



Building Dialogues on Diversity

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IACCM

INTERNATIONAL ASSOCIATION OF
CROSS-CULTURAL COMPETENCE
AND MANAGEMENT



TRACK 5

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TRACK 5 | Academic Track

Thursday, 30th of May 2019

Identifying Worldviews in Multinational Organizations

Steiner, Elena

Ted Style Talk - Room 7 | 10.00-10.30

Abstract: Members of multinational organizations regularly face intercultural communication challenges and continue to seek novel ways to improve cultural awareness, adaptability, and communication. Some current approaches to improve intercultural competence focus on behavioral and observable aspects of culture. Others focus on unobservable cultural value dimensions. However, both can be better understood through identification of underlying and tacit worldview assumptions. The purpose of this study was to expand existing worldview theory in philosophy, cultural anthropology, and intercultural communication literature to better understand intercultural interactions.

An interview protocol was developed to identify worldview assumptions about morality, agency, and positionality in a European management and technology university and its counterpart in Japan. Four Asian STEM Master's students engaged in a dialogic approach to reveal how worldview assumptions influenced team consulting projects in an international, multicultural, multilingual organization. Results indicate that the three proposed components of worldview may be useful for identifying ways to prevent and mitigate intercultural communication miscues and promote intercultural competence in a variety of organizational contexts.

Elena Steiner is a Doctoral candidate, ABD at Hugh Downs School of Human Communication.

Cultural cross pollination effecting in city's built-form and urban layout

Sen, Ayan

Ted Style Talk - Room 7 | 10.30-11.00

Abstract: City's indigenous architectural character, the influence of various foreign cultures in amalgamation with the modern and contemporary style is being used in designing the new image of the city. This paper delves into how the cross-pollination of different cultures produces an architectural style reflecting the layered history yet looking forward with modernity. The city of Kolkata being the City of Palaces has been a city where various colonial

powers came and settled along the edges of river Hooghly, which strongly influenced the city's primeval architectural setups through their colonial character of making built forms. The cultural landscape of the city also has a strong cross-cultural influence of various traders that came to Calcutta from various part of the world and added their buildings, creating various forms of architectural expressions and public realm.

In the present scenario, the designers, architects and academics are strongly bound globally through the internet and other digital media. This globalization not only changes the final product but also the process of designing.

The intent is to analyse buildings over time to prove this phenomenon such as look into some of the contemporary projects of our firm Ayan Sen Architects Urban Designers and Planners- that express a story of cross-cultural pollination and the process of designing the contemporary products.

Prof. Ayan Sen is part of Ayan Sen Architects Urban Designers Planner.

People within Cyber-Physical Systems: The Impact of Cultural Diversity on Industry 4.0 Environments

Scheible, Daniel H.

Ted Style Talk - Room 7 | 11.00-11.30

Abstract: Value creation increasingly occurs in Cyber-Physical Systems (CPS's), which are key elements of Industry 4.0. In operations management and business informatics, the challenges posed by this development have been much discussed – but mainly from a technical perspective.

It is the purpose of this contribution to examine the impact of diversity on the development and management of CPS's with special regard to cultural diversity. For this, journal articles and conference proceedings from the disciplines of operations management and business informatics have been reviewed. The findings have been aligned with proven concepts of intercultural management and managing diversity.

It has been found that the transfer of traditional approaches from the field of intercultural management to the highly dynamic environments of Industry 4.0 is of limited usage. Today's workforces are extremely multicultural and multi-

faceted. This is why contemporary approaches of managing diversity emphasize the importance of turning towards individual organization members instead of addressing particular groups or cultures. Applied to CPS's, this appears to be a promising approach in order to improve the acceptance and effectiveness of these systems. In consequence, the outcomes of CPS's can be optimized.

Nevertheless, these considerations have not yet been subject to academic discourse and need further conceptualization, examination, and discussion.

About Daniel Scheible (PhD) is a professor at the Rhine-Waal University in Germany.

--- **Social Science Paradigms in Cross-Cultural Management: From Exclusion to Inclusion**

Barmeyer, Christoph; Großkopf, Sina

Ted Style Talk - Room 7 | 12.00-12.30

Abstract: Systematic basic attitudes about how the world is perceived, understood and explained can be described as paradigms. Paradigms thus provide people with a framework, orientation and structuring features that are used consciously or unconsciously to generate solutions in today's complex world. They function as a prism for seeing and "understanding" the world. In Cross-Cultural Management (CCM) there are various paradigms that shape research and practice. Noticing a dominance of the functionalist paradigm (including cultural dimensions), it has been repeatedly criticized that CCM is too one-sided and that it uses a hermetic concept of culture but does rarely take account of other approaches such as interpretative or critical approaches.

In our presentation, we therefore plead for the inclusion of various socio-scientific paradigms. We discuss studies of CCM research that consciously use different paradigms simultaneously. In this way, a multi-paradigmatic approach can constitute an added value to theory and practice. The inclusion of different paradigms in research and practice of CCM minimizes biased views on interculturality and enables the use of a variety of perspectives in a complementary way.

Sina Großkopf is Chair of Intercultural Communication at University of Passau.

Which competencies does the international/intercultural context of the fields of International Business and Education require from graduates in these fields?

Hietbrink, Joelle; Van Werven, Iris & Okken, Grada

Facilitated Paper Discussion - Room 8 | 12.00-13.30

Abstract: This panel session will shed light on the desired Intercultural Competence of International Business and Education professionals. Intercultural Competence, the main topic of interest for SIETAR, is often considered a generic competence; however, the panel will show that different professional contexts require different specific (intercultural) competencies. The three presentations inform the audience about context-specific knowledge, skills, and attitudes that are required to work with cultural others effectively and appropriately in the fields of International Business and Education. Specific competencies needed for these contexts will be compared based on three studies using different methods and with different perspectives.

The panel session will provide more insight into how to prepare students for the respective professions.

Joelle Hietbrink works at University of Groningen.

--- **International posture and the motivation for learning minor languages in an EU context**

Björge, Anne Kari; Whittaker, Sunniva & Tomescu Baci, Sanda

Ted Style Talk - Room 7 12.30-13.00

Abstract: In motivational theory, second language learning is affected by a number of factors including language attitudes, cultural stereotypes and geopolitical considerations (Dörnyei & Ryan 2015). A key concept is integrativeness, linking language learner motivation to social identification with an external linguistic reference group. With the rise of English as a lingua franca, however, the concept of integrativeness has proved to be inadequate to understand second language learning motivation. On this background Yashima (2002) reconceptualised integrativeness to include the construct of 'international posture', i.e. language learners' openness and non-ethnocentric attitude.

International posture opens up avenues to further explore the motivation for studying minor languages. In the context of the EU labour market, high-cost countries find

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outsourcing attractive for financial reasons, and employees may be required to learn the outsourcer's language. The present study covers two case studies situated in two EU countries, Latvia and Romania, where outsourcing will be discussed as a factor when it comes to motivation for studying the outsourcer's language. In both case studies, linguistic proficiency trumps other professional qualifications.

The case studies will be discussed in terms of whether international posture represents a motivating factor in the context of studying a minor language in an EU context.

Anne Kari Bjørge is a professor at NHH Norwegian School of Economics.

Engaging Students in Cross-cultural Communication through a Tele-Collaboration Project

Guo, Siao-cing & Katsumata, Eriko

Ted Style Talk - Room 7 | 13.00-13.30

Abstract: Today's technology offers the means to engage students' need to communicate and to support their quest for knowledge. Online technology provides students with readily available tools to share their ideas while they demonstrate and build their abilities. A face-to-face cross-cultural classroom environment does not necessarily provide authentic contact with members of other cultures (Lee & Markey, 2014). But computer-mediated technologies can do precisely that.

By connecting language learners from different parts of the world, today's technologies can partner with teachers of language and cultural communication to establish a class-to-class partnership that is able to broaden conversational discourse and cultural communication (Akiyama, 2014). Students are able to gain insights and raise critical cultural competence through interactions in the online community (Chen & Yang, 2014). Cross-cultural communication through Telecollaboration can promote dialogues and make learning more enjoyable.

Therefore, researchers from Taiwan and Japan created a two-month cross-cultural communication video project for 37 university students from Taiwanese and Japan. Through Line-chat, students interacted with their counterparts face-to-face through Line Chat and exchanged videos through Flipgrid. A cultural awareness survey was

administered before and after the project. In addition to the survey data from both groups, project feedback was collected. The results indicated that students from both groups significantly increased their cultural sensitivity toward and appreciation of another culture. The study data also revealed that students compared different cultures through the online interactional project and reflected their own communication styles and recognized their need to increase their cultural sensitivity and communication skills.

Dr. Siao-cing Guo is part of Department of Applied Foreign Languages at National Taipei University of Business.

Dr. Eriko Katsumata is part of Aoyama Gakuin University, Japan.

Cultural Intelligence (CQ) – An evaluation of it and relevant antecedents of students at Austrian universities

Fuchs, David Gunther & Covarrubias Venegas, Barbara

Ted Style Talk - Room 7 | 14.30-15.00

Abstract: Cultural Intelligence, the capability to function effectively in a multicultural setting, is attributed as a key success factor for a peaceful social coexistence as well as current and future business environments. This capability is mutable and trainable, yet the knowledge of how CQ manifests itself and its development is still limited.

In Austria, CQ research is in its early stages. On the basis of the multidimensional cultural intelligence scale (CQS) the CQ as well as selected antecedents have than been surveyed among students at Austrian universities. Our sample was compared with student samples from the US and Singapore. The results display higher levels of CQ of the Austrian sample, although Austria exhibits overall a lower cultural diversity compared to other countries. Significant differences in CQ could be attributed to the cultural diversity in one's social circle as well as gender disparity. Interestingly antecedents such as age, branch of study and exchange semester seem to have negligible effects on CQ. The research of CQ antecedents however is still in its infancy and factors such as the quality, the depth of an experience or early education are barely considered. Implications and avenues for further research are discussed.

Beyond imperialism: a new agenda for cross-cultural training

Romani, Laurence

Ted Style Talk - Room 8 | 14.30-15.00

Abstract: In global organizations, cross-cultural training (CCT) is a commonly applied intervention to support successful work across cultural boundaries. However, in research, and in the professional community delivering the training, opinions are mixed as accusations of colonialism, imperialism and cultural blindness are levelled at the models most commonly used in CCT. Our study aims to problematize CCT, and investigates the limitations voiced by both researchers and practitioners, and in particular, the alleged imperialist and oppressive propensities of CCT models. It builds on a longitudinal multi-sided ethnography and online debates. We show that trainers either avoid addressing the problems raised by critics, or suggest new forms of CCT to those traditionally employed. Based on both CCT research and the solutions found by practitioners, our study supports HR managers in making informed decisions regarding the design of cross-cultural interventions. In particular, we propose the principles of reflexivity, dialogue and responsibility as training selection criteria.

Our study contributes to research by first problematizing the assumption that CCT contributes to improved intercultural interaction. Second, it highlights the role played by HR managers in the design of CCT. Finally, it proposes to shift CCT's focus away from the 'management' of cultural difference towards 'inclusive' intercultural practices.

Keywords: Cross-cultural training; cross-cultural management theory; interpretive research; critical management; critical IB; ethnography

Laurence Romani is an Associate Professor at Stockholm School of Economics.

Investigating peer review in multicultural student teams

Greenaway, Thomas; Meade, Keelan; Hernande-Ibar, Daria; Dawson, Jeremy; Farley, Sam & efferson, Nick

Ted Style Talk - Room 8 | 15.00-15.30

Abstract: The ability to work in multicultural teams is highly valued by employers and is a growing focus of the high-

er education learning experience. This exploratory study investigates the role of cultural background as a factor in student peer review from teamwork projects and looks at the implications this may have for pedagogic interventions in student teamwork and in the design of student peer review.

For this study, student peer review data from 161 multicultural and multidisciplinary engineering teams (with 5-6 students per team) was analysed using the Social Relations Model (Kenny, 1994), and their comments evaluating their peers through content analysis. The results of these analyses so far bring into question the design of the student peer review process and provide indications that interventions for student teams should include a focus on the possible role of culture on team communication, leadership, and creativity.

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.

The influence of an intercultural background when applying for a job in an MNC in Europe

Cabrera Cuadrado, Carla

Ted Style Talk - Room 7 | 15.00-15.30

Abstract: This presentation focuses on research made in 2017 about the advantage that an intercultural background - from being the child of a binational marriage to participating in study exchanges abroad - gives to candidates when applying for a full-time permanent job position in the fields of sales, business strategy, management, marketing and human resources in a multinational company with activity in Europe.

To determine the explicit and implicit requirements in job descriptions regarding intercultural awareness, 222 job offers of 20 top multinational companies in Europe were

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analysed; as well as several employers' surveys, recruiters' statements and interviews. The aim of this research was to analyse if international applicants, as Third Culture Kids, are considered better candidates due to their personal intercultural experience.

The results show that intercultural knowledge is, indeed, required and positively considered in several of the job offers across companies, with slight differences between fields and job positions (with some specific positions standing out). In general, an intercultural background improves candidates' opportunities to a greater or lesser extent depending on the field, the position and the job itself.

Carla Cabrera Cuadrado is part of the Communication Committee at SIETAR Europa.

--- The 9th of May: An Electoral Tsunami that Gave Birth to the new Malaysia

Chong, Darren

Ted Style Talk - Room 8 | 15.30-16.00

Abstract: On the 9th May 2018, global media buzzed about a historic moment in Malaysia when opposition politicians pulled off a shocking election victory to end the world's longest single-party rule of 61 years in power since Malaysia won independence from the British in 1957.

'Malaysia truly Asia,' a multiracial country with a population of 27 million, is comprised of 69% Malay and indigenous communities (mainly Muslim), 24% Chinese (mainly Buddhist) and 7% Indian (mainly Hindu). The unprecedented opposition win raises key questions:

Did race-politics determine the result of this election? And if so, will this 'new Malaysia' signify the end of race-politics?

From an intercultural perspective, what caused the outcome of this election and what key intercultural lessons can we learn from it?

This 20-minute presentation aims to share insider insights on the impact of a multicultural society and ethnic diversity on the 2018 Malaysia general election, and what the outcome means for multiculturalism.

Dr. Darren Chong, a Chinese Malaysian, holds diverse and enriching experience of living and working in Malaysia,

Philippines, Thailand, and UK. Currently residing in Poland, Darren leads the China practice in one of the big 4 across 29 countries in Central Eastern Europe, Russia and Eurasia, engaging in M&A and consulting projects. Besides being a high performance and intercultural coach (formerly an ICF ACC coach), Darren lectures on intercultural management and runs regular intercultural training in Europe and Asia. Darren is the author of 'Breaking through the Chinese wall' and 'The art of doing business with China & charming the great Indian corporate cobra'. Darren acquired his BA from the University of Putra Malaysia (Malaysia), MA from the Lancaster University (UK) and PhD from Warsaw School of Economics (Poland). Darren delivers his training, consulting and coaching services in Chinese, English and Bahasa.

--- Cross-Cultural Project Management: Cultural bias after 3 years of daily remote communication?

Pouliasi, Katerina & Bender, Michael

Ted Style Talk - Room 7 | 15.30-16.00

Abstract: The more business expands on global level, the more the need for ICC is realised. In a real-life cross-border partnership we investigated experimentally whether managers and IT specialists after three years of daily interactions show evidence of ICC as the ability to think and respond in an interculturally appropriate way.

In shifting the cultural settings of responses among the participants, Dutch and Greek managers and IT specialists employed at the local branches of a multinational company in Greece and the Netherlands, we demonstrate the definite role of cultural conflict towards developing ICC. Greek staff who experience low conflict adapt their self-evaluations to either cultural context but those with high conflict exhibited reactance to cultural cues. These findings are consistent with previous among individuals from a collectivist background, namely, Asian-American bi-culturals. Dutch staff, on the other hand, do not adjust responses to cultural cues. We discuss the latter, in the light of culturally grounded individual principles. Dutch have shown to believe strongly in self-consistency and context-free behaviour. Further comparisons on cultural dimensions and attitude to hierarchy reveal non-homogenous and new dynamic trends in contemporary multinational co-operations.

We finally discuss how important for smooth co-operation is to consider the cultural factor and how critical it is for

cross-cultural management to understand the implications of cultural conflict especially when staff members do not meet face-to-face but operate from distance and communicate virtually.

Katerina Pouliasi 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.

is the author of Basic Concepts of Intercultural Communication: Paradigms, Principles, & Practices (Intercultural Press, 2013). Also relevant to this presentation is his chapter in the 2016 book Domestic Terrorism and Hate Crimes, “A Constructivist Epistemology of Hate” and his YouTube video, Reality is Not a Thing.

--- **A New Tool for Measuring the Intercultural Viability of Organizations**

Bennett, Milton J. & Trickey, David

Workshop - Room 7 | 16.30-18.00

Abstract: This presentation describes the Intercultural Viability Indicator (IVI) and its use as part of an organizational assessment strategy. The underlying theoretical model is the Developmental Model of Intercultural Sensitivity (DMIS), well known for its robust design and research validation. While drawing on these strengths, the IVI avoids many of the problems of existing measurements of the DMIS, especially their inability to appropriately diagnose and assess development of group-level intercultural competence. The presentation will explicate the measurement, discuss its incorporation of novel constructivist concepts and methods, and review data and interpretations from pilot studies in organizations. Discussion will revolve around participant-generated cases of group development needs.

Milton Bennett (PhD) is the executive director of the Intercultural Development Research Institute, a non-profit NGO that supports theory development and research into constructivist and developmental approaches to interculturality. IDRInstitute is a partner in the new Sustainable Human Development Ph.D. degree consortium focusing on co-evolutionary development and cooperation work. He

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Let's talk about language: Shedding light on an overlooked factor in intercultural communication

Beeler, Betty; Gaibrois, Claudine; Kassis-Henderson, Jane & Lecomte, Philippe

Facilitated Paper Discussion - Room 6 | 10.00-11.30

Abstract: During this panel discussion attendees will have the opportunity to question the way language is approached in cross-cultural studies as well as in international business and organizational studies. The panellists, Betty BEELER, Claudine GAIBROIS, Jane KASSIS-HENDERSON, and Philippe LECOMTE will draw on language-sensitive research from disciplines such as sociology, cross-cultural studies, sociolinguistics, International Business and Organization Studies to argue that although language permeates all aspects of organizational life, shaping strategic decision-making, business relations and the organization itself, too many researchers and practitioners continue to undermine its dynamic role, treating it as a function or a technical tool.

The French, Swiss, Scottish and American panellists will invite attendees to discuss ways that research and teaching can better reflect the impact of language in the workplace and in international contexts. Four key issues will guide the session: How is meaning dialogically co-constructed rather than transmitted linearly, and what does this mean for the way we approach language? What are the multiple power effects of multilingualism in organizations and international business and how can language policy address those effects? Next, how can cross-cultural communication training take into account linguistic and cultural identity as a reflection of workplace realities? Finally, how do translators act as "reconfiguration agents" in organizations? It is hoped that the exploration of these issues will show the importance of language in management and organizational research as a research stream in its own right.

Dr. Betty Beeler is a member of the board at the Groupe d'Etudes en Management et Langage (GEM&L). After earning her doctorate from Duke University in 1984, she began her career in Burkina Faso as a lecturer at the university and cross-cultural trainer for the Peace Corps. For the past thirty years, she has taught English for Business and Intercultural Management at the Ecole Supérieure de Commerce de Saint-Etienne and EM-Lyon, France, while serving as the Head of International Relations at ESC Saint-Etienne. Since retiring in 2016, she has acted as an International Internship Advisor at EM-Lyon and continued to teach Intercultural Management at the Ecole des Mines de Saint-Etienne. Her research currently focuses on semiotic

mediation and Bakhtin's concept of dialogism.

Dr. Philippe Lecomte is President and founding member of GEM&L, an international research group on Management and Language. He has been Associate Professor at Toulouse Business School (TBS), France for over 30 years. He was the head of the Language department of TBS and co-director of the Major in International Management at TBS. His current research interest is in language in international business and management education. In recent years he has guest-edited special issues on language boundaries in organizations for the European Journal of International Management and the International Journal of Cross-Cultural Management.

Dr. Claudine Gaibrois is a Lecturer for Culture, Society and Language at the Zurich University of Applied Sciences and an External Lecturer for Language Diversity in Organizational Contexts at the University of St. Gallen, Switzerland, and the Ecole de Management Strasbourg, France. She also regularly co-teaches a CEMS (The Global Alliance in Management Education) Master's in International Management block seminar on managing multilingual companies at the London School of Economics, UK. Claudine Gaibrois received her PhD from the University of St. Gallen for her thesis on the discursive construction of power relations in multilingual organizations. Her research interests include linguistic and cultural diversity, communication in organizational contexts, intercultural communication and power relations. Claudine Gaibrois is also a member of the board at the Groupe d'Etudes en Management et Langage (GEM&L).

Dr. Jane Kassis Henderson is Emeritus Professor at ESCP Europe Business School, Paris campus. She teaches and conducts research in the field of international business communication and cross-cultural management. Her publications include studies of language diversity in international management teams and the implications of language boundaries on the development of trust in teams. She has presented papers in various international conferences: Association of International Business, European Group of Organization Studies and Critical Management Studies. She is also a founding member of GEM&L, a research group on Management and Language. She is a graduate, MA Honours, Ph.D., of the University of St-Andrews, Scotland.

An exploratory study on the profile of volunteer in non-governmental organisations for refugees in Turkey

Aksoy, Zeynep

Ted Style Talk - Room 7 | 10.00-10.30

Abstract: Intercultural dialogue has always been a prominent issue in Turkey due to its cultural diversity encompassing various ethnicities and non-Muslim communities. However, today, it has recently become more important than ever to build cultural awareness in the society because of rapid growth in the volume of Syrian refugees.

Several voluntary groups - both international or national - put effort on the issue from different approaches. This paper reports on the preliminary results of an exploratory research seeking to draw a profile of volunteers based on the criteria expressed by experts at non-governmental organizations (NGOs) focused on the refugee issue in Turkey. The study also presents the results derived from a volunteer group of students working on a project for refugee children in Izmir. Adopting a qualitative approach, the study is conducted through an open-ended inquiry to consult experts regarding the prominent qualifications of volunteer for refugees. The results demonstrate that qualifications are mostly associated with the attributes of intercultural sensitivity.

Meanwhile, the findings of the volunteer sample have not corresponded this result, which makes it significant that young volunteers must be taken in hand more in-depth from the approach of intercultural sensitivity. The study reveals an insight for the extended research aiming to frame a profile of volunteer in NGOs for refugees in order to enhance building intercultural awareness, sensitivity and skills of existing and potential volunteers.

Dr. Zeynep Aksoy is part of the Faculty of Communication Department of Public Relations and Advertising at Izmir University of Economics.

Promoting “diversity” or “hate”: Social Media Coverage of Syrian Refugees in Turkey

Akan, Aysun

Ted Style Talk - Room 7 | 10.30-11.00

Abstract: This study is based on a case analysis of the comments in Turkish online discussion sites on Syrian refugees in Turkey. The starting idea for this research was to explore the potentiality of the social media for a more democratic public sphere where the issue of Syrian refu-

gees could be discussed. More specifically, this research aims to reveal the potential of social media for promoting dialogue in a deeply divided society as in Turkey. It is widely accepted that social media has become one of the vital link and a meeting ground for civic and political engagement as well as a site for hate speech. The findings of my research reveal that the Syrian refugees are a popular topic in social media, where abundant examples exist in support of both claims; social media promotes diversity and hate speech all at the same time.

Findings of the research reveal an imbalance between the negative and positive comments, negative comments are being three times higher than the positive comments. The valuable information, however, comes from this research is that people who had direct contact with the Syrian refugees and how that experience made them to “look into the eye of a refugees” -as one of the commentator put it, and value a refugee as a unique person trying to have a decent life in a different country. This may be a starting point for a more democratic discussion.

Aysun Akan: Undergraduate, Faculty of Communication, Ankara University (1990); MSc in Politics, School of Oriental and African Studies, University of London (1999); PhD in Politics, Middle East Technical University, Ankara, Turkey (2009). She teaches Theories of Communication, Research Methods in Media, Turkish Media History and History of Communication at the Communication Faculty, Izmir University of Economics since 2005.

What shapes European Union (EU) intercultural image abroad - desired and perceived cultural diplomacy?

Simic, Ljiljana

Ted Style Talk - Room 7 | 11.00-11.30

Abstract: Communicating Europe is a complex task. Current European Union (EU) intercultural image is a result of policy that represents a form of ‘ad hoc-ism’ more than a systemic intercultural policy strategy. One of the factors that influences EU external perceptions is not only the identity of the countries that perceive the EU but also the EU need to differentiate itself from the others. However, this can be considered as one of the intercultural dimensions that is currently shaping EU self-images. The EU external image eventually influences also the way in which the Europeans perceive themselves.

European External Action Service (EEAS) in particular is trying to apply a new strategy on international cultural relations.

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EU Delegations across the world are declaring to promote intercultural dialogue and mutual respect through cultural diplomacy. The author will concentrate on the analysis of how the EUs intercultural image will be reinforced and how the role of culture in EU external actions is reframed and positioned (EU Film Festivals, its audience and their motivation).

This research attempts to explore such a role EU diversity plays in the process of constructing its supranational European identity through cultural diplomacy.

Ljiljana Simic (PhD) is an interculturalist, anthropologist and creative media advisor. A PhD researcher and advisor on issues like intercultural effective communication, media and public speaking, she has worked for European institutions, agencies and delegations in over 30 countries, on three continents. Additionally, five years experience as a TV presenter and editor and tens years experience as a manager/scientific leader in international networks.

Students' experiences and perceptions of multicultural group work

Brinkman, Dine; Popov, Vitaliy; Fortuin, Karen; Lie, Rico

Ted Style Talk - Room 7 | 12.00-12.30

Abstract: What challenges do students experience when collaborating in multicultural groups? Do the perceived challenges and the interpretation thereof differ between various cultural groups? These were the research questions of a study at Wageningen University in the Netherlands. Higher education institutions prepare students for the growing international professional practice by using, among others, multicultural group work assignments.

The results of the study, based on a selection of 281 reflective journals written by students (210 Dutch, 38 European (non-Dutch) and 33 Asian) as part of a course on Intercultural Communication Skills, will be presented. Students were expected to report observations of cross-cultural situations either at university, in daily life or during a stay abroad. Additionally, they had to analyse these situations using theoretical frameworks offered in the course. Interestingly 39% of the students in this study wrote about multicultural group work in their reflective journals. These journals were analysed quantitatively and qualitatively. An inductive approach was used to code the reported multicultural group work experiences, resulting in five categories of codes: contribution, group management, feedback, and intrapersonal characteristics. A statistical analysis showed that Asian students reported challenges related to feedback significantly more often compared to Dutch

and other European students, but challenges related to contribution significantly fewer. The qualitative analysis showed that the concerns of Dutch, European and Asian students differed in terms of interaction and communication styles stemming from various cultures of learning. Teachers could pay more attention to these diverse forms of learning.

Dine Brinkman is an assistant professor at Wageningen University the Netherlands

Diversity Beliefs and Early Cross-Cultural Life Experiences

de Waal, Monika & Brinkmann, Ursula

Ted Style Talk - Room 6 | 12.00-12.30

Abstract: The study examined the relationship between being a cross-culture kid (CCK) and diversity beliefs, and the possible mediation of this relationship by intercultural competences. Positive beliefs about diversity have been shown to benefit (culturally) diverse teams. Do the early cross-cultural life experiences of CCKs lead CCKs to adopt more positive beliefs about diversity, and thus be of particular value to (culturally) diverse teams?

The study draws on data from 886 respondents aged 20 or younger. 441 respondents had spent two or more years abroad and were thus classified as CCKs; their diversity beliefs were compared to 445 respondents, who had never lived abroad. Results show that CCKs had more positive diversity beliefs than non-CCKs, but that this relationship was mediated by the degree to which they had developed intercultural competences. These findings further our understanding of the conditions under which early cross-cultural life experiences help individuals to develop intercultural competences and positive diversity beliefs.

Monika Franciska de Waal is a specialist in organizational development, change and strategic management. She has worked in the corporate sector as well as with local and national governments for more than 25 years, where programs have included leadership, business ethics, team-building, intercultural negotiation and conflict management.

Ursula Brinkmann (Ph.D) is one of the founders and directors of Intercultural Business Improvement b.v., a consulting firm specialized in intercultural management development. One of her most recent assignments was the design and delivery of a series of integration programs for a major European merger. Together with Oscar van Weerdenburg, Ursula developed the Intercultural Readiness Check. In

2014, they published *Intercultural Readiness: Four competences for working across cultures* with Palgrave Macmillan.

Trigger events: How intercultural competence is developed through intercultural experiences

Vromans, Pauline Anne; Bucker, Joost; de Jong, Eelke & Korzilius, Hubert

Ted Style Talk - Room 6 | 12.30-13.00

Abstract: To gain more insight in how people develop intercultural competence, this study investigates if, what and how people learn from trigger events or critical incidents during intercultural experiences. Osland, Bird and Gundersen's (2007) model of trigger events and intercultural sensemaking was investigated through studying the intercultural experiences of sixteen PhD/postdoctoral fellows and eight supervisors from fifteen different nationalities involved in a 4-year EU-funded research consortium whereby the majority of the participants lived and worked outside their home country. The mixed-methods study used qualitative interviews to elicit a total of 50 trigger events from the participants which were analysed through the Grounded theory method. Changes in cultural intelligence were measured quantitatively.

The findings show support for Osland et al.'s (2007) theoretical model and add to it by identifying different outcomes of sensemaking and learning, as well as showing the process of how people learn from trigger events. Through reflection and obtaining relevant culture-specific knowledge participants made sense of incidents. Several information-seeking behaviours/strategies were used to develop this culture-specific knowledge during or after the incident, including dialogue, using cultural informants, finding patterns, making comparisons, and using previous knowledge. The findings give more insight into the process of developing intercultural competence, which can inform training, coaching and development approaches, as well as making more effective use of international and intercultural experiences to enhance intercultural competence. The information-seeking behaviors/strategies can be incorporated in training and coaching.

Pauline Anne Vromans is President at Intercultural Minds.

Education for global citizenship in homestay families: A pilot study in Lombardy, Italy

Castiglioni, Ida

Ted Style Talk - Room 7 | 12.30-13.00

Abstract: 'Global citizenship' has become the slogan of many exchange and study abroad programs, but its definition remains vague and programs struggle to assess its achievement. Global citizenship has been strongly coupled to intercultural learning abroad, a field with many uncovered areas of research that could reveal missed learning opportunities.

One example is offered by the case of hosting families welcoming students into their homes. This research reports on the extent of intercultural learning of two groups of 26 Italian hosting families related to two different organizations. Results of content analysis of the families' narratives (parents and children) of both groups show mostly 'ethnocentric experience' in terms of the Developmental Model of Intercultural Sensitivity. Even though all these hosting experiences were successful by traditional standards, the main finding in this Italian context is that hosting somebody from one month to one year was not usually associated with any evident transferrable intercultural learning. Considering these findings, one of the two organizations created a new program to actively facilitate intercultural learning in host families. That program is summarized along with other recommendations for improving the potential of hosting for citizenship education.

Ida Castiglioni (PhD) is a professor of intercultural communication and vice president of the graduate program in Programming and Management of Social Services and Public Policy graduate program at the department of sociology, University of Milano-Bicocca. She is also a psychotherapist and an adjunct faculty member of the Institute of Somatic Psychology in Milano. Her current books (in Italian) are *Intercultural Communication: Competence and Practice* (Carocci Editore, 14th printing), and (in English) "Embodied Ethnocentrism and the Feeling of Culture: A Key to Training for Intercultural Competence" in the *Handbook of Intercultural Training*, 3rd Edition (2004) and "The Embodiment of Intercultural Experience in The Body and the Web" (2013)

TRACK 5 | Academic Track

Friday, 31st of May 2019

Transformational International Dialogue in Teaching and Learning

Lee, Ee Lin

Ted Style Talk - Room 7 | 13.00-13.30

Abstract: The campus climate in many predominantly White institutions (PWIs) in the United States reveal a troubling trend in international and interethnic relations among the college population. Non-White international students (NWIS), for example, reported prejudices held by their White instructors and students (WIAS) that impede productive intercultural dialogue at their PWI. For this study, semi-structured interviews with 24 Japanese international students (JIS)—the largest international student group on campus—were conducted over a span of three years at the PWI, located on the U.S. West Coast.

Guided by the speech codes theory and the politically responsive constructivist theory of communication, the study examined how the WIAS' discursive strategies used in classroom discourse with NWIS model transformational dialogue. Data analysis using Hymes's SPEAKING framework and the constant comparative method reveal three discourse strategies that the WIAS use when communicating with NWIS: (a) seeking connections through equality; (b) perpetuating foreignness through stereotypes; and (c) silencing dissent through ignorance. The WIAS' use of these strategies reinforce a White supremacist learning environment where the Other is degraded, denied equity (as opposed to equality), and silenced. Self-reflexivity was used to propose the following three practical implications for self-development and curriculum design: (a) the White-centered and ethnocentric curriculum should be further interrogated and better informed; (b) (White) educators should incorporate knowledge generated by racial minorities in their curricula; and (c) students must be made aware that what is taught to them is funneled through and approved by predominantly White academic elites.

Ee Lin Lee is the Co-founder and COO at CultureMee.

Different dimensions of international learning during a study abroad: Comparing international learning outcomes and the importance of internationalization at home

Boonen, Joris; Hoefnagels, Ankie; Odekerken, Armand & Pluymaekers, Mark

Ted Style Talk - Room 6 | 13.00-13.30

Abstract: In this paper, we analyse the cognitive and personality development related to intercultural competence after a study abroad experience. We analyse change in intercultural competence over time and examine to what extent internationalization at home initiatives can have a positive, moderating effect on this change over time. To analyse this, we use data from the Global Mind Monitor, an online environment in which students are asked to self-assess their intercultural competence on several dimensions on multiple points in time, before and after internationalization experiences.

Using longitudinal panel data from the 2017-2018 Global Mind Monitor (N=650) in five different higher education institutions in the Netherlands, we show that 1) a study abroad experience clearly affects the development of both the assessed cognitive and personal dimension of intercultural competence in the expected, positive way, 2) that this change over time is structural on an aggregate level, but strongly differs between individuals, and 3) that change in cognitive development over time is significantly moderated by preparatory courses on intercultural communication, while change in social initiative is significantly moderated by the presence of international staff in one's home institution.

Joris Boonen works at Research Center International Relationship Management Zuyd Hogeschool.

The relevance of Identity in building dialogues on diversity: Creating hope through belonging

de Waal, Monika; Aruliah, Natasha & Zorn, Henning

Facilitated Paper Discussion - Room 6 | 14.30-16.00

Abstract: Identities are complex and contextual, with diverse approaches to viewing and constructing the concept of identity. This session looks at three perspectives of identity and its importance in creating belonging and hope for a future that holds difference and diversity as essential. The panel will discuss the (relevance/value/need) of considering identity in dialogues on diversity, sharing experiences and examples of the importance of identity in people's lives. A variety of coping mechanisms, such as code switching, as survival mechanisms will be shared. We will combine the insights of research of TCKs and belonging, the existential analysis of Victor Frankl and work on dominant and marginalised Identity development models.

The significance of the related contributions:

We see added value in bringing our identities to this panel, which are different, challenging each other in (commu-

nication) styles and beliefs.

We can define our panel as an intriguing diverse combination of cross-cultural adults, with Sri Lankan, TCK and German background, living in Europe and Canada, as well as a group of experienced academic interculturalists, educated in Psychology, Pedagogy and Andragogy, Anthropology, and Drama.

Natasha Aruliah identifies as a racialised, immigrant settler, currently living in Vancouver, Canada. Trained as a psychologist, she worked in a variety of settings, with marginalised communities. Through understanding her own lived experience and identity and witnessing others grapple with theirs, she now works as a facilitator, consultant, educator and coach, specialising in diversity, equity, inclusion, social justice and transformative change for both individuals and organisations, with over 25 years of experience in the UK, Europe, USA and Canada. She teaches courses on Identity at the Centre for Intercultural Studies at the University of British Columbia, and is the past President of SIETAR BC. She is currently writing a book on Identity, expected publication in 2019.

Monika de Waal (moderator) is a specialist in organizational development, change and strategic management with a long-term commitment to effective intercultural interaction.

After becoming a TCK through living in Pakistan as a young girl, her home base became the Netherlands. She is currently working on her PhD at the Erasmus University in Rotterdam on different aspects of Third Culture Kids: leadership, belonging, diversity beliefs. The European Journal of International Management is currently reviewing her article on TCKs and leadership. The next article on TCKs and belonging will be sent in to the IJIR end of 2018.

Henning Zorn aims to combine behavioural change with development and growth. Education, training and coaching generally focus on changing current to more effective behaviour. For sustainable behavioural change we need to explore the relationship between participants' identity, motives and ambitions and the organisation's vision and strategy. Hence personal and professional development get aligned and can get connected to existing qualities and the development of future competencies.

Henning is currently working on the existential questions of identity and belonging from the wisdom of Victor Frenkl.

The impact of Diversity on Ethical decision-making

Richter, Alan

Workshop - Room 6 | 16.30-18.00

Abstract: This workshop is based on a PMI global online survey consisting of ten scenarios describing common ethical quandaries and the response that respondents made. Demographic Questions were also included. If wifi-available, participants will have the option to participate by using the polling feature to respond to these situations. We will observe and explore the ways in which diversity influences ethical decisions. Polling will be preceded by table discussions. The revealed data shows the varying impact of diversity dimensions (culture, age, gender, etc.) on ethical decision-making. Research results will be discussed after each case is reviewed, and learning points will be shared.

Alan Richter is the founder and president of QED Consulting. He has consulted to corporations and organizations for many years in multiple capacities, primarily in the areas of leadership, values, culture and change. He has provided strategic consulting and facilitation and program design and delivery for varied organizations globally and has been involved in innovative instructional product development. He is a recognized pioneer in the diversity & inclusion and business ethics fields.

Dr. Richter has an M.A. and a B.A. B.Sc. from the University of Cape Town, and a Ph.D. in Philosophy from Birkbeck College, London University.

He has worked closely with many leading organizations worldwide, and has consulted and facilitated workshops across Africa, Asia and Europe, in addition to the Americas. He has also been a presenter at many conferences including ATD, the Conference Board, Diversity Best Practices, Forum on Workplace Inclusion, Global Forum, Integral Leadership Summit, the International Institute for Research, the Human Resource Planning Society, NASAGA and ISAGA, SHRM, Arabian SHRM, SIETAR, and the World HRD Congress. He has been recognized as a Diversity Pioneer (2007) and is listed on the Economist's Global Diversity List (2015).

TRACK 5 | Academic Track

Saturday, 1st of June 2019

Exploring the role of executive coaching in developing cultural intelligence of global leaders.

Fey, Natalia

Ted Style Talk - Room 6 | 10.00-10.30

Abstract: The question of how to develop global leaders has received much attention among scholars and practitioners alike. This is not surprising since global leaders represent one of the vital human assets for multinational companies managing increasingly culturally diverse and geographically dispersed workforce and the ability to develop global leaders is among the most critical current needs for multinational organizations around the globe. However, most firms struggle to develop their existing managers into global leaders and are looking for effective ways of strengthening the pipeline of their global leaders.

Cross-cultural competencies have been recognized as a key predictor of successful performance of global leaders, and especially such competencies as cultural intelligence and global mindset were defined among key competencies determining success and enhancing superior international performance of global leaders. There is an empirical evidence that coaching has potential to develop cultural intelligence. However, there is a lack of empirical research focusing on coaching of global leaders.

This empirical qualitative study explores the role of coaching in developing cultural intelligence of global leaders in MNCs from the perspective of coach. It describes the key characteristics of coaching process aimed to enhance cultural intelligence of global leaders, defines key themes and coaching models; and delineates key success factors for developing cultural intelligence of global leaders through coaching.

Natalia Fey is part of Hanken School of Economics.

The Impact of Non-Native Language Use and Foreign Accent in the Workplace: A Study Focusing on Non-Native German-speaking Catholic Priests in Carinthia (Austria)

Knappitsch, Eithne; Kapeller, Michael & Liebhart, Ursula

Ted Style Talk - Room 6 | 10.30-11.00

Abstract: The Catholic Church, as an international organization, is undergoing significant changes in its employee base. While there is an abundance of research on expats and the dynamics of managing multicultural employees, very limited literature looks at Church organizations or the

situation faced by the Church's multicultural workforce. This paper aims to go some way towards closing this gap, focusing on the impact of language on the perceived effectiveness of the Church's employees.

Non-native priests in Carinthia (Austria) undergo extensive intercultural awareness and language training, which they complete at the level of C1a (Common Framework for European Languages). Nonetheless, these priests regularly face negative feedback on their language abilities. Several studies have shown that foreign-accented speech can result in social discrimination, stereotype activation and can affect consumer judgements and reactions (Mai&Hoffmann, 2010; Glusek & Dovidio, 2010; Roessel, Schoel & Stahlberg 2018). With this conceptual framework in mind, an explorative pilot study was designed to investigate how non-native language and accent impact listeners' reception of the priests' sermons. The pilot study was conducted in March 2018 with 70 participants, using audio files of sermons to collect listeners' perceptions of both language and content.

The results produced a number of interesting findings, for example, that foreign-accented speech has a less negative impact when the specific terminology or the linguistic images created are more familiar to the listener, or when they are more relevant to the listener. On the basis of these findings, a number of recommendations are made for future training programs.

Eithne Knappitsch (PhD) is a senior lecturer in intercultural studies at the School of Management, Carinthia University of Applied Sciences. Her teaching and research focus on intercultural communication, intercultural negotiation and conflict management. She has lived in Ireland, Northern Ireland, Belgium, Germany and currently Klagenfurt.

The Debate between Cultural Localization and Glocalization in the Epoch of Globalization? An Analysis of the Nature of State Sovereignty

Chiang, Tien-Hui

Ted Style Talk - Room 6 | 11.00-11.30

Abstract: It is argued that the exportation of hegemonic cultures will replace the cultures of importing countries in the epoch of globalization and, thus, jeopardize their citizens' national identity. In order to prevent state sovereignty from this politic crisis, these importing countries will employ the strategy of cultural localization. This argument assumes that cultural localization is rooted in a static and tight connection between sovereignty and national identity. However, sovereignty was originally created in individu-

alism to sustain the systems of monarchy and aristocracy, and later reborn with a collective form. This phenomenon indicates that power is the core factor pushing sovereignty away from a static form into a dynamic development. The transnational elites, who develop in the context of globalization, will remold the nature of state sovereignty. This dynamic change tends to disentangle the linkages between cultural localization, national identity and state sovereignty.

Distinguished Professor **Tien-Hui Chiang** is the Vice President of RC04 (Sociology of Education) of International Sociological Association and one member of the Constitutional Standing Committee of the World Congress of Comparative Education Societies. He was a Fulbright Senior Scholar and the Ex-President of the Taiwan Association for Sociology of Education. His specialty covers sociology of education, globalization and education policy, sociology of curriculum, teaching profession and comparative education. He has produced over 100 essays. He was the co-editor of 'Cross Education Dialogue', 'Crisis in Education' and 'Interculturalism', and the section editor of the Springer Encyclopedias, including Educational Philosophy and Theories and Teacher Education. The outstanding achievements have crowned Dr. Chiang many glorious prizes, such as the Distinguished Scholar of Taiwan and the International Distinguished Professor of University of Crete, Greece. He is the editor of international journals, such as International Journal of Educational Research and Asia-Pacific Journal of Teacher Education.

Video games in intercultural, diversity and inclusive education

Shliakhovchuk Elena

Workshop - Room 6 | 12.00-13.30

Abstract: Video games have converted into one of the most popular and commonly enjoyed forms of entertainment with a global market value of \$170 billion. 2 billion video game players worldwide playing 3 billion hours weekly. An average youngster spends 10,000 hours playing by the age of 21. 75% of players believe playing video games provide mental stimulation or education. 61% per cent of surveyed CEOs, CFOs and other senior executives say they take daily game breaks at work.

Modern video games are complex, problem-based, diverse and engaging; they enable the sharing of experiences, has a random element of surprise and an effective feedback system. Immersive nature of video games let people live in new cultures and potentially create their own multicultural environment. So, what role do video games play in

people's need to acquire the rules of living, learning and working cross-culturally?

This presentation is focused on the hard evidence to support the positive impact of playing video games, looking at how commercial titles, serious and educational games and simulations could support intercultural, diversity and inclusion education. The result of the own experiment with three video games "Against all odds", "Survival" and "Papers, Please" will be presented.

Elena Shliakhovchuk is part of Universitat Politècnica de València (Spain).

Rethinking Leadership Development

Wulf, Katrin; Krügl, Stefanie; Moritz, Julia I. & Knauer, Daria

Panel - Room 6 | 14.30-16.00

Abstract: How to be a successful leader in the fourth industrial revolution? To operate effectively in the increasing VUCA-environment, leaders should recognize the challenges of the modern world and navigate through these uncertainties. On the other hand, leadership development programmes should support leaders to become open-minded, brave and reflective personalities.

In this panel, we'll discover the challenges of leadership development in volatile environments and show new concepts of management development. Together with the audience, we discuss the impact of organizations of various industries and sizes and regions. We invite you to join us in evolving the leadership development of the future, to talk about best practices, sustainable prototypes, and current developments and changes in this field.

Focusing on innovative leadership development, the Akademie für Führungskräfte der Wirtschaft, one of the most experienced German leadership academies, with a rich track record, designed and implemented several leadership programmes. Working with well-known companies such as BMW Group AG, Telekom, Carl Zeiss Jena GmbH and Toshiba Electronics Europe GmbH, we use more than 6 decades of expertise in leadership development.

About Stefanie Krügl (Presenter): Stefanie is CEO of the Akademie für Führungskräfte der Wirtschaft. Her list of publications includes being initiator and editor of the first book sprint in the German-speaking world 'HR Innovation - Rethinking Corporate Culture'; as well as 'People Analytics in Practice' with Dr. Cornelia Reindl, the latest being her upcoming paper on executive development in the book 'New Work: 50 impulses for tomorrow's world of Work'.

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At the Akademie she is focusing on the development and implementation of innovative leadership programmes, where she supports the challenges of modern organizational development through tailor-made executive qualification. The many years of expertise in innovation development, transformation and HR consulting are the basis for her successful work in this field. In her latest project, 're-thinking leadership development', she is developing new concepts from the field of leadership development in an open source setting together with companies of various industries and sizes, universities and other institutions.

About Dr. Katrin Wulf (Presenter): Katrin is senior consultant and trainer at the Akademie für Führungskräfte. She focuses on systemic consulting and the conception and development of executive development programmes. Here she enthusiastically tests new methods and translates them into current training and consulting concepts.

With a PhD in Business Economics, her interests were always the interaction of leadership, organization and culture and the question how to change the system, build up networks and foster collaboration. She works for international companies worldwide.

About Dr. Julia Igorevna Moritz (Presenter): Julia is head of business unit Akademie International at the Akademie für Führungskräfte der Wirtschaft GmbH, an international and internationally working team. Since 2009, she has been organising training programmes for managers from more than 15 countries as well as leadership training programmes for several EU institutions.

Besides programme development and implementation, she works as a trainer and tutor for managers' groups and intensively supports international participants in their personal and professional development and leading change in their home enterprises. Coming from Russia and living & working in Germany for more than 20 years, she is also active in co-leading the regional group Hamburg Nord at SIETAR Germany.

About Daria Knauer (Chair): Daria is a public relations specialist at the Akademie für Führungskräfte der Wirtschaft. She combines her strong experience in the field of communication with expertise in innovation development, new work, open source environments and agile methodology. Accompanying her studies of commercial law she worked in various dimensions of public relations, from political communication to editorial planning and creative conception. She also organised and moderated numerous corporate barcamps and conferences with panel and fishbowl

discussions. As junior facilitator she leads Design Thinking and Lego® Serious Play® workshops.

Since 2012 she has been responsible for public relations in various companies and associations and worked for several conference organisers, print and online media. She was also involved in various publications, including her latest paper about external business communication in the upcoming bookprint 'New Work: 50 impulses for the work of tomorrow'.