



Building Dialogues on Diversity

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POSTER SESSION

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Poster Sessions | Practitioner track

Saturday, 1st of June 2019 | Presenters are available between 10:00 and 11:30

The Human Library as an Effective Educational Method for Bridging the Gap Between “You and Me” and Enhancing Generic Skills

Yamashita, Miki

Abstract: This qualitative study explores the effectiveness of an active learning project for students in my seminar course at a college in Japan. There is a growing perception in higher education that students need to be equipped not just with academic skills, but also generic ones (such as people-related skills, conceptual/thinking skills, personal skills, and skills related to the business world and to the community) that will continue to be useful to them after graduation (Clayton, et al., 2003). So, since 2015, I have been using the Human Library (HL) as a means to enhance the generic skills of my seminar students. To date, a total of 24 students have participated in this HL project.

The Human Library (HL) concept originated in Denmark in 2000. Its essence is to provide a space for dialogue between a Living Book (a teller, drawn from the local community), and a Borrower who “reads” the Living Book. In selecting the Living Books to be borrowed, the project has had the broad aims of reducing prejudice and encouraging mutual understanding between people by combating stereotypical, prejudiced views about age, sex and cultural background. My students designed and implemented the HL project, organizing an HL event by themselves and then reflecting on it. The project aimed to improve my seminar students’ relational skills essential for intercultural sensitive leadership. The conclusion was that its effects were generally positive. To date, the whole experience has brought about very considerable changes in the outlook of my students.

About Miki Yamashita, Ed.D.: Miki is an Associate Professor in the Department of the Graduate School of Education and a deputy director of the International Exchange Center at Reitaku University in Japan. Prior to 1997, she worked with NEC in Tokyo, Japan as a corporate trainer for seven years. She earned her Ed.D at Portland State University in Oregon, U.S.A. in 2009. From 1997 to 2009, she was much involved as a fellow of the Portland Intercultural Communication Institute and the Summer Institute of Intercultural Communication.

Her publications in English include: Cress, C.M., Emil, S., & Yamashita, M. (2013). Faculty-Led international service-learning: Pedagogical Strategies for entry, engagement, & evaluation. *European Association for International Education (EAIE): Forum Journal*, 24-29. Yamashita, M., & Schwartz, H. L., (2012). The Coconut and the peach: Understanding, establishing, and maintaining interpersonal

boundaries with international students. *New directions for teaching and learning*, No.131, pp.57-69. San Francisco, CA: Jossey-Bass. And more.

Understanding Intercultural Communication: Theoretical Insights from Cognitive Behavioural Therapy (CBT)

Koyanagi, Shizu

Abstract: Intercultural understanding is a process of cognitive modification which can be explained by the theory of CBT. When you encounter various situations, cognitive appraisal, which is how you interpret the meaning of a situation, determines your emotion. CBT suggests that “intermediate beliefs” determine their view of a situation based on their “core beliefs”.

CBT calls this cognitive reaction “automatic thoughts” because cognitive appraisal happens automatically at the unconscious level. People’s emotional reaction to a given situation differs because each individual’s appraisal of a situation varies.

CBT theory can be applied to intercultural interactions. Cultural norms, which are the thinking and behavioral patterns of respective cultures, can be considered part of one’s core beliefs, so intermediate beliefs are also affected by cultural norms. Therefore, it can be said our cognitive appraisal takes place based on our cultural norms.

During intercultural communication, people face behaviors based on different cultural norms. This jars the automatic thought process because such behaviors are unexpected and may provoke a negative emotion, discomfort and sometimes “culture shock”.

CBT offers a solution for such culture shock as it suggests emotion and behavior can be modified by altering the automatic thoughts. My research (Koyanagi, 2018) suggests that if the people encountering new cultural norms have a positive attitude towards the new culture and they are motivated to establish a good relationship with the people of new culture, cognitive modification by altering automatic thoughts is possible.

Koyanagi, S. (2018). Impact of Intercultural Communication during short-term study-abroad of Japanese students: Analysis from a perspective of cognitive modification. *Journal of Intercultural Communication Research*, 47(2)105-120.

About Shizu Koyanagi, Ph.D.: Shizu is an Associate Professor at the Tokyo Metropolitan University, researching and teaching Cultural Psychology and Intercultural Com-

munication while coordinating study-abroad programs for outbound and inbound students. Her main research topics are psychological aspects of intercultural interaction and cultural adjustment, conducting research of international students and retired seniors. She is currently a visiting researcher at University of Malta and investigates the experiences of 50+ students at English Language schools with the perspective from Intercultural Communication and Tourism.

Using Art as a Catalyst for Intercultural Understanding & Learning'

Link, Renate

Abstract: How can art boost intercultural understanding and how can you get students or participants of intercultural training courses to see even classical art as a tool for intercultural learning?

This poster will provide an answer to these questions. It will address the theoretical background of how our brain processes visual information by using a combination of innate skills and personal experiences which are often determined by culture. As people of the same cultural origin share experiences and cognitive patterns, they often perceive images similarly. So how can cultural strangers learn to read between the lines of these images? To demonstrate this, the poster will include pictures of exemplary pieces of classical and modern art chosen by students of an intercultural elective at Aschaffenburg/UAS, Germany as part of their term assignment. In multicultural teams, the students were being asked to select culture-specific paintings of a group of people including a number of cultural artifacts and then to photographically recreate the artwork chosen by arranging a contemporary version of the setting with themselves and a modern interpretation of the artifacts in the picture. The poster will summarize the experiences and intercultural learning outcomes of the students during the whole process of selecting and recreating the piece of art.

About Renate Link: Renate is a Professor of Business English at the Faculty of Business and Law at Aschaffenburg University of Applied Sciences. She is also the Vice Head of the university's Language Centre.

She studied Business Administration specialising in Tourism Management, General & Business English and Methods & Didactics of German as a Foreign Language (DaF). Besides, she completed additional qualifications in Vocational Pedagogies and Intercultural Communication & Cooperation. Before becoming a professor, she worked in the Tourism Sector and as a Trainer for Languages and Inter-

cultural Management with an international clientele.

As she did her doctorate in English and Cultural Studies with a thesis on Intercultural Communication in Tourism, her research focuses on Intercultural Management with a special emphasis on Euro-Asian relationships.

Inviting Clients To The Inclusion Table: Beginning the Conversation

Parry, Brett & Xia, Anna

Abstract: What are some of the new ways we can introduce our clients to the importance of Inclusion and Diversity? As trainers, coaches and facilitators we understand that the ability to innovate and grow is rooted in the diversity of thought and creativity of people. Fresh ideas are born in a workplace culture that promotes inclusion and equality. In order to accomplish this, our clients can benefit from not just understanding the need for a diverse workforce at all levels, but also how an inclusive environment allows everyone to feel they can bring their authentic selves.

We use tools and assessments in our work to identify diverse styles and their effect on how our clients successfully navigate and leverage cultural differences. This is a valuable way to open conversations as part of any learning setting. The same can now be applied to supporting to Inclusion and Diversity. This short session will inform you of development and application of the Inclusive Behaviors Inventory, an assessment designed to allow clients to discover their own personal inclusivity strengths and blind spots. Through individual assessment and reflection, clients can be encouraged to cultivate skills for acting in a more inclusive way.

About Anna Xia: Anna is the founder and principal at Market Ignition Group and Advisory LLC, a firm that provides strategic intercultural consulting services to public and private enterprises in the US and Europe. Ms. Xia is a dynamic business executive with over 15 years of experience in global strategic marketing and business development fields. As a former executive working for several global financial institutions including Wells Fargo, RBS and Citigroup, Anna led various marketing disciplines and worked closely with many domestic and international staffs. Born and raised in Shanghai, China, Ms. Xia was educated in China, Switzerland and US. She is currently based in Boston, MA but continues to travel extensively throughout Asia, Europe and North America.

About Brett Parry: Brett is Founder and Principal at Cultural Mentor and is a coach and trainer for globally mobile executives. Australian born, now located in Chicago, Brett

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draws not only his expat experience, but also the experience of doing business across cultures in the APAC region as well as Europe and North America. He applies these to the various individual and group sessions he conducts with his clients, as well as utilizing various assessment tools. Brett is the host and producer of The Cultural Mentor Podcast.

Integration into the labour market through role as “Culture Moderator”

Halm, Julia

Abstract: BrückenBauen is a non-profit training provider that qualifies migrants and refugees to become so-called “Culture Moderators” (Kulturmoderator) who support intercultural trainers with German socialized backgrounds as co-facilitators and interpreters during workshops for participants with or without migration background.

This bi-cultural trainer team adds value to the training sessions through the double perspective on Germany and its culture as much as through the firsthand experiences the migrants can share.

The role of “Culture Moderators” increases the self-esteem and self-awareness of the migration experience. They are often seen as role models for our participants and encourage them to also take part in the society and share their knowledge.

Of course, it is also a great way to smoothly start into the German Labour Market.

About Julia Halm: Julia is a social entrepreneur, certified trainer for intercultural competencies and systemic coach. She strongly believes that integration is best possible through participation in work and social life. Previously, Julia worked for a major digital agency as a Global Mobility Specialist in Switzerland and Germany. Her business experience includes four years as a Senior Relocation Consultant. Julia founded a non-profit company in 2016 supporting refugees and migrants with intercultural Germany trainings. Julia holds a M.A. degree in Intercultural Communication from University of Saarland in Saarbrücken, Germany. She has worked, lived, and studied abroad, spending a total of four years in France, Spain, Canada and Switzerland. She is fluent in German, English, Spanish and French.

English as threat on campus: Nationalism or National identity?

Vowles Sørensen, Kate Plenter

Abstract: The use of the English language on European campuses has been called a threat to national identity by some. In this presentation, this argument will be examined from both sides: that English can be a gateway to opportunities for students and universities, and that it can have the capacity to devalue national identity and language. This will be examined using data regarding Europe’s current use of English Medium of Instruction (EMI), informal interviews with students and staff at two European universities, and reflection of language policies in use due to Internationalization. Academia is predominantly English language based, but should this not be the case? What do some on campus feel threatened by exactly? Is the claim that English is a threat to national identity more politically based than actually an experience of current university students? With examples and data from two European universities, this presentation explores why English may not be a threat to our campuses or national identities.

About Kate Plenter Vowles Sørensen: Kate is a lecturer of English who is currently studying at Aarhus University in Denmark. She has been working with English language and assessment in higher education at the University of Groningen in the Netherlands for the last five years. Some of her recent projects include working with the CEFR: Companion Volume and revising English language tests and assessments through language and culture policies.

Now That You Mention It: Resettled Migrant Adolescents Speak about Religion

Casteel, Amy

Abstract: In what ways does crossing an international border shape the faith or the faith practices of an adolescent? Studies across the social sciences continue to demonstrate that religion provides an important coping mechanism for migrants. This should come as no surprise, given the majority of migrants consistently self-identify with a religion. But few studies consider the role of religion/spirituality for adolescents with a migration background in Europe. The initial findings of this 2019 project open a dialogue with adolescent migrants settled in Greece, and not only offers a glimpse into the lived religion of these youth but a glimpse into the mutually interactive role between migration and religion.

How do internationally mobile adolescents describe changes in the way they understand their faith and their spirituality? Perhaps more to the point, why does it even matter? Within Practical Theology the areas of youth formation, interreligious studies, ecclesiology, ethics, and all contribute towards a theology of migration. More practically, a dialogue among adolescents regarding the way migration shapes their religious practices and beliefs helps the teens create meaning themselves. Crucially for adolescents, as they individuate, we expect that they are looking to role models outside the family for guidance. In what ways can we see this expected step in human development and spiritual development occur when there is a sudden change in community?

For those who are engaged with migrants, this ground-up study informs programming and policies designed to aid with acculturation and integration.

About Amy Casteel: Amy is a Ph.D. researcher at the Faculty of Theology and Religious Studies, KU Leuven. Her research focuses on practical theology and immigration and lived religion. Working as a practitioner among internationally mobile youth and families led to encounters between her systematic theological training and the lived practices of individuals, sparking an academic interest in the intersection of religion and migration.

Using Pictures in ICC Training

Hemming, Erik

Abstract: In order to achieve intercultural competence, experiencing communication with other cultures is not enough. Reflection is necessary. Reflection leads to formulation of theoretical statements. Pictures can clarify statements and sometimes convey almost the complete idea of a simple theory. This works the same way as a simile or a metaphor. When we understand we say “I see” - an indication that our visual sense is the most powerful way to use our intelligences. By using simple visual ideas and experiences that all grown-ups already are familiar with, a transfer of basic understanding of what intercultural communication is, can be successful. The purpose is of course that a deeper understanding of ICC will lead to better communication at work (and in the spare time) and that mistakes will be avoided, that can lead to the breakdown of communication.

Erik Hemming is part of Åland University of Applied Sciences.

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Does Taking a Neutral Form of Surname is Related to Identity Orientation in Lithuanian Women?

Sargautyte, Ruta & Servaite, Gintare

Abstract: Following the Lithuanian tradition, a married woman usually adopts her husband's name, adding a specific ending which discloses her marital status. In 2003, the Lithuanian laws allowed women to use a short, neutral form of surname, without disclosing marital status. The goal of our research was to discover the reasons of choosing the neutral form and it's relation to identity orientation.

225 women who were married no longer than 5 years, participated in the internet survey study. Their age varied from 20 to 57 years, 34 (15%) out of 225 had taken a short form (neutral) surname of their husband. Participants filled AIQ-IV Identity Orientation Scale (Cheek & Briggs, 2013) and answered some demographic questions. For a qualitative analysis, participants were given an open question about motives for choosing the particular family name and satisfaction with this decision. As a result, the following themes have been developed: practical convenience with short form; disagreement with traditional norms; seeking to keep the maiden identity; considering traditional wife's surname to be a sign of ageing; a wish to be different from her mother in law. The identity of this group basically was closest to the traditional Lithuanian wife's surname group, whereas the relational identity was higher in non-traditional surname group as compared to double-barreled surname group. So, it occurred to be more important whether a woman takes her husband's surname at all, rather than the particular form of surname- either traditional or neutral.

Dr. Ruta Sargautyte is part of Institute of Psychology at Vilnius University.

Toward a Transformational Orientation for Art and Design Graduate Students

Weaver, Sukyun & Hyun, Darrée

Abstract: At a prominent urban graduate studies program in art, design and media, the enrollment of international students has increased to comprise 35% of the overall student population. To build dialogue across all members of the community, one faculty member with expertise in Applied Linguistics and intercultural competencies invited 7 international graduate students across disciplines to participate in an independent study course to pursue how these international students could help inform the needs of the international community represented on campus.

This independent study group embarked on a journey to create a peer mentoring program. Through a process of design thinking, the group collectively decided that an orientation guide in the form of a booklet about the specific culture of this university would be the first step. This guide was informed by the campus community and curated by the student researchers comprising the independent study group. This poster session will share samples and quotes from research and pose the following questions: How might we develop a vibrant peer mentorship program? What are some effective models in this graduate context?

Sukyun Weaver works at Maryland Institute College of Art.

Accommodating international students successfully

Schmidt Dubois, Pascale; Jourde, Inès; McCheyne, Alison

Abstract: Academic mobility has rapidly become a mass phenomenon and universities all over the world are recruiting more and more international students. How well are universities prepared to accommodate them? France presently holds fourth position world-wide as host country for foreign students and first position among non-Anglophone countries. Based on a research study focusing on Chinese students in 3 top universities in France, this presentation argues that the country's higher education institutions need to improve their policies if France wants to maintain a leading position on the international market of higher education. The findings of the research study included three main factors and conditions that impact international students' academic success:

1. Language level in French and/or English of international students as well as local students, teachers and administrative staff
2. Awareness of and adaptation to cultural differences in terms of teaching and learning styles
3. Social support and integration of students inside and outside the institutions

Based on these findings, the authors propose the introduction of an academic quality label for universities, which will reassure international students that the school they choose has the necessary competencies to support them academically, linguistically and intercultural, offering them the best conditions to succeed in their studies.

About Pascale Schmidt-Dubois: Patrick is an experienced French-American intercultural consultant and lecturer with more than 15 years' experience in higher education and corporate training. She completed her MSc in intercul-

tural management at Paris-Dauphine University. Passionate about pedagogy and team management, her fields of interest include international student mobility, inclusion management and virtual teams.

Cultural intelligence and study abroad: a case study of students not having prior host country language proficiency

Azarian-Ceccato, Natasha

Abstract: Much of the research has focused on the cultural dimension of language in immersion contexts both in the foreign language classroom (Kearney, 2010) and abroad (Kinginger, 2008). This research has as its focus students whose aspirations are not necessarily linguistically motivated, but who nonetheless had the curiosity and the courage to study abroad for a semester. While these students may in fact spend much of their time travelling around Europe, in what Engle and Engle characterize as “dressed up vacation time” (Engle & Engle, 2003, p. 16) such a distinction does not necessarily encompass the intellectual and emotional progress that these students can acquire when given adequate semiotic and narrative tools for awareness.

This study examines the cultural intelligence trajectories of small sample of American college students who chose to attend a semester in France where course work was taught in English. Students took both the pre and post Intercultural Effective Scale (Mendenhall, et al., 2008) as part of their coursework in a Multicultural Management classes. This assessment gauges student’s cultural intelligence, and gives them a benchmark for their semester. In addition, students kept cultural intercultural introspection logs during the course of four months.

Using a sociocultural perspective, which highlights narrative and semiotic notions, the results lend insight for strategies for the increased cultural intelligence of students.

Natasha Azarian-Ceccato is a professor at IES Abroad, Nice.

Listen to Your Food: Food as Artifact in Intercultural Communication

Otieno, Nereya Ellise Adhiambo

Abstract: My research poster will be about exploring food as intercultural communication. It will outline my research plan to speak with and observe chefs who make cuisine non-native to the place in which they serve it. The hope of the research will be to answer some questions about the importance of food in communicating culture, how chefs utilize the communicative nature of food and the ways in which food is employed in intercultural arenas.

An Evaluation of “Cross-Cultural Competences” of Japanese Expatriates through their Critical Incident Experiences Overseas

Suzuki, Keizo

Abstract: How to live and work in a peaceful coexistence with foreigners with different cultural backgrounds is an emerging issue in Japan. Weaknesses and Strengths of Japanese Cross-cultural competence are researched through interviews to the Japanese expatriates who faced with critical incidents overseas.

The preservation of Taliàn in Southern Brazil: language and identity of its speech communities

Micacchioni, Sara

Abstract: The research aims at investigating the feeling of identity and belonging perceived by the speech communities of Talian (an immigration language spoken in Brazil), analyse their in-group similarities and see whether the phenomenon of language loyalty can be understood only against the background of the socio-historical context. They are proud of their traditions, their inherited culture and their language and they look at their ancestors' stories and homeland as something that deserves much appreciation and that needs to be talked about. One objective of the research will actually be defining to what extent the preservation of Talian is interrelated to the perception of the speakers' identities, whether it plays a major role in their identification with the community, or whether the knowledge of their ancestors' culture itself is considered as more important.

Forms of national identity in the culture of the Soviet Union

Daribayeva, Aigerim (presented by Aletta Bredewold)

Abstract: In the modern world, a national identity experiences cardinal transformations: global ethics and global identity is formed. Nevertheless, the issue of national identity is one of the most important for each country around the globe. A sense of national unity and communion, common shared national interests and values are the prerequisites to a strong and stable state. Soviet Union established one civic identity called “Soviet people”. In my research, I want to discuss a notion of national identity and analyze the ways it can be constructed by states and governments, in this case – USSR.

Entering the ‘Inter’ through Resistance: A Case Study on the Indigenous Peoples’ Struggle in the Philippines

Barrera, Melissa Claire

Abstract: Intercultural Learning from Resistance: How the Indigenous Peoples’ Struggle enables Interculturality in the Philippines, is a research that aims to explore the potentials of resistance in forwarding interculturality. It bases its argument in the inevitability of resistance in an unjust society and how it becomes a way for people to forward their calls for equality. In other words, instead of treating resistance as a divisor, it actually becomes a starting point to hone our current conditions, consciousness, and consequently, our understanding of ourselves and others. To support this argument, the researcher will conduct an immersion in a particular community of indigenous people in Mindanao since they are considered as one of the most marginalized and vulnerable groups in the Philippines, and find out the following: 1. their different forms of resistance, 2. the relationship of these forms of resistance to their perceived social reality and enhancement of their social consciousness, and 3. the conditions in which these forms of resistance enhance the potential for interculturality.

Assessing the Role of the Media in International Students' Portrayals of Climate Change

Adrian, Maria-Emilia

Abstract: The purpose of this study is to analyze the media's portrayal of climate change along with the possible influence that this can have on people's interest, understanding, and belief on the subject. The scope of the research will be the international student body at the University of Aarhus (Aarhus Universitet) and at the University of Burgundy (Université de Bourgogne). Through the use of questionnaires, the research will aim to understand from which sources do students get their news from and in which language they usually consult them. Also, it intends to gather information on whether or not the students believe in Climate Change, what are the reasons for them to believe -or not- in it, and whether they do something about it. Their role as international students will be relevant as it will allow them to contrast their current experience in the host university with previous experiences.

Applying liquid modernity to (inter)cultural training and coaching

van de Ven, Stephan Bastiaan

Abstract: Culture has seen many definitions and uses from a vision of the future to explaining behaviour of specific groups (nations). Due to development yesterday, the past, culture is seen as a solid structure, but less is true. I argue that culture is liquid and fluid, it has no given shape but it has the ability to adopt any characteristics which ever it pleases, thus we can make it together as we wish it to be.

The Resourceful Adolescent: A Paradox or a Possibility? Leveraging intercultural experiences to enhance personal agency

McKinlay, Marilyn

Abstract: High schools in Australia offer exchange programs with other countries to give their students an opportunity to experience a different 'culture' and develop a suite of knowledge and skills that would help them to navigate the challenges of interpersonal interactions. This aim of enhancing their adolescent development with an intercultural experience, however, while very worthwhile, is poorly executed. Numerous Study Abroad studies have indicated that interculturality is not a happenstance of an exchange, but a process that requires targeted pre-depar-

ture preparation and ongoing in situ reflexivity to understand an encounter and discover those skills that can be leveraged to effectively achieve a desired outcome.

The target student group for this research is adolescents, who are in a period of development when their world view is expanding beyond the confines of the primary socialisation gained within the nuclear family. Adolescents are presented with an ever-expanding complexity of others' world views from which they shape and reshape their own identity, values and beliefs. These world views can be both complementary and contradictory. Experience alone is insufficient to effectively process this complexity. It is the intention of this research to examine how students' expectations are pre-framed prior to departure to examine if this is sufficient to address issues such as culture shock and expectancy violations. Further data will be collected during the stay abroad to examine how adolescents navigate their intercultural experiences. Because of the age of the target group, a number of forms of qualitative data collection methods are considered obsolete. These include written journals and reflections, which do not represent the way this group communicate and share information.

Therefore, digital platforms will be examined as a means for students to record their experiences and decision-making strategies. These will be examined for any underlying patterns of self-management used to bridge the gap between their own culture and their current experiences. Are there any brain hacks that can assist them in an exchange experience? Secondly, is there a way that providers can not only prepare the students to anticipate challenges, but also to empower them to develop personal agency as individuals that have the ability to move through these challenges and successfully communicate across many cultures and genres?

The Role of Education in the Denial of Cultural Citizenship

Chettri, Caroline

Abstract: To what degree does the role of education have an impact on the turning point of when children realize their ethnic origins and start to feel classified into a group of "otherness"? I would not like to blatantly state that this is the case for all children going through their schooling life however through the research that I have done so far I have identified that many adults, who are French citizens of Algerian origin, are first denied their cultural citizenship in their primary or secondary education. I would like to

explore how specifically the history curriculum in a public institution aims to bridge the gap between children who come from different ethnic backgrounds especially in the French republic system where assimilation is heavily emphasized.

The Equality Principle: Feminism Today through the Magnifying Glass of Ghana's Digital Media

Braimah, Tawakalitu

Abstract: Feminism in Ghana is a term that is derogatorily associated with women who are labeled bitter, man-hating, all-knowing, frustrated, disillusioned and many more unsavory tags. Gender activism is a more accepted term in the discourse on the development of women in a predominantly patriarchal society. Existing literature on gender studies largely focuses on participation of women in governance and politics, access to education for the girl child and advocacy to include more women in decision making processes. Using qualitative approach, this research draws on ongoing feminist activism in Ghana's digital media space to understand the changing phases of campaigns seeking to empower the Ghanaian woman. A significant part of this research is focused on the social media discourse around the subject; its presentation and reception. The question that this work will be attempting to find an answer to is why the apparent disconnect between existing advocacy and the evolving concerns of younger women

Managing Diversity: a Case Study

Maune, Bernice Belinda

Abstract: The objective of this thesis is to find out if there are shortfalls in managing diversity in large transnational corporations, is there a tried and tested uniform method which is employed and how effective are the current campaigns, policies and procedures that Airbus puts into practice.