emotional labour explains, expatriates constant need to manage emotions when at work may cause frustration and stress. Spanish expatriates also noted that emphasis on teamwork in UK hotels was unexpected and the opposite to what they experience in Spain, however participants found it beneficial by helping them feel more included at their new workplace, this contrasts with Gouveia et al.'s (2003) idea of Spain as highly collectivist culture.

5.2.2 Specific Adaptation Challenges

Participants noted a large difference between typical workplace hierarchies, with findings suggesting that in the UK managers have a closer relationship with their subordinates than in Spain. Although this difference was overall positive, it still

required an adjustment in expectations and communication style to adjust. These findings align with Hofstede's (2011) concept of a lower power distance in the UK.

5.2.3 Differences Between the UK and Spanish Workplace Cultures That Impact Adaptation.

This objective was met through Spanish expatriates' reflections on working hour expectations, work to life balance, and overtime expectations. Participants explained that in the UK they had the freedom to say "no" to overtime without fear of job loss, making them feel valued and improved overall adaptation. These findings support Bartoll & Ramos (2020), who argue excessive working hours leads to employee burnout, suggesting that the UK's prioritisation of personal time may create a less overwhelming environment for expatriates adjusting.

5.2.4 Impact of British Working Culture on Motivation and Job Satisfaction

There were many cultural differences highlighted by participants that impacted motivation and job satisfaction in both positive and negative ways. A factor with a particularly positive impact was the cultural focus on employee wellbeing and mental health in the UK. All participants had positive experiences with feeling like their personal wellbeing was managements priority. From what was described, this was the not standard practice in Spanish workplaces, and employees felt more valued when working in the UK, therefore increasing motivation and satisfaction.

5.2.5 Spanish Expatriates' Expectations and Their Actual Experiences of British working Culture

This objective was addressed by understanding participants surprise at how reserved their British colleagues were. Spanish expatriates explained that colleagues in Spain were much warmer and were negatively surprised that their British colleagues were not the same. This cultural difference made it difficult for Spanish expatriates to navigate communication with colleagues as they were unsure how best to go about it. Lin (2006) explains that social support is key for a smooth adaptation process, suggesting that if Spanish expatriates felt anxiety around communicating with colleagues it may have made adjustment harder.

5.3 Key Frameworks:

Overall, findings from this study supported Hofstede's dimensions, especially around power distance and individualism with Spanish expatriates noting high power distance workplaces in Spain and collectivist environments in the UK. Hofstede's (2011) framework was extremely useful in this study as it provided an excellent understanding of how different cultural differences can impact adjustment. Oberg's adjustment phases were partly supported by findings of this study, with some expatriates experiencing the "honeymoon" stage, and others entering straight into "crisis" stage, suggesting this model may help explain general patterns but not capture the full complexity of individual experiences.

5.4 Recommendations

To address cultural differences to help expatriates adjust and before they impact expatriates in the workplace, hotel managers could implement cross cultural training into their employee training programme. This training could involve information regarding cultural aspects such as communication styles, team dynamics and to help expatriates build cultural awareness. Managers could also send expatriates cultural information leaflets before arrival to help them better understand expectations and cultural norms.

Several participants highlighted that they felt that only begin to fully adapt to their environment once they felt confident with their language skills. To help Spanish expatriates adjust to their new workplace quicker, hotels could offer optional language training, this training could be done within the workplace, or classes could be external to the workplace but paid for by the hotel.

Hotels could provide their British employees with foreign language classes and cultural training opportunities. If expatriates' colleagues are knowledgeable of their culture and know some of their language it may help expatriates feel included, welcomed, and ease adjustment, not only this but it will be beneficial for British employees to have this information due to the touristic nature of hospitality. However, cultural/language training may incur extra costs which may make this strategy unfeasible for smaller hotels.

In addition to this, when a Spanish expatriate joins a hotel workforce, managers could provide them with a mentor who previously expatriated to the UK, either from Spain or from another country abroad. These mentors will be able to provide insights to cultural differences that they experienced, that people from the UK may not realise is not considered the norm in other countries.

5.5 Limitations

Time constraints posed several limitations on this study, as mentioned, time constraints prohibited this study from gathering a large primary research sample, thus decreasing the reliability of findings, making results ungeneralisable to the wider population of Spanish expatriates in the UK. A larger sample would have increased the validity of this study by providing a greater diversity in perspectives and a deeper analysis.

Secondary research was limited time constraint and access to academic publishing as they were limited by resources provided by Edinburgh Napier University, which may have prevented deeper exploration of literature. Secondary data may also become quickly outdated, with the rapidly changing global landscape, challenging the sources used relevance (Whiteside et al., 2012). These constraints combined may have reduced the ability to gather a thorough understanding of literature surrounding Spanish expatriates adjusting to UK workplace culture.

Non-probability sampling also deceases generalisability of results as it increases the possibility of unrepresented findings. The reliance on volunteer sampling also poses a risk of self-selection bias as responding participants are more likely to have stronger opinions on the matter than those who did not respond. This could have excluded participant data from individuals that experienced very little culture shock, potentially swaying results and limiting their generatability (Rosnow & Rosenthal, 1976).

The data analysis method used, Thematic Analysis (Braun & Clarke, 2006) is entirely subjective, and coding data was entirely up to the interpretation of the researcher

suggesting the potential of bias. As mentioned, to reduce the risk of bias a second coder was used to overview results however, the researcher and the second coder studied at the same institution which may have influenced the interpretation of data due to shared academic perspectives, meaning that although bias may be reduced, it is not eliminated entirely.

Another limitation was potential for misinterpretation, participants may have misinterpreted a question asked by the interviewer or by unintentionally suggestive wording of questions, leading to responses that may not reflect their true experiences. To minimise this all questions were open ended, however this did not eliminate the chances of bias entirely. Furthermore, participants may have felt they had to provide socially expected responses rather than providing their true opinions, especially if participants were referred by a colleague and therefore had a mutual contact with the researcher (Creswell & Poth, 2018), potentially leading to emotionally cautious responses, reducing the authenticity of findings.

A further limitation was that interviews were conducted in English, which was a non-native language to all participants. Participating in interviews in a non-native language may lead to reduced authenticity of responses, as participants may have struggled to express complex thoughts and may have instead simplified them (Bardovi-Harlig, 2000), which again may have limited the depths of findings.

5.6 Future studies

An area for further research could be the to investigate the culture shocks encountered by Italian expatriates working in the UK hotel industry and how these culture shocks impact their adjustment to British working culture. This would help determine whether the culture shocks experiences by Spanish expatriates are unique to their cultural background or if they can be applied across to people from different cultural backgrounds. Alternatively, a further study could be done on Spanish expatriates in the UK but with a different research approach such as combining quantitative and qualitative data or conducting longitudinal research to measure whether experiences change through time.

Chapter 6 – References

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Chapter 7 – Appendices

Appendix A: Interview Questions

- Where did you work and how long have you worked in Scotland for?
- What were your first impressions of life in the UK?
- What were the biggest culture shocks you experienced when you arrived?
- How different was British working culture from what you expected?
- What were the biggest challenges in adapting to your new work environment?
- Was there any aspect of British workplace culture that you preferred over Spanish work culture?
- How did working hours and expectations compare to what you were used to in Spain?
- How did you experience differences in management style, communication, and teamwork?
- Did your hotel do anything to support your transition? If not, what would have helped?
- Did cultural differences affect your motivation, job satisfaction, or confidence at work?
- Did you find British humour, social norms, or workplace etiquette challenging to adjust to?
- How did you handle language differences in a professional setting?
- Did work-life balance feel different in the UK compared to Spain?
- Did you experience a sense of novelty at any point?
- At any point did you feel frustrated with your situation and the unfamiliarity?
- At what point did you start feeling comfortable in the UK work environment?
- Did you experience any misunderstandings due to cultural differences?

- Did your hotel do anything to support your transition? If not, what would have helped?
- Do you feel there are different career opportunities in the UK compared to Spain?

Appendix B: Example of Transcribed Interview

Me 24:58
When you were maybe first came did the use of sarcasm create any misunderstandings or anything for you?

Participant: 3 25:16
Yeah, because sometimes there's, like, at the beginning, people like making jokes or things sometimes or like, what? Like what you mean like, what are you trying to say and stuff like that?

Me 25:24
Yeah.

Participant: 3 25:30
But I don't feel I think because in Spain as as well, we are quite off similar like we use a lot of sarcasm stuff like that.

Me 25:38
Yeah.

Participant: 3 25:42
So and we have maybe like.
Even more direct, I hear, like we make jokes and just and people say like my friend. Like, you cannot say that like why can't like there might be like you know, it's a joke. Like if I could you can say that like my God it's a joke and stuff like that.

Me 25:47
OK.
I know what you mean.

Participant: 3 26:03
Yeah. So.
I got away. Yeah, but yeah, the beginning. Like, I wasn't understanding. Like, what are you saying? Like, what does it mean? It's not like that.

Appendix C: Codes Emerged from Braun and Clarke's (2006) Thematic Analysis

Hours:
Managerial relationships:
Relationships with colleagues/teamworking
Bad work to life balance in Spain and better in UK
Feeling lost
Adjustment time and process:
Job opprotunities
Job training for future/ things that could be done to help employees adapt in the future:
Language barriers
Workplace jargon
Local accent challenges
Importance of a multicultural workforce
Difficulties caused by sarcasm/making joke/social norms
Discrimination
Directness and indirectness
Culture shock impact on motivation/job satisfaction
Differences in cultural norms
Pay/overtime:
Feeling cared for:
General comments on Spanish workplace:
Notable general cultural differences:
Things that helped adaptation:
Prior expectations
Levels of organisation:
Other:
Biggest challenges:
Job security

Appendix D: Research Integrity Form

RESEARCH INTEGRITY FORM
TBS10130 2024-25
UNDERGRADUATE DISSERTATION

Your Name: Natasha Anderson Matriculation Number:40536171 Supervisor's Name: Dr Reni Polus

I confirm that my dissertation project DOES NOT include any of the following. Double click on each box and select 'ticked' to confirm.

A	Primary research involving vulnerable groups e.g., children, young people under 18 years of age, adults with incapacity, or individuals in a dependent or unequal relationship	☒

B	Primary research involving sensitive topics e.g., participants' sexual behaviour, their involvement in criminal activities, their political views, their experience of violence, abuse or exploitation or their mental health	☒
C	Research involving deception which is conducted without the participants' full and informed consent	☒
D	Research involving access to records of personal or confidential information which enables individuals to be identified, or research involving the use of the Edinburgh Napier University Email System	☒
E	Research which would induce psychological stress, anxiety or humiliation or cause pain	☒
F	Research which would potentially cause harm to participants' esteem, career prospects and/or future employment opportunities.	☒
G	Research involving intrusive interventions which participants would not encounter during their everyday lives	☒
H	Research where there is a possibility that the safety of the researcher may be in question	☒

I understand that if my research includes points A or B above, then I cannot proceed with my proposed research, and must amend my proposal such that my research does not include points A and B.

If my research is likely to involve any of points covered in C to H, then I must discuss further with my supervisor and seek approval from the School Research Integrity Committee if required before I can proceed with my proposed research. Details of the Research Integrity and Ethics procedures and forms are available at

https://www.napier.ac.uk/research-and-innovation/research-environment/research-integrity

It is my responsibility to follow the University's Code of Practice on Ethical Standards and any relevant academic or professional guidelines in the conduct of my study. This includes providing appropriate information sheets and consent forms and ensuring confidentiality in the storage and use of data. If there is any significant change in the question, design or conduct over the course of the research I should consult with my supervisor and complete another Research Integrity Form.

Student Signature: Natasha Anderson Date: 15/11/2024

Supervisor Signature:_____ Date:

Appendix: Participant Research Consent Form

Edinburgh Napier

University (ENU) Research Consent Form

CULTURE SHOCKS ENCOUNTERED BY SPANISH EXPATRIATES IN UK HOTELS: ADAPTING TO BRITISH WORKING CULTURE

Edinburgh Napier University requires that all persons who participate in research studies give their written consent to do so. Please read the following and sign it if you agree with what it says.

1. I freely and voluntarily consent to be a participant in the research project on the topic of culture shocks encountered by Spanish expatriates working in the UKto be conducted by Natasha Anderson who is an undergraduate student at Edinburgh Napier University Business School.
2. The broad goal of this research study is to explore culture shocks encountered by Spanish expatriates working in the UK hotel industry and how these culture shocks impact their adjustment to British working culture Specifically, I have been asked to conduct semi-structured interviews which should take no longer 1 hour to complete.
3. I have been told that my responses will be anonymised. Specifically, I will be allocated a pseudonym and all identifiable features (including where I refer to others) will be removed from the data. My name will not be linked with the research materials, and I will not be identified or identifiable in any report subsequently produced by the researcher.
4. The researcher has confirmed that personal data and anonymised data will be stored securely in separate password protected folders on the researcher's ENU H-drive and all data will be destroyed immediately after the end of the examination/assessment process – usually within three months of the completion of the project.
5. I also understand that if at any time during the interview I feel unable or unwilling to continue, I am free to leave. That is, my participation in this study is completely voluntary, and I may withdraw from it without negative consequences. However, after data has been anonymised or after publication of results it will not be possible for my data to be removed as it would be untraceable at this point.
6. In addition, should I not wish to answer any particular question or questions, I am free to decline.

7. I have been given the opportunity to ask questions regarding the interview and my questions have been answered to my satisfaction.
8. I have read and understand the above and consent to participate in this study. My signature is not a waiver of any legal rights. Furthermore, I understand that I will be able to keep a copy of the informed consent form for my records.

Participant's Signature Date

I have explained and defined in detail the research procedure in which the respondent has consented to participate. Furthermore, I will retain one copy of the informed consent form for my records.

Natasha Anderson 05/02/2025

Researcher's Signature Date