



Building Dialogues on Diversity

SIETAR Europa Congress 2019

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IACCM
INTERNATIONAL ASSOCIATION OF
CROSS-CULTURAL COMPETENCE
AND MANAGEMENT



TRACK 4

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TRACK 4 | Education & Intercultural Professions – Recent research and other critical developments

Thursday, 30th of May 2019

Developing an intercultural leadership model with a moral purpose:**A case study of an Australian university**

De Fazio, Teresa

Ted Style Talk - Room 6 | 10.00-10.30

Abstract: Futurists engage in discussions around identifying social disruptors which will influence the world of work and society itself. Many propose that these disruptors include ICTs, globalization and the massification of education.

The education space is certainly one where much of this disruption (and its precursors) play out. Education is key to being a powerful transformative element on lives to ensure that its graduates are part of the 'future'. Universities foster the development of skills and knowledge so that each learner is enabled to take up an active role in society. Educationalists are regarded as agents or mediators of this change. It is time now for Universities to consider their own positioning in their response to social expectations around developing a culture around culture, in particular, cultural diversity and social connectedness.

This paper presents a case study of the most culturally diverse university in Australia and a management model that has been adopted there drawing on intercultural management paradigms to actively engage every area of the university in intercultural inclusiveness, responsiveness and responsibility. The case study explores how the model seeks to respond respectfully to both Indigenous cultural literacy and intercultural paradigms.

Dr. Teresa De Fazio is part of Victoria University, Australia.

How to facilitate an intercultural workshop with storytelling?

Sell, Joanna Aleksandra

Workshop - Room 5 | 12.00-13.30

Abstract: Curious how to apply storytelling approach in the intercultural programs, coaching and trainings? In such case you are very welcome to join the interactive workshop How to facilitate an intercultural workshop with storytelling? by Joanna Sell. You are going to get to know the neuroscience of storytelling and get familiar with four storytelling activities, you can apply in your programs.

Why is storytelling important across cultures? Because in the complexity of the 21st century and the VUCA world "culture is a set of stories that we enter" (Jerome Bruner) and communicating in narratives is what makes us human. Stories can be real eye openers, offer an opportunity for a perspective change and work as cultural bridges. "Stories can break the dignity of a people, but stories can also repair that broken dignity." Chimamanda Ngozi Adichie.

Bearing in mind the danger of a single story, we are going to identify the worn-off stories and make an attempt to re-narrate them. Additionally, you are going to experience the power of:

1. storytelling activities, such as:
 - back-up story
 - leadership moments
 - zooming-in zooming-out visual storytelling activity
 - exchange of open-end stories
 -
2. storytelling mindset
 - short interactive input on storytelling and neuroscience
 - reflection on use of stories in different intercultural programs
 - exchange of best practices

All the methods in this workshop can be applied in the business world & university context. They work best during leadership programs, relocation coaching and trainings, country specific workshops and global team programs.

About Joanna Sell: Joanna is an intercultural Coach, Trainer, Facilitator and owner of Intercultural Compass focusing on storytelling in the intercultural field. Her area of specialization is facilitation of multicultural team processes, so that global team members are empowered to work effectively and create team culture that enriches the dynamics of teamwork and enhances accomplishment of business aims and personal developmental goals.

Joanna has a vast experience on delivering intercultural programs for managers and leaders, as well as students and academic teachers. She focuses on the global leadership in the VUCA world and applies storytelling in leadership coaching and facilitation of intercultural programs.

She is a co-author of several books on storytelling in English and German and of an intercultural game diversophy Poland. Thanks to her expertise in coaching, facilitation of big groups, and the storytelling mindset, all her programs

are interactive, tailored to the customers' requirements and needs and, above all, focused on reaching the minds and the hearts at the same time.

Assessing implicit cultural bias: in feeling, thinking and behavior

Pouliasi, Katerina; Hendriks, Jan Willem & Docheva, Iliana

Workshop - Room 5 | 10.00-11.30

Abstract: In this workshop participants assess their subconscious, automatic thinking and behavior patterns on self-views and associated motivations, reasoning and allocation of attention.

Individuals in all cultures strive to be a 'right' person. Yet, cultures vary significantly in the meaning they assign to being 'right'. On whether the emphasis lies on being an autonomous independent person or rather on embedding oneself in social context (WEIRD and less-WEIRD cultures respectively). Ongoing engagements with cultural tasks towards either type of self-understanding profoundly influence our experience, cause enduring changes in brain pathways and shape implicit culture.

Implicit culture may therefore not be aligned with explicit beliefs, which typically are acquired during adolescence or even due to globalization. These, however, are less likely to override implicit tendencies acquired in early childhood. For example, contemporary Japanese may report endorsement of 'Western' beliefs (such as personal freedom) yet may still feel and judge as interdependent.

Because implicit views are chronically embedded in our subconscious behavior, they are difficult to capture with explicit self-reporting evaluation measures.

Informed by the Cultural Tasks Analysis of Implicit Independence model premised by the prominent cultural psychologists Kitayama, Park, Sevincer, Karasawa & Uskul (2009) participants will explore the following questions:

- Where do my self-views, thinking and behavior patterns reside?
- How biased are my reactions?
- To what extent do I need to redirect my mindset and behavior when operating in the 'other' cultural context? (Intercultural Competence)

About Katerina Pouliasi: Katerina holds a Ph.D on 'Culture, Self-Understanding and the Bicultural Mind' (Utrecht University, 2010) and advancing her insight into culture and emotions at KU Leuven (CSCP, up to 2012). She conducts tailor-made research to assess cultural dynamics in organisations and organizes workshops on achieving Intercultural Competence on culture specific domains like: 'ideal' self (Independent-Interdependent), motivations, reasoning behaviour, attention (focused – holistic), trust in cooperation or attitude to hierarchy.

As a teaching tool, she employs implicit measures in addition to cross-cultural factors to elicit cultural bias in a targeted learning experience. She also provides training and consultancy for multinational companies (Intercultural Management), Master programs, NGO's, expats, or any professional interested in becoming competent in new cultures.

About Jan Willem Hendriks: Jan is an international trainer / coach / mediator at Morpho Training & Mediation. His broad portfolio consists of both large corporates as well of (semi) governmental institutes.

Jan Willem's key areas of expertise are developing and facilitating certifying train-the-trainer and train-the-coach programs, leadership skills, project management, customer focus, personal effectivity and conflict handling. He is considered one of the subject matter experts within Schouten & Nelissen Global in the field of learning organizations, using a variety of methods of training and instruction.

About Iliana Docheva (assistant): Iliana has a Master degree in Communication and her passion lies in Intercultural communication. Her thesis topic "Communication across cultures at work" examines communication in regard to culture and emotions and suggests a new model towards effective intercultural communication.

Iliana is a freelancer who participates in two main projects on cultural integration of the Bulgarian people in the Netherlands. As expat in the Netherlands herself, she feels personally motivated to explore and apply culturally-bound knowledge and sees her future as a discoverer and contributor to the fascinating field of culture.

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International students' intercultural experiences of culture shock at a north Hungarian university and its implications for tertiary education

Bajzát, Tünde

Ted Style Talk - Room 6 | 10.30-11.00

Abstract: Nowadays the number of studies abroad programs and student mobility is growing at a rapid space in present day Hungary. Students from different cultural backgrounds and with different mother tongues have to face several differences in Hungary that might result in misunderstandings, problems, conflicts or even lead to negative experiences. Therefore, the aim of this paper is to find out the intercultural experiences of culture shock of foreign students studying at a north Hungarian university. On the basis of the research results, decisions can be made on how educational training at Hungarian tertiary level education has to be adjusted to foreign students' needs.

The first part of the paper presents the theoretical background of the research. The second part of the presentation focuses on the method, setting, subjects and results of the empirical study. The research was carried out at the University of Miskolc in north Hungary, where foreign students attending the different Faculties of the University filled in the English questionnaire. The questionnaire included closed and open-ended questions, and Likert-scales on the international students' experiences and symptoms of culture shock in Hungary, the intercultural differences and problems they encountered in Hungarian everyday life and culture, and how they solved misunderstandings and overcome difficulties.

About Tünde Bajzát: Tünde is an associate professor at the Language Teaching Centre of Miskolc University, Hungary. She holds a PhD in Applied Linguistics from the University of Pécs, Hungary. She has taken part in several national and international conferences in Hungary and abroad in Belgium, Canada, China, Finland, Italy, Lithuania, Malaysia, Norway, Poland, Romania, Slovakia, South Africa, South Korea, Taiwan and the USA. She has published several articles and book reviews in international journals, conference booklets, and online in Hungary and worldwide. Her research interest includes: language use at the workplace, intercultural communication, developing intercultural competence and foreign language teaching, learning and acquisition.

Hyperconnectivity for teaching French: boon or bane? The example of China.

Sauvignon, David

Ted Style Talk - Room 6 | 11.00-11.30

Abstract: Some of the challenges that emerge during linguistic trainings may result from different educational models adopted in every culture. China may serve as an example of a country where the methodology of teaching French as a foreign language based on the task-oriented approach of the Common European Framework of Reference for Languages faces a public strongly marked by the Confucian concept of learning. In order to bridge both perspectives and effectively engage Chinese students in courses of French, it may be helpful to integrate learning projects into their lifestyles and habits, among which the extensive use of modern technologies proves predominant. WeChat has taken China by storm. Its extreme popularity as a way of managing most of the daily activities prompts questions about its potential for educational purposes. Would it be possible to benefit from this phenomenon to propose new solutions?

It seems interesting to observe certain activities that École Centrale has developed in various areas with students of different levels over the last two years. Its experience has identified in WeChat many exciting opportunities for a language teacher. As a free and very common application, it provides students with easy access to all necessary materials ready for use at all times, while its multiple functions enable instant communication and exchange of different types of files.

Clearly, it is a very promising world to explore. However, what are the overall outcomes of these initiatives? Do they have any positive effect on their performance and understanding of the French culture?

About David Sauvignon: Since 2003, David has been living abroad (Poland, Ukraine, Hungary, China), immersing himself in the diversity and complexity of the world. Through cross-cultural and relocation trainings, he is sharing his knowledge, experience and insights into the richness of opportunities and challenges worldwide. He is now teaching at Ecole Centrale Pekin (China)

Ethics, Culture and You

van der Pol, Yvonne; van Ooijen, Eva & Looij, Teuni

Ted Style Talk - Room 6 | 12.00-12.30

Abstract: As the first SIETAR chapter in Europe, SIETAR Netherlands has introduced a Code of Ethics in 2018. It has not always been easy. The journey to finally realize a Living Code of Ethics, combined with a compliance procedure and a compliance committee, has taken three years.

In their presentation three SIETAR NL members share their breakthroughs and methods with other SIETAR -ians and interculturalists interested in building up professionalism and process within their own national SIETAR-S and organizations.

Eva van Ooijen represents the board of SIETAR Netherlands and Teuni Looij and Yvonne van der Pol will represent the working group that arrived at the Code of Ethics. They will tell of their highs and lows on the journey to successfully making a robust Code of Ethics.

In the presentation they will address key questions; Why a Code of Ethics? How did they organize the work? And, How did the process evolve? On what topics did they receive support? And, Where did they encounter most resistance? Finally, Why did they move from working on a Code of Conduct and end up deciding for a Code of Ethics?

About Yvonne van der Pol: About is a development sociologist and interculturalist. She has already been working for over 20 years on the knife edge of communication and culture. Initially with organisations in the sector of International Development and then, from 2003, as an intercultural consultant from her offices at Luz azul training, consulting & coaching.

She advises on intercultural policy making, develops blended learning programmes about intercultural effectiveness, and trains and coaches professionals on developing their intercultural craftsmanship. In 2017 her book 'Reflections on intercultural craftsmanship' was published.

About Teuni Looij: Anthropologist Teuni Looij is a skilled consultant, trainer and coach in intercultural and cross-cultural communication, leadership and worked as such for more than 25 years. Through these years she has worked with people of very diverse cultural backgrounds – at all levels and with many different organizations and companies.

She obtained her (Advanced) Master of Arts in Cultural Anthropology in 1984 at the University of Utrecht and started her career as a researcher at the University of Amsterdam. In 1992 she founded her own company "Cultural Connection" and assist clients when appropriate cultural adjustment are needed.

About Eva van Ooijen: Eva, cultural and medical Anthropologist, is an expert in the fields of diversity, cross cultural communication, intercultural competence & culturally sensitive healthcare. As a trained ethnographer, she did research in Indonesia before becoming an intercultural trainer and lecturer.

As a lecturer and trainer, Eva wants to stimulate trainees to engage critically with the field of intercultural communication as a highly relevant societal and professional domain. She believes that the challenge is to accept intercultural complexity yet to find elegant, mutually satisfying and sometimes surprisingly simple solutions.

Eva is founder and owner of BrainPepper Learning and Board secretary of Sietar Nederland.

The Learner's Journey

Küntzel, Bastian

Ted Style Talk - Room 6 | 12.30-13.00

Abstract: By thinking of learning events as a story and the learners as the protagonists who are embarking on a transformative journey, facilitators and trainers can use the foundational theories and methods of storytelling as design principles in their programme development.

As a field, we understand how stories work, what makes a good story and how we can use stories that resonate with our participants as pathways to meaningful insights. We use them as case-studies, anecdotes in our presentations and we ask our participants to tell stories of their lives as examples to illustrate points we're making.

I propose to go a step further, from story-telling, to story-making. We can and should design learning events, curricula and educational programmes, so that participants feel themselves to be on a journey of transformation; as heroes of a story they get to tell about themselves.

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The Learner's Journey is a practical guide for anyone who accepts the responsibility of accompanying learners on a journey of discovery, growth and development.

About Bastian Küntzel: Bastian facilitates learning at the intersection of culture, communication and management. He runs INCONTRO out of Wroclaw in Poland. Bastian also teaches at the University of Wroclaw and the University of Erfurt. His clients range from UNESCO to Google, from IKEA to the Council of Europe. He is a father of two wonderful small persons and a proud husband to an incredible woman. He's a cook, most of the time unreasonably happy and a total nerd

The challenge of setting academic standards in the fluid environment of intercultural trainings

Cummings-Koether, Michelle

Ted Style Talk - Room 6 | 13.00-13.30

Abstract: How to set standards for intercultural trainings, designed to help international students beginning their studies at a German University of Applied Science? Add to that, that this school is one of the most culturally diverse schools in Germany, and is located in rural Bavaria. The challenge is to find the balance between old and new, tradition and innovation, integration and resignation.

By adding the speaker's experience of more than 10 years of intercultural training to her experience as an academic, this is a talk about looking to forge new pathways in intercultural training in an academic environment. How can one manage the difficulty of creating academic standards for intercultural trainings, while capturing the constantly evolving knowledge and trends within the intercultural fields?

About Michelle Cummings-Koether: Michelle is professor of intercultural management at the European Campus Rotal-Inn, part of the Deggendorf Institute of Technology. In addition, she has been consulting various companies in Germany, Western Europe and the United States, on intercultural topics since 2007.

Internationalizing Education - Promoting intercultural competence in teaching

Chainani-Barta, Pritima

Ted Style Talk - Room 5 | 14.30-15.00

Abstract: With the internationalization of higher education, dealing with cultural diversity has become a daily challenge for students as well as academic professionals. The classroom has now become a global meeting point for students and academic professionals to successfully work and interact with each other. In a culturally heterogenic classroom, the role of academic instructors goes beyond the traditional concept of imparting knowledge and expertise. Intercultural sensitive instructors encourage intercultural dialogue and language diversity in their classrooms. They assess not just the level and quality of knowledge of their students but also take into account intercultural perspectives of their students. Intercultural sensitive instructors prepare their students for life and work in a global environment. It is imperative; therefore, that administrative staff and academic professionals become proficient in intercultural skills and well equipped in tackling intercultural issues and challenges in a rapidly changing learning environment.

The process of internationalization also involves coping with resistance and responding to doubts expressed by those staff members who are not motivated or willing to incorporate intercultural perspectives in their academic interactions. Practical work-related examples highlight some of the issues academic instructors face, when managing the pressures and demands of a culturally diverse classroom. The presentation addresses the relevant needs and expectations of instructors in an international learning environment. It recommends constructive strategies and formats for marketing intercultural concepts and trainings to academic instructors as an exciting and desirable didactic skill.

About Dr. (Univ, Mumbai) Pritima Chainani-Barta: Pritima was born in India and completed her Ph.D in German language and literature from the University of Mumbai. Currently, she works as research associate for the Hochschule Fulda (University of Applied Sciences, Fulda) in Germany. She also works as a guest lecturer at German and Swiss higher education institutions. In addition, she has gained several years of experience in the field of communication and leadership as a self-employed trainer and coach for international companies in Germany and abroad. Mrs Chainani-Barta is actively involved in sever-

al advanced education programmes and works with high potentials who are interested in further developing their professional skills and competencies.

Due to her intercultural background (German-Indian), Mrs Chainani-Barta has specialized in intercultural trainings and consultations. She provides expertise on India and Indian work culture to professionals dealing with Indian business colleagues and management.

--- **Symbols instead of words: reducing language barriers in intercultural training**

Kroese, Monique

Workshop - Room 6 | 14.30-16.00

Abstract: During a workshop on reflective skills at a university in Vietnam, I, an intercultural trainer from the Netherlands, used the phrases “zoom in” for associating and “zoom out” for dissociating to explain how to process a real experience. They were the key phrases in my workshop. Afterwards, one of the students approached me, thanked me for the workshop and then said: “Please ma’am, what is zoom in zoom out?”

Many colleagues will have experienced how we may disadvantage students when, for example, English is the language of communication in an intercultural classroom or training group. Both the trainer’s language skills and the student’s receptive skills may prevent a proper understanding of explanations and instructions.

Since this sobering experience I have started learning to draw symbols that may be more universal than words. With additional key phrases, this enables students to understand what is being discussed without being overly distracted by the language of interaction. Mastering simple basic structures will enable the intercultural trainer to communicate essential terminology, abstract concepts, keywords and phrases with symbols on flipcharts or chalkboards.

By mastering basic structures and much practice to develop so-called muscle memory, anyone can develop the skills of drawing symbols. Naturally, our symbols and drawings have our language embedded in them, so we must be aware of exploring alternative and co-creating symbolism.

In this workshop, you will learn these basics and begin to develop your own symbol vocabulary.

About Monique Kroese: Monique is a linguist by training, a student of language and social interaction. She is, by profession, a facilitator, training and coaching people in professional skills, effective interaction and intercultural competence.

She is, by passion, a connector. Having studied a year in the UK, lived and worked three years in Iceland and trained people in business and in academia for the past 17 years, she is still developing a self-awareness as to the extent to which she is both Dutch (roots) and a global citizen (travels, work). For the past three years she has contributed to internationalisation projects at her university, developing training programmes for staff, PhDs and students.

She is committed to exploring and expanding intercultural awareness, knowledge and skills. And she loves sharing books, articles, training methods and anecdotes in this field. Drawing symbols is the latest addition to her toolbox.

--- **Stadsklap, a low threshold intervention to initiate depolarization and stimulate intercultural skills connecting students and migrants**

de Graef, Gunilla

Ted Style Talk - Room 4 | 15.00-15.30

Abstract: A reluctance to judge or intervene in the beliefs and behaviours of cultures other than our own has been a basic principle of the multicultural conversation of our times. Increasingly, however, this culturally relativist attitude has come under pressure from the challenges posed by immigration, globalisation, and fundamentalism (both political and religious). How are interculturalists to respect or respond to such controversial practices as child marriage, female circumcision, animal cruelty, caste discrimination, and other forms of perceived social injustice?

Following a brief outline of the history and development of the idea of cultural relativity, from Boas through Benedict and Mead to the present day, an analysis of the most prevalent and contentious contemporary challenges to this principle will be offered, together with a wealth of examples and case studies.

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Three possible approaches to resolving these problems will then be presented and described, and their applicability in various cases will be considered.

After the presentation, participants will split into small groups to discuss a range of intercultural ethical dilemmas, both real and hypothetical, before sharing their thoughts and opinions in a large group format.

About Gunilla de Graef: Gunilla is part of Karel de Grote University College Antwerp

Building new cross-border competencies in the intercultural professions: case study of the practical tri-border 24 hour field trip.

Knappitsch, Eithne & Buko, Svetlana

Ted Style Talk - Room 5 | 15.30-16.00

Abstract: Intercultural professions are reshaping and developing due to the increasing needs of cross-cultural competencies for businesses, government and NGOs. Businesses around the world apply innovative approaches to organizational set up in order to improve productivity, tap in new resources and get the best diverse talent on their teams.

Cultural background enriches through a person's meaningful and long-term exposure to other cultures, which is often reflected in a blend of cultural norms in professional setting. Integration of the real life intercultural cross-border experiences into the educational curriculums of intercultural professionals in the field of management is one of the ways to shape additional competencies in the group. Suggested competency development approach is based on the framework of IBE-UNESCO macro competency model a) Interactivity b) Life-long learning c) Trans-disciplinary d) Self-Agency, (Future competencies and the future curriculum, 2017).

About Eithne Knappitsch: FH-Prof. Dr. Eithne Knappitsch is Program Director for Intercultural Management at CUAS School of Management.

Research, teaching and professional training interests include: Cross-Cultural Management, Diversity Management, Unconscious Bias and Intercultural Communication. Working languages English and German, additional language proficiency in Gaelic and French, and a smidgen of Slovene.

She Lived in Ireland, Northern Ireland, Belgium, Germany and currently Klagenfurt, Austria.

About Dr. Svetlana Buko: Experienced manager, sociologist, and doctoral-level researcher. Born in St. Petersburg (Russia), lived and worked in 6 countries.

Dr. Buko holds a Liberal Arts degree from St. Petersburg University Social Sciences (Russia, 2002), and a Ph.D. from the National Academy of Sciences (Ukraine, 2008). Her doctoral research was based on the 5 years of practical intercultural management in US-Ukraine international development organizations: Citizens Development Corps (CDC), American Councils (ACCELS), International Research and Exchanges Board (IREX), and the United Nations (UNDP).

Her postdoctoral work was conducted with Vienna ERSTE Foundation "IT outsourcing and employment patterns" (Austria, 2012). Dr. Buko is a frequent guest lecture/visiting professor in Austria (2013-2014-2018), USA (2013,2016), and Slovenia (2018).

Scope:

1. International project management and HRM experience: 15 years
2. Cross-cultural trainings/seminars facilitation since 1998.
3. Extensive empirical research expertise: presented in 10 countries, published in peer reviewed journals.

Currently based in Gorizia (IT) – Nova Gorica (Slovenia.)

It's not about culture, it's about diversity!

Merk, Vincent

Ted Style Talk - Room 6 | 16.30-17.00

Abstract: In this presentation we will argue that the concept of culture needs to be drastically enlarged to comprise more paradigms when it is about changing your own environment and adapting into a new one. For example for students starting their education in a new institution.

In this situation it's more than culture it's all about: it's indeed about the concept of diversity. Generally speaking, diversity is about culture/nationality of course, but also about gender, generation, multi-disciplinarity, life-styles, various (sexual) orientations, (dis)ability, etc. Students starting a new education in a foreign institution are in-

deed often confronted with D.I.V.E.R.S.I.T.Y: the D of Diversity, indeed, the I of Intercultural, the V of Vision, the E of (new) Environment, the R of Reflection, the S of Study, the I of Inclusion, the T of Testing, and finally the Y of “Yes, go for it”. We will review what these various diversity concepts mean in an educational context and make recommendations for best practices in academia but also in a business environment.

About Vincent Merk: Vincent is a Senior Lecturer in Intercultural Management at Eindhoven University of Technology (TU/e) in the Netherlands. In addition, he works as an independent trainer and consultant in intercultural communication, management and professional mobility.

He currently focuses on issues of diversity in education and business and more specifically on the concept of trust in multicultural (virtual) teams, and on the impact of corporate social responsibility (CSR) on management and leadership practices in Europe and beyond.

He is a regular presenter in academic conferences in Europe and Asia, has attended all but one SIETAR Europa congresses and is a former president of SIETAR Europa.

Paving the Road for Quality Standards for Intercultural Learning Professionals in Europe

Küntzel, Bastian; Brinkmann, Ursula; Piper, Verena & Strewe, Bettina

Workshop - Room 5 | 16.30-18.00

Abstract: The ecosystem of Intercultural Learning Professionals (ILPs), including trainers, coaches, consultants and teachers, is incredibly varied. Several institutions offer courses to train intercultural trainers, universities offer classes in intercultural communication and adult education, and often, intercultural trainers need to rely on their personal professional background to inform their training praxis, without having received special intercultural training themselves or knowing which training institution to choose.

This fragmented intercultural ecosystem risks lack of transparency, accountability and above all the quality of both training institutions and individual professionals.

This in turn makes it hard to evaluate the effects of intercultural learning interventions for our clients and ourselves as professionals, and to continuously and systemat-

ically invest into our professional development.

Over the last year and a half, a group of intercultural professionals worked on establishing a project plan for the development of evidence-based Quality Standards for Intercultural Learning Professionals across Europe.

At the congress, we want to share the results of our work so far, rejoin with earlier supporters of the initiative, and open the discussion to additional colleagues interested in joining us. We look forward to exchanging and ideally start working with productive and constructive collaborators from academic and practice-based institutions who share the ambition and want to explore ways to contribute to its success.

About:

Ursula Brinkmann is founder and director of Intercultural Business Improvement and former president of SIETAR NL.

Bastian Küntzel is co-founder and CEO of INCONTRO and a lecturer at the University of Wrocław and Erfurt. He currently serves on the board of SIETAR PL.

Verena Piper is an intercultural consultant and trainer with Sidekick Training and currently writing her dissertation on ‘Evidence-based design of intercultural trainings’.

Bettina Strewe (InterKultOST) works as a trainer and lecturer for languages and intercultural competencies with focus on Eastern Europe.

“It’s all about respect”: blogging to increase intercultural awareness

Hanegreefs, Hilde & Hoefnagels, Ankie

Ted Style Talk - Room 6 | 17.00-17.30

Abstract: In this interactive Ted Style Talk we will focus on how online blogging in a closed community, and within an educational setting, can enhance awareness of diversity and help future managers to become more interculturally competent (Hoefnagels & Schoenmakers, 2018; Top, 2012). We would like to exchange experiences and practice blogging about (cultural) diversity. Furthermore, we will discuss the challenges this specific learning method entails, taking different perspectives into account:

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From the students' perspective, for example, we notice that they often find it difficult to look beyond the stereotypes and write about unique personal experiences. Also, in looking for possible explanations they tend to revert to theory instead of simply doing some field research themselves and ask. The overall tone of the blog is another point of concern, in that it is often over-generalizing, 'confirming' instead of 'nuancing' stereotypes.

The lecturers and supervisors on the other hand, sometimes have trouble to advice students on their writing style and/or behavior in an intercultural context.

To make things more concrete, after a brief introduction on how online blogging is embedded in a university course, the participants will experience through different sensitizing activities how blogging can help to achieve international learning outcomes, acknowledging the pitfalls of conducting the diversity dialogue online.

About Ankie Hoefnagels: Ankie works as Research Director at the Hotel Management School Maastricht, and as program manager Global Minds at the Research Center International Relationship Management of Zuyd University of Applied Sciences. Though her academic roots lie in English and literary studies, she took a Phd in management studies at the Nijmegen School of Management of Radboud University with a study on the effects of employees' intercultural competences in the service profit chain of hotels. Ankie has recently successfully developed two educational tools to support students and staff's international learning outcomes: the Global Mind Monitor and the Curious People blog platform. Ankie's publication record covers, among others, a textbook about intercultural communication in the hotel and tourism industry, a wide range of conference papers and an award-winning publication in the Journal of Service Management.

About Hilde Hanegreefs: Hilde has a PhD in Spanish Linguistics (KU Leuven). She currently works as a senior lecturer at the Hotel Management School of Maastricht and as a researcher at the Research Center International Relationship Management of Zuyd University of Applied Sciences. Her research interests lie within the domain of intercultural communication.

How Foreigners Experience Japan: Beyond Hofstede's Model

Asai, Akiko

Ted Style Talk - Room 6 | 17.30-18.00

Abstract: The Japanese are often described as polite, reserved, and group-oriented in their communication styles. In Hofstede's (1980 & 2001) model, Japan is evaluated as low in terms of individualism, high in terms of uncertainty avoidance and long-term relationships.

This model is applied to various business disciplines.

Although this model is useful, it needs to be applied cautiously. Experiences can vary depending on the profession and contexts in which the migrants are placed. In this study, two transnational migration programs were analyzed: Indonesian nurses in the Economic Partnership Agreement, and Western Assistant English Language Teachers in Japanese high schools. Both are government programs, but one has to do with South East Asians and the other group consisted of Westerners. Semi-structured interviews were implemented with 140 Indonesians and 46 ALTs.

Most Indonesians were surprised at the strict work discipline (punctuality, no talking, and the system for double-checking to reduce careless mistakes) and reporting system (ho-ren-so), as well as the importance of human relationships after work.

The ALTs on the other hand felt that their job descriptions were unclear and disciplining students was challenging. Both groups noted differences in disciplining. It was the opposite of what they had expected, i.e. the Japanese are stricter in the workplace than at school. What are the causes of these differences? Different values are in place in different contexts. School types must also be investigated. The usefulness and limitations of Hofstede's model will be discussed in this context.

About Akiko Asai: Akiko is currently teaching as Professor in Communication Studies at College of Arts and Sciences in J.F. Oberlin University in Tokyo, Japan. She is active in doing research in both micro-level acculturation processes and macro-level conditions for integrative multicultural society. She is also active as an educator and a practitioner. She served as President of SIETAR JAPAN from 2013 to 2017.

She is highly interested in global networking among Asian countries as well as Western countries for further collaboration to deepen understanding of our fields and acting to challenge the complex problems of the world.

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Not a simple YES or NO: Mindfulness and the Ambiguity of Ethical Decision-Making

Ehringhaus, Anne Ruth & Thacker, Maria

Workshop - Room 5 | 10.00-11.30

Abstract: The session is designed for interculturalists working in environments, where the contextual demands present significant ambiguous ethical dilemmas. Mindfulness will be introduced as a tool to identify and manage ethical uncertainty so that practitioners can experience clearer professional direction and focus.

Drawing from examples of ethical conflict in the areas of unconscious bias and the dynamics between professional boundaries and empathy, this workshop will use imagery, meditation, small group activities and yoga practices to steer the participants toward greater awareness. The workshop facilitation will be guided by simplicity and focus.

Handouts will be provided including a guide to practice mindfulness in ethical decision making. To further this method of finding clarity, a printed list of resources will be available.

Participants are urged to arrive on time. To achieve the goal of the workshop, the session will be closed to additional participants ten minutes after the beginning of the workshop.

About Maria Martin Thacker: an applied anthropologist, specializing in intercultural aspects of business and religion, has lived in numerous countries and worked as a consultant and educator for corporate and academic organizations.

Over the last thirty years she has been active in SIETAR/International, SIETAR/Japan and is currently a member of SIETAR/US where she was the Ethics Chair when the Eye on Ethics was published and The Living Code of Ethics was developed and launched. SIETAR/US honored her in 2014 as an invitee at the Inaugural Senior Summit and in 2015 as an Intercultural Pioneer.

She has presented at SIETAR conferences in North America and Europe on the vital role that ethics development plays in organizational and professional best practices. Currently she is focused on ethics at the intersection of major cultural changes as expressed in our civil discourse.

About Anne Ehringhaus: Anne is Principal Consultant at ECCO., a consulting firm specializing in intercultural team building workshops and cultural competence development. Anne holds a Master's degree in Clinical Psychology

from the University of Koblenz-Landau and is a certified Systemic Organizational Consultant. She is also a certified practitioner of Process-oriented Embodiment-focused Psychotherapy. Anne has presented at intercultural conferences and at universities. She succeeded Maria as Ethics Chair of Sietar USA and helped develop and implement the Living Code of Ethics of Sietar USA.

A native of Germany, Anne has supported groups and individuals in the US, Germany and Indonesia since 1998. After having lived in the US for 15 years, she moved back to Germany where she currently works as a Clinical Psychologist supporting families and migrants.

Mini-interventions from year 1 to graduation: an effective means for developing students' intercultural competence

Gerretsen, Cheryl; Shinnick, Jessica & Van Puymbroeck, Christophe

Workshop - Room 4 | 10.00-11.30

Abstract: In this workshop, participants will learn about the multi-intervention approach to developing the intercultural competence of students which was implemented at the Asian business program of the Rotterdam University of Applied Sciences, as well as the research that has evaluated the effectiveness of this approach. Using both quantitative measurement (periodic assessment via the Intercultural Readiness Check tool) and qualitative methods (such as analyzing the students' work and interviewing students and teachers), the research is now in its final stage.

The intercultural competence assignments are contained in a program which is unique in its set-up: lecturers work with small groups of students over the four years of their study program and periodically carry out small interventions on intercultural competence and diversity issues. The programme was designed using several guiding principles from the work of renowned intercultural scholars such as Deardorff and Bennet.

In the second half of the session, participants will be invited to join a group dialogue on the usability of components of this programme, via interactive methods (using a Kahoot quiz, mini-group discussions and practical dynamic group activities).

After attending this workshop, participants will have knowledge on the theoretical background of designing intercultural competence programmes, as well as hands-on experience with activities that can be used in developing

intercultural competence in an educational setting.

About:

Cheryl Gerretsen is a lecturer and researcher at the international business school of Rotterdam University for Applied Sciences. She is a trainer and researcher in the area of international classroom pedagogy, inclusion and intercultural competence for both students and lecturers.

Christophe Van Puymbroeck is lecturer and researcher at the international business school of Rotterdam University for Applied Sciences. His research focuses on the determinants of successful entrepreneurship within urban contexts and the specific role of diversity and intercultural competencies in this.

Jessica Shinnick is an internationalization advisor and researcher working for the Centre of International Affairs at the Rotterdam University of Applied Sciences. Her focus areas include intercultural competency development for students and staff, and integration of intercultural competencies into program curricula.

Language and Inclusion: The Challenges of Maintaining English as a Lingua Franca in International Education and Other Multilingual Communities

Swaan, Wim

Workshop - Room 4 | 12.00-13.30

Abstract: This workshop is concerned with switching languages in multilingual communities, in particular between the mother tongue and the lingua franca. It will be argued that this is a separate (intercultural) skill, that is only partially related to language proficiency. There are strong social-psychological forces that make people revert to their mother tongue even when proficiency in the lingua franca is good and the context would require its use. This can happen both in formal and informal settings, leading to undesired exclusion mechanisms, especially if the mother tongue of the majorities is different from the lingua franca (as with English in continental Europe).

Different contexts may require (very) different approaches, due to different majority-minority dynamics and historical connotations: e.g. the use of English in postcolonial contexts vs. the use of English in continental Europe where this is not historically charged; or regions and neighborhoods where multiple languages are spoken.

The workshop is inspired by experiences in an international university in The Netherlands. Deviations from the lingua franca (English) became a matter of concern. As a response, special modules were developed, which were part of a comprehensive international classroom programme.

Through creative interaction, the workshop will build upon the diverse competencies and experiences of the participants. This will make you aware of how your preferred language policies and practices may be determined by the contexts you have been working and living in before and support you in translating your learning experience to other contexts, including the one you are working in now.

About Wim Swaan: Wim was Assistant Professor and Coordinator International Classroom Development in Maastricht University's School of Business and Economics (SBE). During 2019 he will retire. Next to a skills training and various intercultural items in the curriculum, he developed a workshop for teachers on how to manage diversity in small scale student-centered learning environments, as used in Maastricht.

Wim holds a Ph.D. from the University of Amsterdam in comparative economics, and has always had professional interest in multiple disciplines. Dutch by origin, he has extensive living and working experience in Budapest, Hungary during the 1980s and 1990s. He also worked as a professional translator of Hungarian poetry, among others for Poetry International Rotterdam.

He was awarded with the 2003 Senior Award for Excellence in Education at SBE and was nominated for giving one of the best three practitioner workshops at the 2015 Vienna conference of IACCM and SIETAR Austria.

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Solution Focused Approach in Cross-Cultural Communication

Spashchenko, Victoria

Workshop - Room 5 | 12.00-13.30

Abstract: "Problem talk creates problems, solution talk creates solutions" (Steve De Shazer, co-developer of the Solution-Focused Approach).

Working and talking across cultures people and organizations sometimes experience misunderstandings and encounter problems.

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The “normal” way to solve a problem is to discuss it. But what if there is a better way to get what we want? Solution-Focused Approach offers a completely different experience of solving problems without discussing them.

In this interactive workshop, we will

- get ourselves familiar with the Solution-Focused approach (SF).
- experience SF in groups of 3 or 4 in semi-guided conversations.
- learn and share best practices of SF application for cross-cultural communication.
- develop ideas of how SF thinking, and techniques could be useful to transform problem-focused conversations into solution-building dialogues.

After the workshop, you just can't but, clearly, differentiate between Problem Talk and Solution Talk in your conversations with others (and with yourself). You will also take away helpful tips and useful ideas for more rewarding cross-cultural communication and your training and coaching practices.

About Victoria Spashchenko: Victoria is trainer, coach, cross-cultural consultant, enthusiastic promoter of Bridging Communication and a strong advocate of Solution-Focused Approach, author of the book “How to Solve Problems without Discussing Them. Solution-Focused Approach for Managers”.

For more than 17 years she has been successfully coaching and delivering programs on management, leadership, communications, organizational development and cross-cultural competence to international companies, consultancies and institutions.

Professional focus: Changes in a Solution-Focused way and Management and Communications of cross-cultural teams.

Victoria's management background includes 20+ years of extensive managing experience in mid-to-top positions in international/local business and public sector. She has worked in different areas, such as international trade, public education, catering, international development, media, legal services, chemical industry.

She holds Executive MBA from IBR, Institute of International Business Development (Steinbeis University, Germany).

Member of SIETAR Europe, Member of SolWorld community (<http://www.solworld.org/>).

The pitfalls of assumptions – Embracing cultural diversity and suspending moral judgments

Wulf, Catharina & Marquis, Manuela

Workshop - Room 5 | 14.30-16.00

Abstract: Stereotypes, moral judgments, hasty conclusions and assumptions are part and parcel of today's communication, regardless of mono-cultural or cross-cultural contexts. These vices are oftentimes counter-productive while trying to reach out to other people, both professionally or privately. What makes us assume that we know who the other person is and guessing his/her preferences instead of taking time in order to listen and understand our interlocutor?

Our workshop is a mix of lecture, applied illustrations, simulation and interactive discussions with the audience. While we will offer examples and theoretical frameworks of what could constitute a set of best practices to avoid the pitfalls of assumptions, we are just as much interested in sharing experiences and developing pro-active techniques with the audience. This workshop represents a « work-in-progress », similar to the concept of life-long learning. The elaboration of best practices should be understood as an ongoing process provided everyone keeps an open mindset.

Keywords: assumptions, coaching, listening, life-long learning, open-mindedness

About Manuela Marquis: ICF (International Coaching Federation) accredited coach and Founder of CrescenTalent, a Paris-based consulting agency specialised in Coaching and Intercultural Management. Passionate about human relations and International Relations, she accompanies Change in Multicultural Organizations to increase performance and boost talents.

About Catharina Wulf: Ph.D, Paris-based trains international professionals and post-graduates in Personal Development, Cross-cultural Management, Organizational Behaviour and International Ethics. She has studied and worked in France, Germany, Spain, the USA and Canada. She also designs online platforms for intercultural training purposes. Currently, she is editing a book on Visionary Leadership from an interdisciplinary and cross-cultural perspective.

Lego Serious Play as a Tool for Promoting Intercultural Competence

Link, Renate; Sauvignon, David; Merk, Vincent

Workshop - Room 4 | 14.30-16.00

Abstract: Lego Serious Play (LSP) combines the advantages of playful fun, creativity, imagination, learning by doing, storytelling and an inclusive sense of engagement; at the same time, it reduces complexity by creating metaphoric artifacts used as a basis for storytelling.

This interactive workshop will be kicked-off with a short overview of the origins, theoretical background, principles, limitations and benefits of LSP as a tool for training and improving intercultural competence. In the subsequent interactive part, participants will be given the opportunity to try out LSP themselves.

Unlike in traditional LSP settings, a new rule will be introduced that allows each participant to integrate one personal item into his/her model. The theme of the exemplary workshop held with the participants' input will be the academic, i.e. learning cultures in their countries of origin.

Participants will split up in small country-specific teams and will first be asked to build models of how they perceive learning in their home countries. In a second step (if time permits), they will be requested in cluster-specific teams to try to unite the previously built models by agreeing on and creating a joint learning setting in higher education institutions in 2025.

To conclude the workshop, participants will be invited to share their feelings while playing and to come up with further LSP scenarios enhancing intercultural learning in the multicultural classroom, international higher education and the global world of business, depending on their individual background.

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 Intercultural 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.

About David Sauvignon: Since 2003, David has been living abroad (Poland, Ukraine, Hungary, China), immersing himself in the diversity and complexity of the world. Through cross-cultural and relocation trainings, he is sharing his knowledge, experience and insights into the richness of opportunities and challenges worldwide.

He is now teaching at Ecole Centrale Pekin (China)

About Vincent Merk: Vincent is a Senior Lecturer in Intercultural Management at Eindhoven University of Technology (TU/e) in the Netherlands. In addition, he works as an independent trainer and consultant in intercultural communication, management and professional mobility.

He currently focuses on issues of diversity in education and business and more specifically on the concept of trust in multicultural (virtual) teams, and on the impact of corporate social responsibility (CSR) on management and leadership practices in Europe and beyond. He is a regular presenter in academic conferences in Europe and Asia, has attended all but one SIETAR Europa congresses and is a former president of SIETAR Europa.

The Culture of Dance: Movement and Body Language in the classroom

Mukherjee Basu, Ria

Workshop - Room 5 | 16.30-18.00

Abstract: The word dance has been used in this paper in a basic wholistic way of a physical movement accompanied by some rhythm or music. Participants at training programmes today are prone to a lot of stress. So, they are often passive and conscious of themselves. Physical movements and dance can help a facilitator to remove the inhibitions quickly. Due to fewer inhibitions, the participants open up faster. After a warm up, they are more vocal and often participate more actively in the learning.

Secondly, also, at times in Intercultural communication, it has been seen that there is an intent to communicate, but the confidence maybe lacking. Dance can be used as a tool to empower human beings by building this confidence. The empowering must begin somewhere.

Why not inside the intercultural classroom?

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Using a mix of cultural theory and aggression, this paper suggests the possible role of dance in the intercultural training classroom. Just like aggression can be used as a tool for empowering women, dance can be used to support human social interactions by enhancing communication across cultures.

Dance movements can be powerful indicators of culture. I will therefore attempt to showcase some forms of Indian dance to prove the point of how dance can be a cultural indicator and how a lot of things about a specific country or culture can be learnt from dance. The 60 minutes session will comprise of about 40 minutes of presentation, 10 minutes of demonstration and 10 minutes of interaction with the audience.

About Ria Mukherjee Basu: Ria taught undergraduate engineers, postgrad management students Business English, soft skills and communication for 5 years. In 2011, she joined the industry and has been a faculty at TCS where she creates courses, designs curriculum and conducts workshops on Business English and intercultural communication for fellow colleagues and clients. She received training in various dance forms for over 10 years.

Awards: Italian Govt. Scholarship (University of Foreigners, Perugia, Italy, 2003); IATEFL-BESIG Conference scholarship winner (Germany, 2010); Commonwealth Fellowship (University of Birmingham, UK, 2014).

Papers: “Aggression and Business English” (IATEFL conference); “Life-Skills” (RGU); “Employability skills” at UoB; “Creativity Copyrights” (International Women’s Leadership Conference, Washington DC); “Women and Law: Education, experience and employment” (Melbourne Law school); University of Barcelona publication “Un-gendering the blended classroom”; “Experiential Learning” paper accepted at the international HEAd conference Valencia.

Degrees: M.Phil (Women’s Studies); Bachelor of Education; Diploma in Italian; Certificate in Spanish. Pursuing a PhD (Jadavpur University).

What do your clients want to learn?

Working with the IRC Learning Journal

Brinkmann, Ursula; van der Pol, Yvonne

Workshop - Room 4 |16.30-18.00

Abstract: What if you had well in advance some very specific input on what your participants would like to learn from you? What if you could support your client in determining which intercultural competences their staff already feel comfortable with, and which aspects they are most keen to develop further?

IBI recently developed a tool that can help you do this, the IRC Learning Journal. The IRC Learning Journal is a decision-making tool that invites learners to take charge of their intercultural learning. Learners first complete the Intercultural Readiness Check (IRC), a questionnaire we developed for assessing four intercultural competences (Intercultural Sensitivity, Intercultural Communication, Building Commitment, and Managing Uncertainty; see Brinkmann & van Weerdenburg, 2014)). Based on the IRC results, learners receive their in-depth written IRC feedback highlighting pitfalls and suggestions for further development. For each IRC competence, the written feedback addresses two ‘facets’, i.e., more specific aspects of the competence (e.g., Building commitment consists of the facets Developing relationships and reconciling stakeholder needs).

In the workshop, we will share our experiences with a recent program where this process was applied: Our challenges, learning points, and what we achieved. Exercises addressing selected facets will be introduced, and to the extent possible, participants will be invited to work in small groups on designing a learning program that addresses specific learner choices. (Note: Participants need not be certified to work with the IRC for any part of the workshop).

We will discuss the rationale of our approach in light of learning theories that highlight the benefits of self-directed learning. Prior to the workshop, we will also seek feedback from researchers on how the effectiveness of this new approach could be empirically tested.

About Ursula Brinkmann: Ursula is co-founder and director of Intercultural Business Improvement. She received her academic training in psychology and linguistics. Her current interest is in (cognitive) diversity and team performance. From 2011 to 2017 Ursula was board member of SIETAR Netherlands, of which the last 2 years as president. Together with Oscar, she published Intercultural Readiness: Four competences for working across cultures (London: Palgrave).

About Yvonne van der Pol: Yvonne is founder and director of Luz Azul training, consulting & coaching. She consults to a broad range of organizations and is specialized on designing blended intercultural learning programs. In 2017, she published *Reflections on intercultural craftsmanship*, a collection of essays on intercultural learning journeys.

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The Tales Channel: Empowering students to explore a diverse world

Crawford, Steven Lamar & Browne, Ronan Gerard

Workshop - Room 4 | 10.00-11.30

Abstract: The “Tales from a Multicultural Classroom” channel on YouTube published its first student-produced video in 2013. Since then, more than one-hundred videos have been published, with 20,000+ views across the globe. Tales videos are used by teachers and trainers as teaching and learning tools, and the pedagogical content and approaches that inform and guide students to produce the videos continue to develop.

Recently the Tales project students, themselves forming a very multicultural student body, took a turn toward producing documentary videos that focus on topics featuring, for example, interculturality, migration, identity, and local and global social issues related to sustainability.

In this SIETAR conference session the presenters will share these new results, both on the screen and in discussion. We will present our ideas and experiences that we hope will help teachers understand how such a project can activate learning and bolster intercultural communication theory through the shared experience of researching topics, script writing and storyboarding, filming, editing, and writing teaching notes. We will also outline an intercultural communication course content and structure wherein a parallel track in basic video production is introduced, adding value to the course’s intended learning outcomes and results. We will demystify the process of video production so that you can begin to create your own “Tales” for your training or classroom.

Please join as we share our own “tale” of how our stories are created, produced, and shared to audiences worldwide.

About Steven Lamar Crawford: Senior Lecturer Steven Crawford (USA) is a co-teacher for the Tales From a Multicultural Classroom (Tales) project. Crawford’s teaching interests include pedagogical strategies in international education contexts. He holds a bachelor’s degree in liberal studies and a master’s degree in intercultural communication. After a 2001-2002 Fulbright Fellowship at the University of Jyväskylä, Crawford completed his pedagogical studies in Finland and presently holds a permanent lectureship at JAMK University of Applied Sciences in Jyväskylä, Finland.

About Ronan Gerard Browne: Ronan Browne (Ireland) is an adjunct lecturer at JAMK and a Tales project co-teacher. He is a documentary filmmaker and the owner of Full Focus Media, a video production company located in Tampere, Finland.

Browne produces videos within a variety of genres, from short films and music videos to documentaries and corporate videos. His documentaries have been broadcast on television in both Ireland and Finland and have been featured at festivals around the world. Browne holds a B.A. degree in Journalism and an M.A. in Television Production.

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Guidelines for inclusive leader

Kotucz, Agnieszka

Workshop - Room 5 | 10:00 - 11.30

Abstract: Creating an inclusive working environment has been in a center of companies’ interest for quite a long time and the role of the leader in this process is clearly visible to all. As we progress with working in the global setting, we can notice more and more challenges that leaders are facing.

Leaders seem to understand how working with people representing different cultures, generations, genders influences team effectiveness and are able to deal with challenges connected with it. Now we need a new model that will support creating a working environment which takes into consideration new factors that influence team effectiveness.

During this workshop, we will be working on the Global Leader Model concept. This model defines 5 challenges (agility, diversity, relations, big data, digitalization) which leaders in global organizations are facing.

We will use a reverse case study method to reflect on and co-create a set of practical illustrations and guidelines for leaders who just start their journey as a leader in a global team and wish to create an inclusive environment at work on daily basis.

I would like to invite everyone who is interested in modern challenges in leadership connected with bringing global teams to work together not despite the differences but fully embracing them.

About Agnieszka Kotucz: Organizational trainer & facilitator. DCONCEPT managing partner. She graduated from Jagiellonian University (Applied psychology). She finished School for Management Trainers by Matrik, Advanced School for Trainers by Pracownia Psychologiczna Elżbiety Sołtys and Intercultural Trainer Program by Wszechnica UJ. For past fourteen years she’s been delivering projects for managers, specialist & trainers. Her fields of interest are: leader’s role, cooperation in diverse environment, training design and development programs, group work facilitation, visual facilitation and business presentation. She de-

signes lifelong learning projects for companies.

She delivered training and facilitation programs for global organizations like: Capgemini, Aon, Sabre, State Street, Heineken. She's active SIETAR Polska member.

She strives to keep in balance being a mom, partner, friend and constantly amazed with beauty of this world person.

Once Upon an Intercultural Lesson: Lessons in Story Structure

Taylor, Christine S.

Workshop - Room 5 | 12.00-13.30

Abstract: When it comes to developing intercultural competence, story is one of the most valuable tools teachers, trainers, and coaches use. Whether you're telling a personal story or someone else's story, stories are the way we convey personal experiences and the emotions that go with them. They are the specific examples we use to extract larger life lessons from. The work of enhancing intercultural competence is almost unimaginable without them.

But what makes one story more gripping than another? What makes one storyteller more compelling than another?

The answer to that question lies in story structure. Aristotle was the first to describe the role of structure in storytelling when he analyzed Greek plays in *The Poetics*. This tradition has continued, most notably by Joseph Campbell who described the heroic journey in his *Hero with a Thousand Faces* and Christopher Vogler who adapted Campbell's work for film in *The Writer's Journey*. These individuals recognized the crucial role of structure for creating great stories.

This workshop adapts their work for today's storytellers. Participants learn an effective story structure that they will start using immediately to improve their stories. This workshop starts from fairy tales to extract lessons of storytelling that will be useful in multiple contexts, from writing to workshops to presentations.

About Christine Taylor: Christine has over 10 years of teaching experience, much of it in multicultural environments. She taught intercultural awareness for 5 years at the University of Applied Sciences in Amsterdam and completed a PhD training course for Global and Cross-Cultural Management. She has been giving workshops and writing about storytelling since 2016. You can find her work at www.storycraft.nl.

She earned her Bachelor's degree with Honors in both German Language and Literature and Comparative Literature at the University of North Carolina at Chapel Hill. She completed a Master's degree in Cultural Analysis cum laude from the University of Amsterdam.

In addition to her professional and academic training, she draws on over 25 years of experience as an American living abroad, starting when she was just one year old. Christine lived in United States, Germany, Saudi Arabia, Switzerland, and Spain before settling in the Netherlands in 2004.

Understanding the intercultural world of LGBTQ people

Brown, Joel & Greenaway, Thomas

Workshop - Room 4 | 12.00-13.30

Abstract: Interculturalism speaks to the ability of people to navigate cultural similarities and differences. However, those cultural differences are not just manifest among nations, but among the various cultural groups that transcend borders. Specifically, the LGBTQ community is a culture that has relevance and visibility across the globe. And yet, LGBTQ diversity is an under-valued subject within interculturalism that must be engaged more in order to meet the emerging needs of the 21st century.

Interculturalism provides two contexts for understanding LGBTQ issues: 1) as an opportunity for understanding the rich and multi-layered culture of LGBTQ people, and 2) for understanding the unique challenges that LGBTQ people face as they facilitate intercultural work. This workshop is designed to help attendees understand how to engage the LGBTQ global citizen and support the LGBTQ interculturalist.

This workshop creates an experiential lab that will allow participants to enter the world of the LGBTQ interculturalist. The workshop will rely on self-evaluations, dyad and small group work, dialogue, case studies, and first-person narratives to illuminate LGBTQ intercultural dynamics. Our goals are as follows:

- To highlight the dynamics that LGBTQ people may face in intercultural situations.
- To introduce participants to the issues that LGBTQ interculturalists face.
- To facilitate conversations among participants about how they could incorporate LGBTQ perspectives into their training.
- To share strategies, resources, and approaches that interculturalists can adopt in supporting LGBTQ people.

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- To make participants aware of the work of the LGBTQ Special Interest Group within SIETAR Europa
- We welcome anyone who has a serious and curious interest in learning more about LGBTQ issues and supporting the LGBTQ community.

About:

Dr. Joel A. Brown is the Chief Visionary Officer for Pneumos LLC, a management consulting and coaching firm based in San Francisco, California, U.S.A.

Dr. Thomas W. Greenway works as a researcher at the University of Sheffield, in the UK. He recently completed his PhD in Intercultural Communication.

They are the co-chairs for the LGBTQ Caucus for SIETAR USA and SIETAR Europa. If you have more specific questions or want more tailored advice, please contact us at thomas.w.greenaway@gmail.com or joel@pneumos.com.

Aligning the Right Assessments: Identifying and Leveraging Client Nuances For First Class Training Outcomes

Parry, Brett; Xia, Anna

Workshop - Room 4 | 14.30-16.00

Abstract: Is it possible for our learners and clients to know all of the cultural differences they might encounter in their work settings and lives? Are they aware of the influence of their background and experience in how they respond to these differences? As intercultural educators, trainers, consultants, and coaches, we know that the answer to the one or both of these questions is often 'no', and that there is always a new perspective, a new blend of cultures or layering of differences, a unique nuance of cultural convergence to engage and leverage. In order to support the identification and development of intercultural-dexterity we use models, methods, and tools to help us guide our learners to ever increasing levels of global competence. In this session we will employ the Intercultural Effectiveness Scale (IES) and the fully redeveloped GlobeSmart® Assessment, and apply them to an actual case study presented in a multimedia, interactive setting.

We will start by identifying and understanding our learners' individual intercultural competency and then apply it to a multitude of culturally preferred behaviors they are likely to encounter. We will explore limitations as well as the values of employing assessment tools that can support our work in new and exciting ways. We will apply this to our case study client. This will be discussed in small

groups in order to gain deeper insights. Workshop participants will analyze data and contextual circumstances and learn how the IES tool and Globesmart® can be utilized either to leverage strengths and competencies.

Participants will leave this session with the understanding that high-quality and research-based tools that look at the impact of experience, personal work style and interpersonal preferences along with cultural differences can facilitate impactful learning. Integrating the lens of culturally influenced styles - Globesmart® - with the lens of effective global competencies - IES- helps us to holistically and decisively facilitate action plans that are transformative for our individual and organizational clients.

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 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.

Meeting Sense with the Chadberg Model — a new tool to align expectations in meetings and processes

Moberg, Pia

Workshop - Room 5 | 14.30-16.00

Abstract: The Chadberg Scale is a Meeting Intelligence tool, which defines a new meeting standard with the aim of optimizing efficiency in all cross-cultural encounters. The Chadberg Scale is the main tool in the Chadberg Model CQ tool box.

The Chadberg Scale is inspired by the weather and by the barometer as a means of measuring pressure. It is model consisting of five parts in a circular diagram. The five parts symbolize five types of pressure (necessity levels) with a corresponding visibility ratio (clarity levels). It invites us to think about the pressure level of each communicative situation. How much is at stake? How little, or how much error margin can the situation tolerate? What is the purpose?

It is not uncommon for meetings to be convened without trying to define any current “pressure” (level of necessity), and without first asking for a matching degree of “clarity” (level of clarity). By defining and establishing pressure levels prior to a meeting or a process, clarity and intent can be synchronized between participants. In this way, unnecessary frustration and inefficiency can be avoided.

During this workshop we will focus on the five levels in the Chadberg Scale. I will bring up some of the reasons why cross-cultural meetings can pose challenges and how our new meeting tool can be a part of a solution. Participants will have time to apply the model in various exercises and also learn how they can use it as a coaching tool.

About Pia Moberg: Pia holds a PhD in Japanese Studies from Gothenburg University. Her research areas are comparative rhetoric, leadership and communication. She works as an intercultural trainer and consultant. Her new book *Meeting Sense: The Chadberg Model's keys to efficient meetings on all levels in any culture* introduces a new model for aligning expectations in all meetings situations on all levels in any culture. Learn more on Pia's website www.japco.se. Moberg, Pia, 2018. Gothenburg: Japco Publishing House.

**The Global Competence Certificate:
a new blended learning tool for
professionals working in a globalized
world or/and highly diverse communities**
Steyaert, Caroline

Workshop - Room 5 | 16.30-18.00

Abstract: In this workshop we present the Global Competence Certificate (GCC) as a new blended learning program for professionals facing intercultural challenges. The GCC helps them gain the skills, knowledge and understanding to deal with culturally diverse realities on the workflow, both in a global and local context. These skills are important to the contemporary workplace as well to get involved in innovation within actual professional realities.

The content and assignments are selected based on best practices in the field of intercultural learning. The GCC offers cultural/identity general frameworks, with the case studies offering relevant specific insights.

Topics are: Cultural values, Communication styles, Techniques for suspending judgement, Dealing with conflict, Power and privilege, Micro-aggressions, Social impact, ... The GCC meets key learning goals for people facing cultural challenges and new intercultural realities (in local to global contexts). It helps them to develop intercultural competence, to deal with cultural adjustment and to build relations with the cultural other. Initial research with Purdue University shows high statistically significant improvement on the IDI of 8.17 points.

By leveraging technology (blended learning), we increase our impact and meet learners where they are, both online and offline. Learners can absorb content at their own pace. We're making content more accessible and flexible to increase the impact of live facilitation. Global Citizens from all over the world have a chance to engage with each other, share, and reflect (peer learning). Scalability has been a key focus of the GCC: How do we maximize the limited time of the facilitator.

About Caroline Steyaert: Caroline is since 2011 the CEO of AFS Flanders (BFL), a regional office of the AFS network based in +100 countries, focusing on active global citizenship, expanding access to intercultural education and globalizing schools and institutes. AFS promotes worldwide a learning-to-live-together agenda while nations are closing borders, communities are divided and access to education remains problematic.

BFL was one of the founders of Sentio that developed the GCC. Caroline is a member of the General Assembly of Sentio and a Qualified GCC trainer. She actively uses the GCC in trainings for e.g. the Belgian Ministry of External Affairs, professionalizing the future Belgian diplomats.

In 1997 Caroline founded an educational center in experience-based trainings about social skills/themes with special attention for youngsters with a religious different background.

As HRM Director of the Antwerp Police she lead the project 'New organizational culture- New leadership'. She is guest lecturer at the Centre for andragogy at the Antwerp University.

TRACK 4 | Education & Intercultural Professions – Recent research and other critical developments

Saturday, 1st of June 2019

How Zumba conquered the world!

Malidor Coleman, Patricia

Workshop - Room 4 | 16.30-18.00

Abstract: Just like a friendly smile from a stranger or loved one, dancing has a way to make us happy and forget our daily stress. The sound of exotic music has the magical power to get any one to move to its rhythm regardless of experience. The global phenomenon Zumba® has conquered the world with an innovative way to mix global tunes and moves from various countries ranging from Europe, Asia, Africa, the Caribbean and Latin America. The captivating dance has won the heart of a diverse crowd of fitness fans of all ages, genders, nationalities, ethnic, social and economic background. Just like “LOVE”, phenomenon like Zumba® seem to break the barriers of differences and bias.

This workshop will give its participants a view of the historical trends that contributed to the multicultural recipe from which were born the diverse population, traditions and customs of colonized countries from Africa to Europe via the Americas. Participants will be challenged to find the similarities vs differences they personally have with that region, and how embracing that “new culture” could lead to more harmonious global relationships. Finally, your five senses will be triggered as you embark in dancing the talk with a short Zumba® class where participants will successfully form a synchronized diverse team.

About Patricia Malidor Coleman: Patricia is the founder of A-Z World Connections, Inc. an Intercultural Consulting & Educational Services firm based in Florida USA. She is a coach, trainer and international speaker specializing in Cross-Cultural consulting and Diversity & Inclusion training focusing in empowering women to leverage their differences as she has due to her French American, multicultural, bi-racial and international experience profile. She is Cultural Detective author as well as the author and lead facilitator of the seminars series: “From Wonder Woman to I wonder women: The journey of a global woman”, “Faces of Women around the world”, “What are you?: A tale of multicultural identities”, “Successful communication across cultures with just a smile”. “Doing business in the Caribbean is no vacation”. A former President of SIETAR USA, SIETAR Florida, she attended as well as presented in past SIETAR conferences in Europe, the U.S.A and Latin America.