

**Summer Institute for
Intercultural Communication**

**Directory of
Selected Resources**

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Note: This *Directory of Selected Resources* was originally prepared in 1982 by Margaret D. Pusch for the Stanford Institute for Intercultural Communication at the request of Clifford H. Clarke, Director. It has been revised and updated regularly, first under the direction of Janet M. Bennett and now under the direction of Ms. Pusch. Names, addresses, and phone numbers of resources change constantly and are corrected as soon as possible. We appreciate your help in bringing new resources to our attention so they may be incorporated into subsequent editions.

The Development of the Field of Intercultural Communication

by

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Intercultural relations began when people from different cultures came in contact with each other. We can surmise that this took place at a very early point in human history, but any examination of how this contact was managed went unrecorded. Intercultural contact is not a new phenomenon, but as the world becomes more complex, so do relationships between nations and peoples. And the consequences of failed interactions, in turn, become more dangerous. The field of intercultural communication as an identified area of education, research and, ultimately, training was developed more recently. It evolved in response to specific needs that emerged when the flow of people who were going abroad to study, work, and live, mushroomed in the post-World War II era and when pluralism in the United States became a pressing issue.

The needs of that time were fairly explicit: (1) to prepare Americans to function more effectively in overseas assignments and to adapt successfully to other cultures; (2) to assist the adaptation of international students, scholars, and professionals as they functioned in universities and other institutions (business came later) in the United States; (3) to help Americans relate successfully to and learn from these international sojourners; and (4) to build positive relationships among the racially and ethnically different peoples of the United States.

Since the issues addressed by intercultural communication emerged in many places at once, the field has developed in multiple contexts. In the context of the U.S. government, foreign service personnel and people in development agencies were called upon to implement the Marshall Plan, the Agency for International Development was created, and the U.S. Information Agency brought foreign visitors to the United States. In the education context, international educational exchange grew dramatically. The Institute of International Education (IIE) had existed since 1922 and The Experiment in International Living since 1936, but their work took on greater importance as the influx of students increased. In the 1940's and 1950's many exchange programs emerged: The Council for International Education (CIEE) and the American Field Service (AFS) in 1947, 4-H Youth Exchange in 1948, Youth for Understanding (YFU) in 1951, and the East-West Center at the University of Hawaii in 1960. All of these organizations, over time, provided opportunities for thousands of individuals and required that methods of orientation and training be created. The third context of intercultural communication, the corporate world, would not fully engage until after the forerunner of the American Graduate School of International Management (Thunderbird) was established in 1946.

Edward T. Hall stands out as one of the earliest "interculturalists." He was assigned to a project by The Indian Service that involved working with the Navaho and Hopi peoples

during the 1930's. It quickly became apparent that this work would involve analysis of how these two peoples interacted not only with each other but with members of Hispanic and Anglo cultures. Although he wrote about this experience much later in *West of the Thirties* (1994), it began a process of thinking that influenced his perspective as an anthropologist and which led ultimately to the publication of *The Silent Language* (1959), a book that is considered to be the first real intercultural text. Here Hall used the term "intercultural communication" for the first time and explored frameworks for understanding culture and the interaction among people from different cultures. Although Hall was not alone in providing a foundation for the field, he is often identified as the father of intercultural communication. His books are still read widely and continue to be important to the field.¹

In 1955, Hall joined the Foreign Service Institute in Washington, DC, and created, with Ray L. Birdwhistell, George L. Trager, and others, training programs for foreign service officers that included the concept of implicit culture and focused on the intersection of culture and communication. They explored the effects of space, time, and other nonverbal behavior on human interaction and developed the process of experiential training. Hall was the first to realize that lectures, reading, and language training alone failed to prepare people for work in foreign cultures. The FSI trainees generally had field experience but were lacking in theory and skills that would assist them in comprehending and responding appropriately to new situations. The training he conceptualized was more immediately applicable to the overseas assignment.

It was in the two contexts of international education and government that the foundations of the field were laid. By putting theory into practice and addressing the demands of sojourners, intercultural professionals began contributing to the growing field. Thus, from the beginning, intercultural communication did not grow exclusively from abstract intellectual inquiry but emerged from both theory and experience.

Another major event that occurred in the early sixties was the creation of the Peace Corps. Thousands of young people were being sent around the world to be part of cultures and communities that were unknown to them. Just as new methods for preparing American diplomats to work abroad had been necessary, so were new ways of preparing these volunteers. Early preparation emphasized area studies and was conducted on college campuses, giving rise to the term "university model" for lecture and country-information based programs. When this proved to be rather ineffective², the Peace Corps adopted an experiential training approach (1965). Materials were gathered, processes tested, and the first manual, *Guidelines for Peace Corps Cross-Cultural Training*, was produced in 1970 by Albert Wight and Mary Anne Hammons. Peace Corps training

¹ *The Hidden Dimension* (1966), *Beyond Culture* (1976), *The Dance of Life: The Other Dimension of Time* (1983), *Hidden Differences: Doing Business with the Japanese* (with Mildred Reed Hall in 1987), *Understanding Cultural Differences* (with Mildred Reed Hall in 1990), *An Anthropology of Everyday Life: An Autobiography* (1992).

² It is interesting to note that "The Design of Cross-cultural Training: An Alternative to the University Model," by Roger Harrison and Richard Hopkins, was published in the *Journal of Applied Behavioral Sciences* in 1967. Providing alternatives to the university model became a rallying cry for trainers.

techniques were refined at The Center for Research and Education (CRE) in Denver, which became a focal point for early efforts of cross-cultural trainers to define themselves as professionals. The Peace Corps became a bit of a boot camp for cross-cultural trainers and provided a strong impetus for creating and refining training techniques. Many of those who had their first cross-cultural experience in the Peace Corps or were involved in training volunteers became leaders in the intercultural field.

Because E. T. Hall was an anthropologist, much of the early work in intercultural relations was done within the field of anthropology. However, the focus on interactive, intercultural relations was an inherently interdisciplinary one, depending on major contributions from all areas of social science. For this reason, in the late 60's the academic home for the field became speech communication. At that time, "communication" was being distinguished from "speech" and the former area was defined as a broadly interdisciplinary, social-science focus on the process of constructing and maintaining human face-to-face relationships. Hall added the concept of culture to this focus when he stated, "Culture is communication and communication is culture." (Hall, 1959, p. 186)

Soon, courses in "intercultural communication" began to be taught at the University of Pittsburgh, the University of Minnesota, and at Portland State University in Oregon. Resources were meager but academics drew on authors such as David Berlo, Gordon Allport, Melville J. Herskovits, Clyde Kluckhohn, Margaret Mead, Ruth Benedict, J. Watson, and R. Lippsitt, and especially Florence Kluckhohn and Fred Strodbeck. In addition, a paper-and-pencil technique called the *cultural assimilator* was being developed by Fred Fiedler, Lawrence M. Stoloron, and Harry Triandis at the University of Illinois, Urbana. The instrument allowed trainees to respond in a variety of culturally appropriate or inappropriate ways to "critical incidents" derived from specific other cultures.

Meanwhile, the impact of cross-cultural mobility on sojourners became apparent. Anthropologist Cora DuBois first spoke of "culture shock" to educational exchange groups in 1951, and Kalvero Oberg wrote about it in 1953, after observing the reactions of Americans working in Brazil. In 1955, Sverre Lysgaard first observed the "U-curve" of adjustment that people experience as they enter a new culture. This was later expanded by John and Jeanne Gullahorn into a "W-curve," taking reentry into account.

Sociologist Ruth Useem was engaged in studying children, mostly missionary "kids," who were enrolled in overseas schools. While employed at the Institute for International Studies and Education in the U.S. Department of Education, she became concerned that teachers for international schools were not being prepared for the unique demands of the overseas context. She demonstrated that students in those schools were quite different, based on her research of the experiences of children who spent most of their lives living outside their home culture. She referred to these children as "third culture kids" (TCKs). This term did not denote a new culture but the subcultures (intentionally plural) that the children experienced as they lived on the margin of two cultures. She would eventually

conduct research on 900 Americans between the ages of 25 and 85 who had spent some of their childhood abroad.

There was also concern about the impact of Americans on the population in the host country. *The Ugly American* (Eugene Burdick and William Lederer, 1958) was not only a popular book but became a common phrase in everyday discourse. Another influential publication was *The Overseas American* (1960) by Harlan Cleveland, Gerald Mangone, and John Adams, which reviewed research on the performance of Americans abroad.

As the study of intercultural communication was taking root in academic departments of communication, relationships between international students and their American hosts were being explored at the University of Pittsburgh. A cluster of scholars, students, and program officers began to observe and investigate how those cross-cultural relationships actually worked. The Regional Council for International Education and the Intercultural Network sponsored a series of intercultural communication workshops (ICWs) that provided a multicultural laboratory in which to explore the process. A significant grant from NAFSA (National Association of Foreign Student Affairs which later became NAFSA: Association of International Educators) and IIE (Institute of International Education) allowed this exploration to continue over a ten-year period, culminating in the first Institute for Intercultural Communication, which was held at Stanford University in 1976. This funding created opportunities to train an expanding network of intercultural facilitators and specialists within NAFSA. Concurrently, the Intercultural Communication Association of Students at Cornell University developed ICWs and trained ICW facilitators. The ICW continued and evolved at the University of Minnesota and Portland State University, and it was occasionally conducted at other colleges and universities. The ICW is now rarely found in its original form, but it was a critical step in testing intercultural relations concepts and the strategies practiced in cross-cultural training.

The theoretical and practical literature in the field began expanding in the 70s. Marshall Singer, a political scientist at Pittsburgh, wrote the essay, "Culture: A Perceptual Approach" in which he modified the Whorf/Sapir hypothesis of linguistic relativity by substituting "perception" and "perceptual systems" for "linguistics" and "linguistic systems" as the arbiters of culture. It was published, as were many other early articles, in a series of *Readings in Intercultural Communication*, edited by David Hoopes and produced by the Intercultural Network. Edward Stewart's elaboration of the Kluckhohn-Strodtbeck values orientations model analyzing American mainstream culture and comparing and contrasting cultures from the perspective of cross-cultural interaction appeared in 1971 as *American Cultural Patterns: A Cross-Cultural Perspective*. Harry Triandis published *The Analysis of Subjective Culture* in 1972, which provided yet another critical theoretical frame for the field. Also in 1972, an anthology, *Intercultural Communication: A Reader*, by Larry A. Samovar and Richard E. Porter appeared, followed in 1975 by the first dedicated intercultural textbook, *An Introduction to Intercultural Communication*, by John Condon and Fathi Yousef.

There were other developments in the field during this period, as well. The Culture Learning Institute was established at the East-West Center, University of Hawaii, in 1969 and became a site for new research; Richard Brislin published *Cross Cultural Training Methods* in 1973. The Intercultural Relations Project created by the U.S. Navy developed teams to train ship crews for overseas deployment. As part of this effort, the navy supported the development of the first intercultural simulation, Bafa Bafa, in 1972, and it became a classic among training techniques. Alfred J. Kraemer produced *Development of a Cultural Self-Awareness Approach to Instruction In Intercultural Communication* at the Human Resources Research Organization (HUMRRO) in Alexandria, Virginia, which established cultural self-awareness as an essential prerequisite to intercultural competence.

The Business Council for International Understanding (BCIU), created in 1958 to promote interaction between government and the private sector, was an early participant in the growing attention to the cross-cultural dimensions of business and training in corporations. Multinational corporations were eager to address the negative attitudes that were building toward them around the world and to decrease the high cost of employee turnover in overseas assignments. The earliest publication that addressed these issues from an intercultural perspective, *Managing Cultural Differences*, by Philip R. Harris and Robert T. Moran, appeared in 1979. This book was quickly followed by *Survival Kit for Overseas Living*, by L. Robert Kohls, which stressed the cultural self-awareness necessary for expatriate U.S. executives. In the mid-eighties, *Going International* was created as the first major video product directed toward corporate personnel. Once again, practical needs were driving the field. Training organizations emerged to provide pre-departure training and intercultural management programs for the corporate world. Some of the groups of trainers that were organized to conduct particular corporate programs grew into large training organizations, but many others remained as small-group or individual consulting operations.

During the 70s the field of intercultural communication was growing dramatically. The International Communication Association established a Division of Intercultural Communication in 1970 and began publishing *The International and Intercultural Annual* in 1974. The Society for Intercultural Education, Training and Research (SIETAR) was founded in 1974 and spawned regional and local organizations. George Renwick conducted the State of the Art Study between 1974-77 out of which came three publications and proof that the field was vibrant and growing. The American Society of Training and Development (ASTD) has, especially in recent years, been more attentive to intercultural issues and produced publications on intercultural relations and diversity in business. Professional training programs for people from all walks of the field—education, business, counseling, consulting, training, and management—were developed and grew in sophistication and size. From the Stanford Institute of Intercultural Communication, which ended in 1986, grew the Summer Institute for Intercultural Communication (SIIC), beginning in 1987, under the auspices of the Intercultural Communication Institute (ICI) in Portland, Oregon. Other institutes have sprung up around the U.S. Some, such as the Multicultural Institute in Washington, DC, focus exclusively on domestic diversity issues, while others deal very specifically with

curriculum design, international educational exchange, or other clearly defined areas of interest.

Publications also burgeoned during the 70s. In 1976, CRE (Center for Research and Education) produced the first periodical in the field (other than a newsletter), *The Bridge*, a modest quarterly which by 1979 had become a glossy magazine. It faded in 1983, however, a victim of the inability of the field to identify and draw a large enough audience to support such an enterprise. *The International Journal of Intercultural Relations* (IJIR), a professional journal for juried articles on research and training, was begun in 1977 by Dan Landis and became associated with the Society for Intercultural Education, Training, and Research (SIETAR). It is now associated with the International Academy of Intercultural Research (IAIR) and continues to be the primary journal in the field. Brigham Young University began producing the *Culturegrams* in 1976. However, people in the field still struggled to get their work in print and in book stores. This need was met with the advent of The Intercultural Press (IPI) which began its work in 1977 and became a formal publishing house in 1980. Through IPI and the growing interest of publishers who either produced the occasional title or created specialized lines of intercultural books,³ publishing in the field has blossomed in the last two decades.

At the turn of the millennium, intercultural researchers and scholars are delving more deeply into issues of adaptation, identity, the dimensions of cultural characteristics in groups, transnational management, and the development of intercultural sensitivity. Intercultural educators continue to explore how the theory and skills of the field can be more effectively imbued in the next generation of intercultural scholars and practitioners, as well as how general curricula should include an intercultural dimension. And intercultural trainers pursue increasingly sophisticated designs and techniques for addressing the practical concerns of teachers, businesspersons, and social service providers.

As the field of intercultural relations developed in a largely international environment, domestic interethnic and interracial issues were emerging in some different but closely associated ways. There was cross-over between the two because many of those involved in the international arena were equally committed to dealing with the pluralistic nature of society in the United States and other countries. In addition, theorists such as Allport, Herskovits, Mead, and Benedict informed both movements. It is notable that the field of intercultural communication grew out of an experience within the borders of the United States (contact among Hopi, Navajo, Hispanics, and Anglos) but became more established in international affairs. At almost the same time that Hall was using this experience to begin his work in intercultural relations, two other movements were beginning, which would form the foundation for multicultural education—ethnic studies and intergroup education.

There is a rich history in both movements. The intergroup education movement came closest to an intercultural communication approach. Prevalent in the 1940s and 1950s, it

³ Greenwood Press, Sage Publications, Pergamon Press, Gulf Publishing, and Wadsworth were among the early publishers of intercultural books.

rose from the desire to cope with increasing racial and ethnic tensions as people from rural areas moved north and west for job opportunities during World War II. African Americans migrated north to take jobs in war-related industry; Mexican Americans tended to move west. Most were settling in cities where they competed for jobs and housing with the European Americans, some of whom were also migrating from rural areas. The intergroup education movement, also called intercultural education at one point, was largely led by liberal educators and social scientists from mainstream institutions and was an educational effort to ease the tensions between ethnic and racial groups. Allport's principles for creating positive intergroup interactions were a strong influence in the movement, whose major goal was to reduce prejudice and create understanding among these groups. Its focus, however, was eventually judged to be more assimilationist, since it assumed that "we are different but the same," focusing on "intercultural interactions within a shared, common culture."⁴ This movement quietly disappeared when the Civil Rights Movement began.

In contrast to the intergroup movement, ethnic studies proponents tended to be people of color who worked outside mainstream institutions and who were more pluralistic in their approach. C.G. Woodson and W.E.B. DuBois were prominent leaders in this effort to promote the study and teaching of African American history and culture in schools and colleges. Both authored a number of books and "emphasized ethnic attachment, pride, and empowerment."⁵ The ethnic studies movement began earlier and survived longer than the intergroup education effort; the former staying alive with the support of Black scholarship until a new movement began in the 1960's. Ideas from both tend to reemerge and influence current education reform.

One of the events that focused attention on interracial and interethnic issues was the Civil Rights Movement and the riots of 1967. The "melting pot" concept evaporated in the heat of burning cities that year. The inherently pluralistic nature of American society could no longer be ignored. The demand for minority and ethnic group rights, coupled with an assertion of cultural identity, brought the issues of intercultural communication home to the United States in a compelling way. Early in the Civil Rights Movement, the emphasis was on desegregation. Subsequently, African Americans, frustrated with the slow movement toward equality, demanded community control over the teaching of Black history in schools. In higher education, there were demands for Black studies programs, heritage "houses" or other centers, and more people of color among faculty and administrators. Inspired by the work of African American leaders, people from other ethnic groups began to come forward, asserting the need to educate others about their cultures and gain a voice in society. In efforts to integrate schools, special programs for the economically disadvantaged and, finally, bilingual/bicultural education and multicultural education programs were initiated.

⁴ Banks, James A. "Multicultural Education: Historical Development, Dimensions, and Practice" in James Banks and Cherry A. McGee Banks, eds. Handbook of Research on Multicultural Education. New York: MacMillan Publishing, 1995, p. 9.

⁵ Ibid. p. 9.

Within education, the “cultural difference” paradigm emerged in protest against the “cultural deprivation” paradigm. The latter suggested that low income children were disadvantaged by their socialization and, therefore, unable to achieve academically. *The Culturally Deprived Child* by Frank Riessman (1962) greatly influenced the way in which education was designed and how teachers regarded poor children. Thinking in terms of difference rather than deficit raised issues related to learning styles, cognitive styles, teaching styles, and language use. Writing on the topic of cultural democracy, Ramirez and Casteneda (1974) used Witkin’s formulation of cognitive styles to delineate two major learning styles: *field independent* and *field sensitive*. They suggested that all children needed to become bicognitive in their learning styles.

There was, however, a growing concern about the impact of the dominant culture in the classroom. Was the learning of nondominant students being hindered by their “double diversity,” both cognitive and cultural? In addressing this concern, educators continued to respond with the two approaches of “difference” or “deficit.” Focusing on difference often failed to take social class into account, while the deprivation approach paid little attention to ethnicity. The split between the two continues to some degree today. In his review of multicultural education, Banks (1988) concluded that the education issues are too complex for an either/or approach and that it is necessary to explore how all these variables influence learning and achievement. Nevertheless, the cultural difference theorists have contributed a great deal to understanding and responding to the cultural issues in the classroom. Interestingly, the newest rebirth of the deprivation paradigm can be seen in the concept of “children at risk.”

Major landmarks leading to the development of multicultural education occurred in the 1970s when prominent professional organizations issued curricular guidelines, standards for teacher accreditation, and sponsored conferences and training programs to help educators apply the new concepts to teacher education and the classroom. Now the terms “ethnic identity,” “cultural pluralism,” “prejudice reduction,” and “diversity” are now more often heard. Multicultural education has gone through phases of development that at first emphasized ethnic studies, moved toward systemic changes in the total school environment to increase educational equality, saw the rise of demands for inclusion by those who viewed themselves as victims of society and the school system, and currently focuses on developing theory, research, and practice that encompasses the related issues of race, class, gender, and ethnicity. While aspects of all the phases can be seen in the eclectic educational systems of the U.S., overall there is a focus on creating a more accepting environment for differences within society, developing more positive and realistic views of ethnic groups, and building intercultural competencies within educational institutions. Clearly educational interventions were intended to lead to greater equity and intergroup respect that would carry over into the society at large, including corporations. The limited success of this effort has pushed attention towards resolving diversity issues within the corporate world itself.

The wakeup call for the corporate world came from the *Workforce 2000* report issued by the Hudson Institute in 1987. It was quickly followed by a number of books that explored changes in the workforce profile and the need for more effective management across

cultures. Many books drew on the concepts and techniques familiar to those engaged in intercultural training and multicultural education programs. The business world could no longer think of itself as exclusively white, male, and middle class, although this profile had not changed much in the executive suite. The report suggested that, to remain competitive, the workplace would have to adapt to the fact that women, people with disabilities, people of color, and gays and lesbians were a significant part of the employee population. Many of these populations were not necessarily new, but they were increasingly frustrated with the demands of traditional assimilation and “bicultural juggling.”⁶ Thus, a new surge of training and consulting firms emerged to meet the corporate need for addressing these issues both in practice and in policy. Professional programs for trainers and educators, largely geared to training, cropped up. *Valuing Diversity* was not only the name of a new video series but the theme of most training that was being conducted. A newsletter, *Diversity in the Workplace*, began production and an industry began to grow to provide materials as well as services related to diversity training. The theme of “valuing diversity” quickly grew into “managing across cultures,” and now the focus is enlarging to include multicultural teams.

Throughout the history of intercultural relations, there has been a split between international and domestic that is, perhaps, almost inevitable given their origins and primary concerns. This may be changing with the growing recognition that global and local are inextricably intertwined. The way in which we view our neighborhood affects how we view the world, and *vice versa*. Increasingly, corporations are noting that the manner in which we relate to each other within our national borders is connected to the conduct of relations in the international arena. How we respect and accommodate differences within our institutions has an impact both domestically and internationally. Intercultural communication is a new field that has grown out of the urgent need to function effectively in the global neighborhood and to live more cooperatively within the societies that exist in the world. It has come a long way in its short formal history, but there is clearly much left to do in the study of interaction between people of different cultures and in the application of what is learned to the reality of living together.

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An Introductory Guide to Intercultural Books

(Revised June 2011)

This bibliography is divided into six sections:

1. Education in U. S. Domestic and International Contexts
2. Global Business
3. Diversity and Inclusion in Organizations
4. Multicultural/Virtual Teams
5. Culture and Conflict Resolution
6. General Intercultural

1. Education in U. S. Domestic and International Contexts

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Intercultural Training and Assessment Tools

The current emphasis on measuring intercultural competence has inspired a large number of new assessment instruments. These instruments address a variety of needs for outcomes measurement, program evaluation, and personnel selection, as well as providing useful tools for coaching and training. This is a list of some of the most frequently used assessments and a brief description of the major aspects of each of them.

Aperian Global

<http://www.aperianglobal.com/>

Aperian Global is a global consulting, training, and web tools firm, expert in facilitating talent development and business transformation across borders. Aperian has developed a battery of online assessments for intercultural work:

- Global Teams OnlineSM (GTO)
- Global Collaboration ToolkitSM
- Global Candidate AssessmentSM
- Global Innovation OnlineSM
- Self-Assessment QuestionnaireSM (SAQ)
- Global Leadership OnlineSM
- GlobeSmart[®]

Global Teams OnlineSM (GTO) is a web tool that supports a number of consulting and training solutions for global teams. It offers teams a powerful way to assess their effectiveness and develop methods for improving their performance. The GTO tool provides team members with an easy-to-use online survey, a variety of options for viewing the team's survey results, and an instantly generated Action Plan based on the results of the team's survey that pulls from a database of over 190 proven techniques for increasing team productivity.

The Global Collaboration ToolkitSM provides individuals, teams, and organizations with a way to assess their collaboration practices and to identify opportunities for improving teamwork across organizational lines. As a part of a consultative process, the tool helps organizations to leverage their internal resources for the benefit of the organization as a whole, and also to improve collaborative efforts with customers and external partners.

The Global Candidate AssessmentSM is one of several tools used to inform the candidate assessment process. It provides valuable data to help identify the best candidates for an organization's global assignments. It will assess a candidate's own perception of his/her competence on each of the assessment items, and will enable the candidate's colleagues, supervisors, and subordinates to evaluate the candidate on the same items. In addition, the tool will generate reports that compare candidates against each other, compare self-assessments to 360 survey results, and display written comments by the candidate and his/her selected evaluators.

Global Innovation OnlineSM is a survey designed to help companies identify their strengths and weaknesses as innovators, and to discover opportunities to accelerate business growth through global innovation.

Self-Assessment QuestionnaireSM (SAQ) is an online questionnaire designed for employees and their spouses/partners who wish to assess their suitability and readiness for an international assignment. The SAQ provides immediate feedback, allowing the employee/family to consider the results and manage appropriate next steps.

Global Leadership OnlineSM helps assess an individual's leadership strengths and weaknesses, or can assess an organization's global mindset. Self and 360 assessment processes indicate a person's attitudes and ability to work globally. The first step is completion of online self and 360 from which a summary report is generated including overall score, gap analysis, and written comments. The second step involves a three-hour individual interview with an Aperian consultant. The third step is a meeting between the individual and an HR contact. An optional fourth step consists of a post assessment involving the GlobeSmart Assessment Profile.

GlobeSmart[®] is a web tool providing global organizations with easy access to information on conducting business with people from more than 60 countries. GlobeSmart addresses the greatest cause of difficulties in global business interactions—the challenges of relating and communicating successfully with counterparts from other countries. The tool develops awareness on three levels: individual self awareness, awareness of other cultures, and awareness of global business. GlobeSmart helps organizations avoid costly mistakes and lost productivity by enabling them to leverage their global diversity. Currently GlobeSmart is also used in international education for study abroad students.

Argonaut

www.argonautonline.com

Coghill & Beery International

Developed by intercultural trainers and consultants to improve their own effectiveness, Argonaut is an e-learning site designed for exploring various cultural dimensions. It enables independent practitioners as well as organizations to include high-quality e-learning solutions as part of their portfolio of intercultural services. Accreditation to use the services is available online or in person. The Argonaut Assessment is a questionnaire that uses 12 dimensions to create an individual profile comparing the user's cultural orientations with selected other cultures. The dimensions include communication, conflict, problem-solving, space, use of time, fate, rules, power, time spans, responsibility, group membership, and tasks. Consultants can use Argonaut as a survey tool, as a format for coaching, or as part of an action plan.

Connective Leadership/Achieving Styles Inventory (ASI)

http://www.achievingstyles.com/asi/connective_leadership.asp

Jean Lipman-Blumen

The Connective Leadership Model based on the Achieving Styles Inventory stresses the need for leaders to engage an increasingly interconnected and diverse world. Achieving Styles are the nine underlying behavioral strategies that individuals typically call upon to achieve their goals. They include three sets of Achieving Styles: Direct, Instrumental, and Relational. Each set comprises three individual styles, resulting in a nine-fold repertoire. The Connective Leadership Institute has developed four instruments for measuring Connective Leadership/Achieving Styles and profiles, including one for an individual's leadership repertoire (ASI); a second for measuring the leadership behaviors that an organization values and rewards (OASI); a third instrument for evaluating a given situation or task in terms of the Achieving Styles required for success (ASSET); and finally a 360-Feedback Tool using the Achieving Styles as the core competencies.

Cross-Cultural Adaptability Inventory (CCAI)

http://ccaiassess.com/CCAI_Tools.html

Colleen Kelley & Judith Meyers

The CCAI is a self-assessment tool used extensively in training, consulting, and program evaluation that is designed to address a person's ability to adapt to any culture. It is designed to respond to several needs or practical concerns that are expressed both by culturally diverse and cross-culturally oriented populations and by the trainers and professionals who work with them.

Cross Racial Identity Scale (CRIS)

Cross, W. E., Jr., & Vandiver, B. J. (2001). Nigrescence theory and measurement: Introducing the Cross Racial Identity Scale (CRIS). In J. G. Ponterotto, J. M. Casas, L. A. Suzuki, & C. M. Alexander (Eds.), *Handbook of multicultural counseling* (2nd ed., pp. 371-393). Thousand Oaks, CA: Sage.

William E. Cross, Jr., is author of the Nigrescence Model, a developmental theory representing predominant themes in individual African American attitudes, including perspectives placing low salience on race, an encounter experience or series of experiences, and internalized attitudes where the salience of race in American culture is recognized. The nine nigrescence attitudes include preencounter (assimilation, miseducation, and self-hatred), immersion-emersion (anti-White and intense Black involvement), and internalization (biculturalist, Afrocentric, multiculturalist racial, and multiculturalist inclusive).

Cultural Intelligence Scale (CQS)

<http://culturalq.com/>

Cultural Intelligence Center

Cultural intelligence (CQ) refers to a set of capabilities considered to be important for successful intercultural interaction. CQ examines national, ethnic, and organizational cultures and focuses on the skills needed to succeed internationally and in domestic multicultural environments. The CQS is a 20-item self-assessment scale that examines four factors and their interrelationships—strategy, knowledge, motivation, and behavior.

Cultural Mapping Assessment

<http://knowledgeworkx.com>

KnowledgeWorkx

The Cultural Mapping Assessment tool examines intercultural dynamics in the work environment. It is a 72-question online inventory that creates a profile along 12 dimensions of culture and how those dimensions affect behavior. The assessment is embedded into a broad individual and organization development program. The program allows for Inter-Cultural Intelligence (ICI) to be developed and applied on individual, team, and organizational levels in areas such as Individual Coaching, Inter-Cultural Intelligence, Inter-Cultural Team Building Interventions, Inter-Cultural Team Development and Dynamics, Inter-Cultural Conflict Resolution, Inter-Cultural Negotiations, and Inter-Cultural Communication.

Cultural Perspectives Questionnaire (CPQ)

<http://www.imd.ch/research/projects/CPQ.cfm>

IMD

This 79-question online questionnaire measures 11 variations of four cultural orientations (Relationships, Environment, Nature of Humanity, and Activity). It is a tool for understanding management behaviors and characteristics related to culture. It can be used to diagnose and address problems or to identify ways to leverage higher performance.

Diagnosing Organizational Culture

www.pfeiffer.com

Roger Harrison & Herb Stokes

Pfeiffer, 989 Market Street, San Francisco, CA 94103-1741. Phone: (415) 433-1740. Fax: (415) 433-0499. E-mail: customer@pfeiffer.com. Note: Pfeiffer is now part of John Wiley & Sons.

This supports organizations in investigating their own cultural climates and determining how they can be structured for future success. The package contains overhead masters, discussion questions, and a workshop design to help participants:

Identify their organization's cultural orientation.

Discover their own preferences for cultural orientations.

Understand the various cultural orientations and the advantages and disadvantages of each.

Learn how they can influence the culture in their organization.

Discovering Diversity Profile

<http://www.corexcel.com/html/diversity.prod.htm>

Corexcel

The Discovering Diversity Profile helps employees learn how they personally respond to cultural diversity issues, and where they need to develop increased understanding. The profile explores four key areas of diversity: Knowledge, Understanding, Acceptance, and Behavior. The Discovering Diversity Profile contains 80 statements: 20 Diversity statements that measure attitude and beliefs, and 60 Diversity statements that measure personal behavior.

Diversity Awareness Profile (DAP)

<http://www.wiley.com/WileyCDA/WileyTitle/productCd-0787995541.html>

Karen Stinson

The Diversity Awareness Profile (DAP) is a self-assessment tool that helps individuals improve working relationships among diverse co-workers and customers by increasing the awareness of their behavior and how it affects others. This 6-page assessment can be bought as a stand-alone profile, or with the fully revised second edition of the DAP Facilitator's Guide, which walks facilitators through the process of preparing, administering, and debriefing the DAP.

Global Awareness Inventory (GAPtest)

<http://www.globalawarenessprofile.com>

J. Nathan Corbitt

The GAPtest is an online inventory of 126 questions based on common knowledge in six geographic regions (Asia, Africa, North America, South America, the Middle East, and Europe), and six subject areas (environment, politics, geography, religion, socio-economics, and culture), along with 18 questions about broad global issues. The Global Awareness Profile (GAP) measures awareness and knowledge of the world. It is intended to create a critical awareness (the first step toward global competence) of the user's gaps in knowledge about the world, and to stimulate engagement in a life-long learning process. The GAPtest was designed and intended for students, educators, business leaders, and national and global service workers. It is not an intelligence test, nor is it a predictor of behavior.

Global Learning

<http://www.egloballearning.com/>

Global Learning is a full-service consulting and training organization that provides innovative diversity, inclusion, and cross-cultural solutions to enhance the workplace.

Individual Cultural Assessment identifies a set of attitudes and cultural predispositions individuals are likely to bring to cultural situations. Individuals are scored on six dimensions and receive a report

containing a brief description of typical attitudes and behaviors, perspectives of people from both ends of the cultural continuum for each dimension, and suggestions for how to work effectively with people from the opposite end of the cultural continuum for each dimension.

Global Mindset Inventory (GMI)

www.thunderbird.edu

Global Mindset Leadership Institute

Thunderbird Global Mindset Inventory (TGMI) is a 76-Item internet-based survey. It is designed to measure an individual's and a group's global mindset in terms of Intellectual Capital, Psychological Capital, and Social Capital. Global Mindset refers to an individual's ability to work effectively with individuals, groups, and organizations from other parts of the world. It is designed for three arenas: corporations, academic institutions, and nonprofit and governmental organizations. The instrument is available in two formats: (a) Self-assessment and (b) 360°. It is available in English, Mandarin Chinese, and Russian.

Hofstede Quick Scan

<http://www.itimfocus.org>

Item Focus has developed the Hofstede model© Quick Scan in cooperation with Geert Hofstede. This analytical tool quickly assesses the cultures and sub-cultures of organizations. The Item-Focus Hofstede model consists of six autonomous dimensions and two semi-autonomous dimensions.

Intercultural Adjustment Potential Scale (ICAPS 55)

<http://www.ichangeworld.com/index.html>

David Matsumoto

The ICAPS-55 is a scale that predicts the degree to which a person will successfully adjust to living, working, and playing effectively in a new and different cultural environment. Five scores are generated, a total score and four scores corresponding to the four psychological skills necessary for adjustment. These are Emotion Regulation, Openness, Flexibility, and Critical Thinking. This tool examines strengths and weaknesses prior to departure to maximize intercultural experiences. It can be used for assessment, training, coaching, or evaluation, or used as a research instrument for measuring cross-cultural adaptability.

Intercultural Awareness Profiler (IAP)

www.thtconsulting.com

Fons Trompenaars

The IAP is an international cross-cultural assessment tool that measures an individual's cultural values on 7 key cultural dimensions, and also the organization's corporate culture. It is available in several languages. The IAP can be used (a) as a means of identifying the similarities and differences between the candidate's values and the receiving hosts' values, (b) as a means of gaining a deep and nuanced understanding of the critical, cultural value dimensions most relevant to the successful implementation of the participant's mission in their new culture, (c) as a means of determining assignee training and development needs, and identifying strategies or recommendations in order to bridge cultural differences, and (d) as an input into the overseas candidate selection process.

Intercultural Conflict Style Inventory (ICS)

www.hammerconsulting.org

Mitch Hammer

The Intercultural Conflict Style Inventory (ICS) measures how people respond to conflict in terms of two core aspects of conflict style: directness versus indirectness and emotional expressiveness versus

emotional restraint. The ICS consists of 18 paired statements that represent alternative responses to conflict. The ICS can be self administered and self scored. The ICS and accompanying *Interpretive Guide* and *Facilitator's Manual* are available from Hammer Consulting LLC, PO Box 1388, Ocean Pines, MD 21811. Phone: (800) 960-7708 or (410) 641-6227. Fax: (866) 708-8831. E-mail: ICS@hammerconsulting.org.

Intercultural Development Inventory (IDI)

www.idiinventory.com

Mitch R. Hammer, IDI LLC.

The IDI is a 50-item psychometric instrument based on the Developmental Model of Intercultural Sensitivity (DMIS). The IDI is a multipurpose instrument useful for personal development and self-awareness, audience analysis, organizational assessment and development, and data-based intercultural training. The IDI generates a graphic profile of an individual's or group's predominant stage of development. The IDI is also available online.

Intercultural Readiness Check (IRC)

<http://www.ibinet.nl/assessment.htm>

The IRC assesses a person's suitability for working in a multicultural setting on four dimensions: intercultural sensitivity, communication, commitment, and management of uncertainty. The IRC can be used as a means of determining training and development needs, identifying strategies/recommendations to bridge cultural differences, and as part of selection process. The IRC is available in English, German, French, Dutch, Japanese, and Spanish, with norm scores for a wide range of countries and industries. Respondents can access the IRC online and receive practical and in-depth feedback, including input for detailed action plans and follow-up learning.

Intercultural Sensitivity Inventory (ICSI)

<http://www.intercultural.org/resources.php>

The ICSI is a 46-item self-report instrument that measures the cultural constructs of individualism, collectivism, flexibility, and open-mindedness. The ICSI is useful for exploring cultural identity through the examination of cultural value orientations and flexibility in adapting to new cultures.

International Personnel Assessment (iPASS)

<http://www.intercultures.gc.ca/>

Foreign Affairs and International Trade of Canada

The Centre for Intercultural Learning has a comprehensive international personnel selection system (iPass) to assist organizations in increasing the chances of success with any type of international venture. This system comprises two distinct tools: the Behavioural-Based Interview (BBI) and the Intercultural Adaptation Assessment (IAA).

The Behavioural-Based Interview (BBI) evaluates candidates on competencies that have shown to be critical for intercultural effectiveness. The interviewer evaluates to what extent the candidate has demonstrated the required competencies.

The Intercultural Adaptation Assessment (IAA) measures a candidate's ability to judge intercultural situations. The test presents the candidate with challenging incidents that might be encountered on an international assignment. In response to each situation, the candidate is presented with four or five possible actions that can be taken to deal with the situation described. The candidate must choose the most effective response to each situation.

International Training and Development, LLC

<http://www.thediversitycenter.com/>

International Training and Development, LLC provides a full range of services to assist leaders in their diversity-related strategic planning and day-to-day implementation. It has three intercultural assessment tools: DiversiScan™, Diversity Leadership 360°™, and Diversity Competencies Assessment™.

DiversiScan™ is a tool to increase leadership's ability to scan the environment to identify challenges, needs, and opportunities that are critical to a company's success in a diverse world. It sharpens an organization's vision and ability to recognize diversity-related indicators within the typical organization. Diversity Leadership 360°™ is an assessment tool that measures the key behaviors that each leader in an organization needs to possess and demonstrate for diversity to be successfully valued and managed. This instrument is used by organizations to continually improve and to hold leaders accountable for inclusion. Diversity Competencies Assessment™

This 65-item assessment measures the many distinct skills and areas of expertise that contribute to diversity competency, in particular, the ability to value and leverage diversity. It is a self-scoring instrument and can be implemented with leaders and employees at all levels as a stand-alone intervention with individuals or groups. It can be used as a skills-based module in an organization's existing diversity education effort or as a framework for subsequent skill-building training in seven skill areas.

ITAP International

<http://www.itapintl.com>

ITAP International is a full-service consulting firm specializing in building human capability across functional, global, and cultural boundaries. ITAP has developed two assessments specifically related to intercultural competence: The Culture in the Workplace Questionnaire™ and The Global Team Process Questionnaire™.

The Culture in the Workplace Questionnaire™ was developed under license from Dr. Geert Hofstede, a pioneer in cross-cultural research who created this questionnaire to illustrate culturally dependent work preferences. It is an online instrument that consists of 60 questions. The responses provide a profile using Hofstede's dimensions of individualism, power distance, certainty, achievement, and time orientation. The results create an individual profile that is matched against country averages and can be compared with up to 15 selected countries. It can be used to assist with global assignments, global work teams, and overall work-place interactions that are impacted by employees from different countries.

The Global Team Process Questionnaire™ measures human processes on global teams. It provides a benchmark for the global team's current effectiveness. Against that baseline, companies can measure change over time (by repeating the application of the GTPQ), identify areas for improvement, compare team results to industry averages, and, by correlating results with existing performance measures, measure team process to determine return on investment.

Kozai Group

www.kozaigroup.com

The Kozai Group assists global organizations to develop effective human resource strategies to support their business objectives. They help clients create effective policies and practices for the selection, development, training, and reintegration of globally mobile personnel. They have two assessments to

support intercultural work: the Global Competencies Inventory (GCI) and the Intercultural Effectiveness Scale (IES).

The **Global Competencies Inventory (GCI)** is designed to assess competencies critical to interacting and working effectively with people who are from different cultures. The inventory measures 17 competencies in the three categories of intercultural adaptability, including perception management, relationship management, and self-management. This instrument can be used as part of an assessment process for succession planning, selection, career planning, team building, coaching, or professional development.

The **Intercultural Effectiveness Scale (IES)** is an instrument used by profit and nonprofit organizations, including government agencies and educational institutions, especially in international education. It was developed specifically to evaluate the competencies critical to interacting effectively with people who are from different cultures. However, the competencies assessed are equally applicable to evaluating how well people work with those who are different from them on a range of dimensions, including gender, generation, ethnic group, religious affiliation, and so forth. The IES focuses on nine competencies in three categories of intercultural effectiveness. These three dimensions are combined to generate an Overall Intercultural Effectiveness score in the individual feedback report.

Learning Styles Inventory (LSI)

www.haygroup.com/tl

David Kolb

The LSI is a 12-item self-report instrument that measures four types of learning that, taken together, constitute a person's preferred learning style. The four primary styles of learning measured by the LSI are abstract conceptualization (AC), concrete experience (CE), reflective observation (RO), and active experimentation (AE). The LSI is based on experiential learning theory. It is one of the most commonly used instruments in intercultural training. The LSI is particularly useful in demonstrating forms of human diversity that are not exclusively linked to race, ethnicity, gender, or nationality. It is a nonthreatening way to explore diversity. The LSI, which includes interpretive materials, is a self-scored inventory that does not require certification.

Multicultural Personality Questionnaire (MPQ) <https://www.psychecommerce.nl/index.php?id=81>

Karen van Oudenhoven-van der Zee and Jan Pieter van Oudenhoven

The MPQ is a tailor-made instrument explicitly aimed at the characteristics that enhance successful adaptation to a foreign culture. It is based on five dimensions: cultural empathy, openmindedness, social initiative, emotional stability, and flexibility.

NEO-PI

http://www.igbnetwork.com/2_Assessment.htm

an alliance of:

- Trompenaars Hampden-Turner (Netherlands)
- The Kozai Group Inc. (USA)
- Fischer Group International (Germany)
- Nanjing University (P.R. China)

The NEO-PI is a personality assessment tool based on the Big Five Model of personality that consists of five critical dimensions that account for major individual differences in personality. The Big Five is one of the few personality models that is valid across cultures. Research has shown clear links between overseas assignment success and certain Big Five clusters of traits. The NEO-PI enables executives to understand how ingrained behavior patterns affect their management style, and it also builds an awareness of automatic behavioral tendencies.

Peterson Cultural Style Indicator (PCSI)

www.AcrossCultures.com

The Peterson Cultural Style Indicator™ is a tool that allows internationally focused professionals to compare their cultural style to the typical style of people in more than 70 countries. The tool consists of 25 questions that can be used by both teams and individuals to compare their profiles and discuss the implications of the custom-generated reports.

PICO Profiler

<http://www.pico-global.com/Profiler/ProfilerHome.aspx?l=2>

The PICO profiler is an online instrument intended for those who live or work in an intercultural environment. It is used to create a PICO Profile, an individualized analysis of how the user adapts to the challenges of interacting with people from other cultural backgrounds. The PICO profiler is used as an educational tool for intercultural training and coaching and as a self-assessment tool.

Richardson Global Cultural Style Inventory (CSI)

<http://www.richardsonglobal.com/>

The CSI is a self-assessment tool that measures individuals' preferences for cultural styles in the workplace. It provides a comparison and contrast to the styles of others and is a first step in improving the Cultural Quotient (CQ) of an individual, team, or organization. Based upon the copyrighted and trademarked Richardson Global CULTURAL STYLE MODEL, the CSI provides users with feedback on their own style preferences in three major domains of culture and seven related subdomains. Where all three domains support each other, the result is often the creation of a set of very strong core cultural values and beliefs that may not be subject to change or variation.

Simmons Global Cultural Assessment Tool

<http://www.simmonsassoc.com>

The Simmons Global Cultural Assessment Tool is a web-based instrument that enables participants to learn about culture, identify their cultural profile, identify gaps between themselves and others, and learn techniques to address resulting challenges and opportunities. The instrument is based on the Intercultural Awareness Model (ICAM©) created by Paula Caliguri, Director of Rutgers University Center for Human Resource Strategy.

Survey on Intercultural Adaptability (SIA)

Survey on Intercultural Relocation Adaptability (SIRA)

<http://www.grovetwell.com/expat-360-assessment.html>

Richard Mansfield & Cornelius Grove

Created by GROVEWELL LLC and R .S. Mansfield Associates, the Survey on Intercultural Relocation Adaptability, or SIRA, is an online, 360° assessment instrument that enables global business leaders and professionals who are contemplating relocation to clarify their own expectations and decision-making about global business relationships, obtain 360° feedback about the extent to which they demonstrate the personal skills and qualities that promote or inhibit adaptation effectiveness with diverse others, identify behaviors that can inhibit adaptation and effectiveness, learn ways to enhance effective skills and qualities and reduce ineffective behaviors, and identify what else they need to learn about a global assignment.

TMC

www.tmc corp.com

TMC, a consulting and learning solutions company, helps organizations to leverage differences and similarities for maximum performance to reduce risk and enhance innovation and effectiveness. They

have developed a battery of assessment tools: The Country Navigator, the Cultural Orientations Indicator ® (COI), and the Inclusive Leadership Profile (ILP).

Country Navigator

<https://www.countrynavigator.com>

tma world

The Country Navigator is an online informational resource that provides up-to-date information on key business cultures. The Navigator integrates a cultural profiling tool that enables individuals to assess their own dominant cultural orientations and compare them to any of 45 country profiles. Once potential areas of similarity and difference have been identified, advice is provided to the user on how to manage and resolve any issues that might arise. The Navigator uses a database of in-depth cultural and business information on the world's major economies, designed to prepare individuals to work across different cultures.

Cultural Orientations Indicator ® (COI)

The COI is a statistically valid online cultural assessment that measures a person's work style preferences against 10 dimensions of culture, generating an analysis of cultural gaps by comparing the user's COI cultural profile with national and regional cultural profiles. The COI assessment is available in 13 different languages.

Inclusive Leadership Profile™ (ILP)

The ILP is a web-based self-assessment tool that evaluates the degree to which an individual applies principles and practices to build and sustain an inclusive environment. The standard version assesses levels of awareness-, knowledge-, behavior- and impact-readiness based on a self-evaluation of the frequency with which participants engage in specific behaviors and practices. The standard ILP™ report displays readiness levels and provides the answers and scores for individual questions. A multi-rater/360° version of the ILP™ is also available.

The International Profile (TIP)

www.chariscorp.com

The International Profiler (TIP) is a questionnaire and feedback process that helps professionals reflect on where their strengths and limits are for working internationally. TIP is an online questionnaire that is used to generate personal feedback profiles that portray the way that individuals typically work with people from cultural backgrounds different from their own. The information from TIP is interpreted and fed back by a trained and licensed Charis consultant. The participant receives a detailed feedback book; personal development plans and coaching can be provided. TIP feedback can be done on a one-to-one basis or as part of a training session with a group.

Tucker International

www.tuckerintl.com

Michael Tucker

Tucker International, LLC, is a full-service international human resource development company providing personnel assessment, intercultural training, language training, repatriation training, and consulting to multinational organizations and governmental agencies. They have developed three intercultural assessments: International Mobility Assessment (IMA), Overseas Assignment Inventory (OAI), and International Candidate Evaluation (ICE), which is linked to the OAI.

International Mobility Assessment (IMA)

The IMA is a self-assessment process for international assignment candidates and their families. It is intended to be used early in the process of international assignment decisions so candidates can decide for themselves if they are ready to take on the challenges of living and working in another country. There are two interactive assessments available online, one for families and one for singles. It helps candidates honestly evaluate their current situation to determine if they are ready to adapt to a different culture, and make sure that their expectations are realistic about an international assignment, a new job, and especially a new environment.

Overseas Assignment Inventory (OAI)/International Candidate Evaluation (ICE) are linked self-response instruments. Together these instruments assess:

Motivations for seeking or accepting an international assignment

Expectations about such an assignment

Attitudes and attributes that contribute to intercultural adjustment

The OAI and ICE are available in English, French, and German, and can be used in booklet form or by means of the Internet.

Worldprism Profiler

<http://www.tmaworld.com/solution/Worldprism-Profiler>

This is an in-depth profiling tool that allows users to identify their own cultural orientations, compare themselves with others, and identify appropriate strategies for working effectively with differences.

There are three levels of users for the Worldprism Profiler: first, individuals who manage and/or interact with different cultures through various business roles; second, cross-border teams who can increase awareness of differences among members; and third, organizations who want to profile their dominant organizational culture.

An Introductory Guide to Selected Training and Teaching Resources

(Revised June 2011)

This section contains books and other publications, many of which contain simulations and different training and educational exercises. Following this section is an annotated description of several simulations, including a list of some major distributors for them.

This bibliography is divided into two sections:

1. General Training
2. Intercultural/Diversity Training

1. General Training

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Simulation Games for Intercultural Learning

An Alien Among Us

Source: Intercultural Press

Six candidates are selected to go on a mission based on attributes that fall into nine categories: gender, age, religion, profession, health, nationality, reason for going, positive attributes, and negative attributes. Participants come to understand that differences and diversity are not synonymous with problems and difficulties but rather can enrich human experience. They discover that they have overlooked the benefits of the differences they were inclined to devalue.

The Albatross

Source: *Beyond Experience*, 2nd edition O/P

Visitors to an imaginary culture (Albatross) are greeted with an elaborate ceremony. Allows participants to observe the culture, interpret the behavior that is observed, and discuss their perceptions. Demonstrates how easy it is to interpret incorrectly what is observed.

Bafa Bafa

Source: Simulation

Training Systems

Participants are divided into two cultures, Alpha and Beta, and are taught one culture's distinctive characteristics and behaviors. Players then attempt to understand the other culture through a series of controlled visits. Designed to demonstrate how easy it is to develop counter-productive attitudes, misperceive events, and communicate poorly in a cross-cultural situation. Raza-Raza is a version of this game designed for elementary age children.

Barnaga

Source: Intercultural Press

This cross-cultural simulation game illustrates that although people from other cultures may appear similar, they may be significantly different. Participants are divided into groups, and separate cultures are developed through the use of different sets of game rules. The groups then interact nonverbally, ending with a discussion of the experience. Vividly demonstrates how assumptions of similarity can provoke misunderstandings and conflict.

The New Commons Game

Source: Richard Powers

Authored by Richard Powers, this exercise explores alternative responses to the "tragedy of the commons." Contact: Richard Powers, P.O. Box 276, Oceanside, OR 97134. (503) 842-7247, rpowers@oregoncoast.com

Conducting Planning Exercises

Source: Simulation Systems

Paul Twelker's simulation is designed to facilitate the examination and proposal of alternative solutions to a given problem. "Frame" game format.

Cultural Pinwheels: A Personal Style Assessment & Dialogue Tool

Source: Nipporica Associates

The activity includes 32 types of thinking, communication, teamwork, and leadership styles-four continua for each style. Participants color their personal tendencies on paper, then cut and paste these onto working pinwheels. Participants explain their styles to others, discussing the advantages and disadvantages of their respective approaches. Team members can share differing perceptions and discuss how to effectively utilize one another's strengths.

Death of a Dissident

Source: American Forum for Global Education

This simulation concerns economic development, including foreign investment, civil unrest, social justice, and human rights in a Caribbean dictatorship. After one of their number has been murdered, activists refuse to leave the U.S. Embassy. All parties negotiate.

Diversafari

Source: Executive Diversity Services or Intercultural Communication Institute

Diversafari combines global cultural awareness with proven adult learning methods in a scalable, reusable, and extremely practical learning program of tools designed to maximize understanding of intercultural communication styles, values and behaviors.

Diversophy: Understanding the Human Race

Source: George Simons International

A game which develops the wisdom and skill needed to understand and collaborate with people who are different. Board game with question cards and facilitator guidebook. Average playing time is 75-90 min., 4-6 players. Conference version available for large groups.

Ecotonos

Source: Intercultural Communication Institute

Ecotonos is an excellent tool for engaging in problem solving and decision making in multicultural groups. Methods and processes of decision making in these groups are analyzed, diagrammed, and compared, and guidelines for effectiveness generated. Participants enhance their understanding of the impact of culture on decision-making and problem solving and develop their skills in participating effectively in a multicultural decision-making process.

Fire in the Forest

Source: American Forum for Global Education

This is set in the Amazon Rain Forest, with conflicting claims to the land and its use by environmentalists, settlers, and native tribes. Violence erupts, which local government officials have difficulty containing. Negotiations become critical. Learning objectives include environmental protection, and respect for indigenous cultures, social justice, economic development, and poverty

It's Not My Problem

Source: Simulation Technologies

This simulation asks participants to increase their understanding of the issues surrounding AIDS.

Looking Glass, Inc.: A Management Simulation of a Day In the Life of Top Management

Source: Center for Creative Leadership

This highly active exercise deals with issues of effective managerial styles and team building. Skill building in feedback, organizational values awareness, and leadership.

The Owl

Source: Beyond Experience, 2nd edition O/P

An interview situation between two members of U.S. culture and three members of another culture—Country X—that demonstrates the difficulties of communicating and getting what one wants and needs in a cross-cultural situation. Also deals with male/female roles and relationships.

Randömia Balloon Factory

Source: Intercultural Press

Simulates a realistic business-related problem that many Western managers and trainers experience when they interact with people who have different value-driven behaviors. Designed for 15 to 35 participants and takes about three hours.

Redundancia: A Second Language Simulation

Source: Nipporica Associates or Intercultural Communication Institute

Requires 10 minutes to conduct and about 30 to debrief. Participants experience speaking a second language nonfluently; how it affects one's ability to stay focused and connected with the listener, and one's feelings of competence and confidence. Participants also experience listening to second language speakers: their own tendencies to help or to become distracted. Observers note the speaker's nonverbal communication. Extremely powerful. ”

Rockets and Sparklers

Source: Intercultural Press

Requires 90 minutes to set-up, play and debrief. This is a cultural encounter simulation designed to identify different aspects of culture--values and behaviors—and explore the influence of culture on our behavior and our interpretation of the behavior of others. In *52 Activities for Exploring Values Differences* by Donna M. Stringer and Patricia A. Cassidy.

Star Power

Source: Simulation Training Systems

Participants have a chance to progress from one level of society to another by acquiring wealth through trading with the other participants. Groups are formed based on economic status and develop their own cultural characteristics. When the most “successful” are allowed to change the rules of the game, conflict usually results. Demonstrates how

groups develop a “culture,” but most importantly, enables many participants to deal with their assumptions about the uses and abuses of power.

Where Do You Draw the Line

Source: Simulation Training Systems

Designed by R. Garry Shirts, this ethics game examines what “should be” without excluding consideration of “what is.” (Works well as “frame” game.)

Simulation Games by Thiagi

Source: Diversity Simulation Games by Thiagi
Sivasalilam Thiagarajan “Thiagi”

This collection includes seven simulation game booklets: *Cash Games*; *Diversity Simulation Games*; *More Cash Games*; *Seven More Simulations*; *Sh! Sexual Harassment Simulation*; *Teamwork Games*; and *Triangles: Exploring Organizational Relationships*.

Distributors

American Forum for Global Education

120 Wall Street Suite 2600
New York NY10005
Web: <http://www.globaled.org/>

Center for Creative Leadership (USA)

PO Box 26300
Greensboro, NC 27438-6300
Phone: (336) 545-2810
Fax: (336) 282 3284
Email: info@leaders.ccl.org
Web: www.ccl.org

Center for Creative Leadership (Europe)

Avenue de Tervueren 270
Tervurenlaan
B- 1150 Brussels, Belgium
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Fax: +32 (0) 2 673 63 06
Email: ccl.europe@ccl.org
Web: www.ccl.org

Intercultural Press

20 Park Plaza
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Boston, MA 02116
Phone: (617) 523-3801 or (888) 273-2539
Fax: (617) 523-3708
Email: info@interculturalpress.com
Web: www.interculturalpress.com

Nipporica Associates

8425 Cherokee Lane
Leawood, KS 66206
Phone: (913) 901-0243
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Email: sales@nipporica.com
Web: www.nipporica.com

Simulation Training Systems

(formerly known as **Simile II**)
P.O. Box 910
Del Mar, CA 92014
Phone: (800) 942-2900 or (858) 755-0272
Fax: (858) 792-9743
Email: garry@stsintl.com
Web: www.stsintl.com

Center for Creative Leadership (Asia)

238A Thomson Road #16-06/08
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Web: www.ccl.org

Workshops by Thiagi

4423 E. Trailridge Road
Bloomington, IN 47408-9633
Phone: (812) 332-1478
Email: thiagi@thiagi.com
Web: www.thiagi.com

George Simons International

236 Plateau Avenue
Santa Cruz, CA 95060
Phone: (888) 215-3117
Fax: (888) 215-3117
Email: online contact form
Web: www.diversophy.com

Professional Associations for Gaming and Simulations**Association for Business Simulation and Experiential Learning (ABSEL)**

Annette Halpin, VP/Executive Director
Arcadia University
Dept. of Bus/Health Adm. & Econ.
450 S. Easton Road
Glenside, PA 19038
Phone: (215) 572-2849
Fax: (215) 572-4489
Email: halpin@arcadia.edu
Web: www.absel.org

Digital Games Research Association (DiGRA)

Email: coordinator@digra.org
Web: www.digra.org

Federation of European Simulation Societies (EUROSIM)

Web: www.eurosim.info

International Simulation and Gaming Association (ISAGA)

Eugenijus Bagdonas (President)
Kaunas University of Technology,
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North American Simulation and Gaming Association (NASAGA)

Email: info@nasaga.org
Web: www.nasaa.org

Simulation and Gaming Association - The Netherlands (SAGANET)

Email: info@SAGANET.nl
Web: www.saganet.nl

Society of Simulation & Gaming of Singapore (SSAGSg)

c/o Department of Information Systems
School of Computing, National University of
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Building "Computing 1", #03-68
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Singapore 117590
Email: Online Form
Web: www.ssagsg.org

Swiss Austrian German Simulation and Gaming Association (SAGSAGA)

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Web: www.isaga.info

Japan Association of Simulation and Gaming (JASAG)

Phone: (03) 5389-6278
Fax: (03) 3368-2822
Email: secretary@jasag.org
Web: www.jasag.org (Japanese)

Hochschulstr. 1
A - 6850 Dornbirn, Österreich
Phone: +43 (0) 5572 792 3218
Fax: +43 (0) 5572 792 9509
Email: info@sagsaga.org
Web: www.sagsaga.org

The Society for the Advancement of Games and Simulations in Education and Training (SAGSET)

Email: Alison.Parrett@nottingham.ac.uk
Web: www.simulations.co.uk/sagset

Useful and Interesting Web Sites

This list is divided into sections:

1. Culture-Specific Information
2. Expatriation
3. General Intercultural Education
4. International Business
5. International Education
6. Travel
7. U.S. Domestic Diversity and Inclusion

1. Culture-Specific Information

<http://www.ajc.org/>

The American Jewish Committee (AJC) promotes the ideas of pluralism and the enhancement of the quality of life for Jews globally.

<http://www.al-bab.com/>

Aims to introduce non-Arabs to the Arabs and their culture. Consists mainly of links to other sites and pages on the Internet but also contains some original material.

<http://www.bcw.org/>

The Black Career Women (BCW) is a national organization that serves as a nucleus of support to identify and address the critical needs of black women in the workforce as it relates to their career mobility and achievement.

<http://www.cushcity.com/>

World's largest online African American bookstore, offering hundreds of titles and resources on African American topics.

<http://www.engagingamerica.org>

The Engaging America web site is a virtual resource center for advancing inter-ethnic and inter-religious partnerships, presented from a Jewish perspective. Engaging America is a project of the American Jewish Committee (AJC).

<http://www.euroamerican.org/>

The Center for the Study of White American Culture is a multiracial organization that looks at whiteness and American culture.

<http://lanic.utexas.edu/>

Latin America Network Information Center provides a comprehensive set of links to information about Latin America.

<http://memory.loc.gov/ammem/browse>

The American Memory Historical Collections, a major component of the Library of Congress' National Digital Library Program, is a multimedia collection of digitized documents, photographs, recorded sound, moving pictures, and text from the Library's Americana collections.

<http://www.mideastweb.org/mewcultlinks.html>

Listing of active links to resources dealing with Mideast cultures and travel in the region.

<http://www.nativeweb.org/>

Links to resources for indigenous cultures around the world.

<http://www.thetaskforce.org/>

National Gay and Lesbian Task Force web site, a leading progressive civil rights organization that supports grassroots organizing and advocacy for issues related to lesbian, gay, bisexual, and transgender rights.

<http://www.waytorussia.net>

An information resource about Russia and travel services directory. Mission is to communicate the unique character of Russia and to enable individuals, companies, and organizations to make the most of their experience in Russia.

2. Expatriation

<http://www.aortableidentity.com/>

A women's guide to maintaining a sense of self while moving overseas. Written by two social workers.

<http://www.easyexpat.com/>

Provides practical and up-to-date information for expatriates on subjects such as careers and jobs overseas, moving abroad, cost of living, taxes, accommodations, healthcare, international schools, childcare, repatriation and social life.

<http://www.escapeartist.com/>

Escape Artist site offers information about expatriate life, including an the exhaustive list of expatriate resources on the Internet.

<http://www.expatexchange.com/>

Community exchange, library of articles, events listing and advertising for expatriates.

<http://www.expatexpert.com/>

Designed to inform, advise, and offer online friendship to relocating expatriate spouses and families.

<http://www.expatfocus.com/>

Global relocation advice, support and community. Provides country guides, financial advice, property information, forums, blogs and an email community.

<http://www.expatwomen.com/>

The largest global web site helping women living overseas. It provides women with a community to share stories, network globally, and find the resources for living successfully abroad.

<http://www.figt.org/>

Families in Global Transition, Inc. provides strategic resources for families and individuals who live, move, and work throughout the world.

<http://www.liveabroad.com/>

Network for Living Abroad is a community for sharing experience and advice for studying, working, volunteering, or retiring abroad. Resources include links to other sites pertaining to expatriate life, in-country contacts, employment abroad, volunteer opportunities, and articles on specific countries, message board, classified ads and free e-zine.

<http://www.solutionsabroad.com/>

Provides resources for expats who move abroad or relocate to work in Mexico with information ranging from arrival to setting up a home, school, or business, to things to see and do.

<http://www.tckworld.com/>

This extensive web site is dedicated to the support and understanding of Third Culture Kids (TCKs): Military Brats, Missionary Kids, Foreign Service Kids, and others who have lived in foreign cultures as children.

<http://www.transition-dynamics.com/>

Transition Dynamics is a consultancy that serves the international expatriate and repatriate community. Offers articles, publications, links, contacts, plus a bibliography of selected books and more.

<http://www.transitionsabroad.com/index.shtml/>

Web site for Transitions Abroad that includes the archives of this magazine, and access to many country-specific expatriate web sites.

<http://www.workpermit.com/>

Provides useful information about immigration and work permits for a variety of countries.

3. General Intercultural Education

<http://www.awesomelibrary.org/>

Awesome Library organizes the Web with 37,000 carefully reviewed resources, including the top 5 percent in education.

<http://www.dialogin.com/>

Delta Intercultural Academy provides book reviews, conference announcements, papers, and live discussions. Must join but no cost at present.

<http://www.diversophy.com/>

Provides articles and other features as well as information about Diversophy products – an online game by GSI and m2studio that tests intercultural knowledge for living and working successfully in a global environment.

<http://www.interculturalrelations.com/>

InterculturalRelations.com is a free online interdisciplinary resource designed for interculturalists around the world who study, teach, train and/or research in cross-cultural psychology, cultural anthropology, intercultural communication, multicultural education, race/ethnic relations (sociology), multicultural literature, sociolinguistics, TESOL, international business, and other related sub-disciplines.

<http://www.InterculturalU.com/>

An online community of people from around the world who are interested in intercultural relations. Topics covered on this site include: racism, prejudice, stereotypes, hate crimes, culture, diversity, multiculturalism, race, ethnicity, linguistics, intercultural and diversity training/consulting, culture shock, ethnocentrism, nonverbal communication, intercultural communication, cross cultural psychology, cultural anthropology and race relations.

<http://www.new-paradigm.co.uk/Appreciative.htm/>

Web site for New Paradigm Consulting that offers an approach to organizational change based on the work of David Cooperrider and Suresh Srivastva, which is founded on the premise that “organizations change in the direction in which they inquire.”

<http://www2.pacific.edu/sis/culture/>

What's Up with Culture, an online cultural training resource for study abroad, contains three modules for pre-departure, welcome back, and resources for going abroad. Developed by Bruce La Brack, University of the Pacific, with a grant from the Safety Abroad First Clearinghouse Project.

<http://www.peacecorps.gov/wws/educators/lessonplans/>

This site has a searchable selection of lesson plans on a variety of different countries designed for K-12 classroom use.

<http://www.thiagi.com/>

The Workshops by Thiagi web site offers a free newsletter and a treasure chest of free games.

4. International Business

<http://www.aperianglobal.com/>

Aperian Global offers a free newsletter and research-based articles on topics such as global leadership, teamwork, innovation, outsourcing, off-shoring, and change.

<http://www.executiveplanet.com/>

Links to essential business culture guides for the international traveler and businessperson. Sorted by country, written by in-country experts, and mostly free.

<http://geert-hofstede.international-business-center.com/>

The International Business Center provides globally supportive information for the international business students, professors, teachers, and the global business community. Links to resources regarding various global issues and cultural information, and collections of intercultural professionals' research including Hofstede Cultural Dimensions are available.

<http://www.getcustoms.com/>

Global business basics and articles describing gestures, business basics across cultures, time, writing patterns, international salutations, and quizzes in intercultural competence.

<http://www.global-excellence.com/>

Global Excellence LLC (GE) is a cross-cultural and relocation consulting firm, that provides a monthly free e-zine, as well as articles on culture and business.

<http://knowledge.insead.edu/>

INSEAD, a prominent global business school offers case studies, working papers, articles, videos, and podcasts on topics ranging from culture specific, to people and leadership, to globalization. Some products are not free.

<http://www.pimnetwork.org/html/resources/links.html>

Partnership in International Management resource list. Contains links to subjects such as administrators and international educators, national education systems, working and studying abroad, and intercultural resources.

<http://globaledge.msu.edu/>

globalEDGE™ is a web portal that connects international business professionals worldwide to information, insights, and learning resources on global business activities.

<http://www.thunderbird.edu/>

Thunderbird School of Global Management is the world's first and oldest graduate management school focused exclusively on global business. The web site provides an archive of faculty research and publications.

5. International Education

<http://www.amideast.org/>

Web site for Amideast, which provides programs and information related to education and exchange in the countries of the Middle East.

<http://www.studyabroad.com/b/default.aspx>

A blog for students studying abroad to share their experience. Also included are a directory for study abroad programs, articles, online social networking, guidebooks, and more.

<http://www.ciee.org/>

Council on International Educational Exchange has been in pursuit of its mission, "to help people gain understanding, acquire knowledge, and develop skills for living in a globally interdependent

and culturally diverse world." It provides information regarding international education programs, training, teaching, host and connection, etc.

<http://www.cies.org/>

Web site that provides information about the Fulbright Scholar Program. The Council for International Exchange of Scholars (CIES) helps administer the Fulbright Scholar Program, the U.S. government's flagship academic exchange effort, on behalf of the United States Department of State, Bureau of Educational and Cultural Affairs.

<http://www.eaie.org/>

The European Association International Education strives to bring together international education professionals to help create a global environment where there is mobility and education for all.

<http://www.eduref.org/>

This web site includes more than 2000 lesson plans, 3000 value-added connections to education information and organizations, and more than 200 question archives.

<http://www.forumea.org/>

The Forum on Education Abroad is a global membership association whose exclusive purpose is to serve the field of education abroad.

<http://www.globaled.us/safeti/aboutsafeti.html>

Safety Abroad First Clearinghouse Project develops and disseminates resources to support study abroad program development and implementation, emphasizing issues of health and safety. The web site contains information on education and training, a newsletter, complete syllabi, training designs, student guides and workbooks of the University of the Pacific cross-cultural training courses.

<http://www.iiepassport.org/>

IIEPassport offers a comprehensive search tool for study abroad programs.

<http://www.indiana.edu/~overseas/lesbigay>

NAFSA: Association of International Educators Rainbow Special Interest Group (SIG). The Rainbow SIG is comprised of diverse members of NAFSA dedicated to supporting gay, lesbian, bisexual and transgendered professionals in international education. Contains booklets, brochures, and handouts for use at orientations and workshops as well as a collection of articles and links to over 40 organizations.

<http://www.mesa.arizona.edu/>

The Middle East Studies Association (MESA) is a non-political association that fosters the study of the Middle East, promotes high standards of scholarship and teaching, and encourages public understanding of the region and its peoples.

<http://www.nafsa.org/publications/default.aspx>

Funded by the Bureau of Educational and Cultural Affairs of the U.S. Department of State, this toolkit is a series of 13 web-based and printed resource publications intended to directly benefit practitioners. The step-by-step process can be used by educators to internationalize their campus.

<http://www.un.org/Pubs/CyberSchoolBus/index.html>

United Nations global learning and teaching project provides resources on curriculum, and interactive games.

6. Travel

<http://www.miusa.org>

Web site for Mobility International USA - empowering people with disabilities around the world by ensuring their inclusion in international exchange and international development programs. Includes links to international exchange programs, books, videos, and related web sites.

<http://www.travel.state.gov>

U.S. State Department updated travel advisory information, passport and visa procedures and general travel notices.

7. U.S. Domestic Diversity and Inclusion

<http://www.advocate.com>

A national gay and lesbian newsmagazine that addresses the latest issues and breaking stories shaping the lives of gay and straight America. Some international news is included.

<http://www.ahead.org/>

Association on Higher Education and Disability

<http://www.culturalpartnerships.org>

The Institute for Cultural Partnerships facilitates opportunities for understanding among diverse cultures and communities. ICP has resources for many environments, including corporations, classrooms, and colleges. This new web site is in development so not everything is accessible online yet.

<http://www.diversitycentral.com>

A major source for in-depth information regarding diversity issues. Articles are indexed and can be accessed back to 1985.

<http://www.diversityinc.com>

An online magazine serving as a one-stop resource of information on how diversity affects employees, suppliers, and customers. Includes daily diversity news and updates, recruiting and retaining a diverse workforce, and more.

<http://www.diversityweb.org>

Diversity Web is a project of AAC&U's Office of Diversity, Equity, and Global Initiatives (ODEGI). Helps colleges and universities establish diversity as a comprehensive institutional commitment and educational priority. Provides information and resources on institutional vision, leadership, affirmative action, curriculum transformation and diversity research.

<http://www.diversityworking.com>

A diversity job board and diversity recruitment for employers managing diversity in the workplace. It hosts a global database of over 250,000 active and non-duplicated jobs from diversity-minded employers.

<http://www.diversityjournal.com>

Bi-monthly online journal, whose prime focus is senior leadership involvement, best practices, workforce diversity strategies and recognition of employee contribution. Subscription fee.

<http://www.umd.edu/diversity/>

Diversity Database of University of Maryland.

<http://www.tolerance.org>

A project of the Southern Poverty Law Center. This site provides information and activities directed toward fighting hate and promoting tolerance. Especially useful for K-12 teachers, children, and parents.

<http://www.transequality.org>

The organization of National Center for Transgender Equality (NCTE) provides congressional education and establishes a center of expertise on transgender issues. It is dedicated to advancing equality of transgender people through advocacy, collaboration and empowerment.

Graduate Programs in Intercultural Communication and Related Areas

(Revised May 2011)

As the need for intercultural competence expands throughout the world, it has become more evident that the theoretical foundation provided by an advanced degree is an essential component of professionalism. The wide-ranging experience of practitioners in both international and domestic contexts frequently inspires them to seek theoretical frameworks with which to construe their intense and powerful contact with cultural difference. Colleges and universities have responded to this evident need through the development of doctoral and master's programs, not only in intercultural communication, but also in multicultural and international education, international business, ethnic studies, and various interdisciplinary areas.

Some things for you to consider when choosing a graduate program include:

- **Residential vs. limited residency:** Some of these programs, designed for adult learners, require only limited residency so that a busy professional can complete a degree without leaving home or a career behind. Others use a more traditional format and require learners to attend ongoing, regularly scheduled classes.
- **Subject area:** Should you study intercultural communication or a related field? Intercultural competence is an increasingly desirable skill to bring to the marketplace. Depending on your goals, intercultural communication skills and knowledge can be developed through a degree in intercultural communication itself or as an element of a degree in another area. For instance, those in computer science, marketing, business, counseling, social work, education, etc. may find intercultural expertise a valuable addition to their knowledge base. PLEASE NOTE: Generally speaking, we have not listed MBA programs unless they have a particular emphasis on intercultural issues. In addition, few TESOL/ESL programs have an intercultural focus and have generally not been included; however, they may prepare graduates to teach in intercultural arenas, both domestically and overseas.
- **Admission requirements:** Requirements vary by institution and are not listed here. Consult with individual schools and departments for more information. Many schools require some combination of transcripts, writing samples, test scores (GRE), and recommendations. Often deadlines for application are in the winter for admission the following autumn.

We have organized the information in this guide into four sections:

- Residential Doctorate and Master's Degrees with an Intercultural Communication Emphasis
- Residential Master's Degrees with an Intercultural Communication Emphasis
- Limited-Residency Degree Programs

- Programs in Related Areas

We have provided this list as a **beginning** for your exploration of graduate options. It is not intended to be comprehensive. Your personal examination of specific program materials, and dialogue with other graduate students and faculty from these programs, will increase the likelihood of choosing a program most suitable to your needs.

This list includes the following sections:

1. Residential Doctorate and Master’s Degrees with an Intercultural Communication Emphasis
2. Residential Master’s Degrees with an Intercultural Communication Emphasis
3. Limited-Residency Degree Programs
4. Programs in Related Areas

Residential Doctorate and Master’s Degrees with an Intercultural Communication Emphasis

School/Contact information	Degrees/Additional Information
<p>Arizona State University Hugh Downs School of Human Communication PO Box 871205 Tempe, AZ 85287-1205 Phone: (480) 965-5095, Fax: (480) 965-4291 Email: communication@asu.edu Web: http://humancommunication.clas.asu.edu/</p>	<ul style="list-style-type: none"> ▪ Interdisciplinary Ph.D. with a concentration in Intercultural Communication ▪ M.A. program in communication ▪ Dr. Thomas Nakayama, nakayama@asu.edu ▪ Dr. Ben Broome, benjamin.broome@asu.edu
<p>Michigan State University Department of Communication 473 Communication Arts Bldg. East Lansing, MI 48824-1212 Phone: (517) 355-3470, Fax: (517) 432-1192 Web: http://comm.msu.edu/modules.php?name=Pages&sp_id=229&pmenu_id=65</p>	<ul style="list-style-type: none"> ▪ M.A. in Communication (academic or applied options) ▪ Ph.D. in Communication ▪ Also Communication/Urban Studies M.A. program ▪ Dr. Mary Bresnahan, bresnah1@msu.edu
<p>University of California, Santa Barbara Department of Communication Social Sciences and Media Studies Building (SS&MS) University of California / Mail Code 4020 Santa Barbara, California 93106-4020 Phone: (805) 893-4479 Fax: (805) 893-7102 Email: mstohl@comm.ucsb.edu Web: http://www.comm.ucsb.edu/</p>	<ul style="list-style-type: none"> ▪ Ph.D. and M.A. (may be earned concurrently) ▪ Also interdisciplinary Program in Human Development ▪ Nancy Siris-Rawls, Graduate Program Assistant, nsiris@comm.ucsb.edu ▪ Dr. Howard Giles, giles@comm.ucsb.edu
<p>University of New Mexico Department of Communication and Journalism MSC03 2240 Albuquerque, NM 87131-0001 Phone: (505) 277-5305, Fax: (505) 277-4206 Email: cjdept@unm.edu Web: http://www.unm.edu/~cjdept</p>	<ul style="list-style-type: none"> ▪ M.A. and Ph.D. programs in Communication ▪ Dr. John G. Oetzel, joetzel@unm.edu

<p>University of Oklahoma Department of Communication 610 Elm Avenue, Room 101 Norman, OK 73019 Phone: (405) 325-3111, Fax: (405) 325-7625 Web: http://www.ou.edu/cas/deptcomm</p>	<ul style="list-style-type: none"> ▪ M.A. and Ph.D programs
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**Residential Master's Degrees
with an Intercultural Communication Emphasis
(See Also Doctorate/Master's List)**

School/Contact information	Degrees/Additional Information
<p>Aalborg University Culture & Innovative Learning 3-10, Fibigerstraede 10 9220 Aalborg East Denmark Phone: +45-9635-9130, Fax: +45-9815-4512 Email: info@cil.aau.dk Web: http://www.sprog.aau.dk/index-uk.htm</p>	<ul style="list-style-type: none"> ▪ International Master's Degree in Cultural, Intercultural Studies and Innovative Learning Methods (CIL)
<p>California State University, Fullerton College of Communications CP 450 P.O. Box 6868 Fullerton, CA 92834-6868 Phone: (657) 278-3355, Fax: (714) 278-3617 Web: http://communications.fullerton.edu/</p>	<ul style="list-style-type: none"> ▪ M.A. in Speech Communication with emphasis in Intercultural Communication ▪ Dr. Stella Ting-Toomey, sting@fullerton.edu
<p>California State University, Los Angeles 5151 State University Drive Los Angeles, CA 90032 Phone:(323) 343-3000 Web: http://www.calstatela.edu/</p>	<ul style="list-style-type: none"> ▪ Certificate Program in Intercultural Proficiency
<p>California State University, Sacramento Communication Studies Department Mendocino Hall 5014 6000 J. Street Sacramento, CA 95819-6070 Phone: (916) 278-6688, Fax: (916) 278-7216 Web: http://www.asn.csus.edu/coms</p>	<ul style="list-style-type: none"> ▪ M.A. in Communication Studies with major area of Intercultural and International Communication ▪ Dr. Christine Miller, cmiller@csus.edu
<p>International Christian University International Educational Exchange Office 10-2, Osawa 3-chome, Mitaka-shi Tokyo, Japan Phone: +81-0422-33-3117 Fax: +81-422-33-3133 Email: iee@icu.ac.jp Web: http://subsite.icu.ac.jp/ieeo/index_e.html</p>	<ul style="list-style-type: none"> ▪ M.A. and Ph.D. in Comparative Culture

<p>Lesley University Intercultural Relations Program Office 29 Everett St. Cambridge, MA 02138-2790 Phone: (617) 349-8369, Fax: (617) 349-8124 Email: intercultural@mail.lesley.edu Web: http://www.lesley.edu/gsass/65irp.html</p>	<ul style="list-style-type: none"> ▪ M.A. in Intercultural Relations ▪ Dr. Sylvia Cowan, Director, scowan@lesley.edu ▪ Jana Van der Veer, Assistant Director, jvanderv@lesley.edu ▪ Programs available through on-campus or low-residency, online models
<p>Royal Roads University School of Communication and Culture 2005 Sooke Road Victoria, BC V9B 5Y2 Phone: 250-391-2511; 800-788-8028 Fax: 250-391-2500 Email: RRU-info@royalroads.ca Web: http://royalroads.ca</p>	<ul style="list-style-type: none"> ▪ MA in Intercultural and International Communication ▪ Jennifer Maxwell, School Manager, 250-391-2600 ext. 4158
<p>San Diego State University School of Communication College of Professional Studies and Fine Arts 5500 Campanile Drive San Diego, CA 92182-4560 Phone: (619) 594-8512, Fax: (619) 594-6246 Web: http://communication.sdsu.edu/</p>	<ul style="list-style-type: none"> ▪ M.A. in Communication Studies with emphasis in Intercultural Communication ▪ Dr. Patricia Geist-Martin, Graduate Advisor, pgeist@mail.sdsu.edu ▪ Dr. Ron Lustig, rlustig@mail.sdsu.edu
<p>University of Bedfordshire Park Square Luton Bedfordshire LU1 3JU United Kingdom Phone: +44 (0)844 848 2234, Fax: +44-(0)1582-743469 Web: http://www.beds.ac.uk/</p>	<ul style="list-style-type: none"> ▪ M.A. in Intercultural Communication ▪ National Centre for the European Social Fund project <i>Language and Culture for Business</i>. ▪ Tricia Smart, External Liaison Officer, tricia.smart@beds.ac.uk
<p>University of Denver Josef Korbel School of International Studies University of Denver 2201 South Gaylord Street Denver, CO 80208 Phone: (303) 871-2544, Fax: (303) 871-3585 Email: korbeladm@du.edu Web: http://www.du.edu/korbel/</p>	<ul style="list-style-type: none"> ▪ M.A. and Ph.D. in International Studies ▪ Dual and joint degrees in Intercultural Communication
<p>University of Jyväskylä Department of Communication P.O. Box 35 (ToB) FI-40014 University of Jyväskylä Jyväskylä, Finland Phone +358-14-260-1513, Fax: +358-14-260-1511 Web: http://www.jyu.fi/hum/laitokset/viesti/en/</p>	<ul style="list-style-type: none"> ▪ European Master's Programs in Intercultural Communication, Journalism, Organizational Communication and PR, and Speech Communication. ▪ A unique opportunity to study as part of an intercultural community comprised of several different European universities. ▪ Carine Cools, Senior Assistant in Intercultural Communication, carine.cools@jyu.fi
<p>University of Oregon International Studies Program 175 Prince Lucien Campbell Hall Eugene, OR 97403-5206 Phone: (541) 346-5051, Fax: (541) 346-5041 Email: isp@uoregon.edu Web: http://www.uoregon.edu/~isp/</p>	<ul style="list-style-type: none"> ▪ M.A. in International Studies, a highly individualized program that can contain an intercultural communication focus

Limited-Residency Degree Programs

School/Contact information	Degrees/Additional Information
<p>California Institute of Integral Studies 1453 Mission Street San Francisco, CA 94103 Phone: (415) 575-6100, Fax: (415) 575-1264 Email: admissions@ciis.edu Web: http://www.ciis.edu/</p>	<ul style="list-style-type: none"> ▪ M.A. and Ph.D. programs in East-West Psychology, Integral Counseling Psychology (psychology and the spiritual traditions of East and West), and Cultural Anthropology and Social Transformation ▪ Interdisciplinary doctoral program w/ monthly 3-day weekend meetings or electronic network or both
<p>Capella University 225 South 6th St., 9th Floor Minneapolis, MN 55402 Phone: Domestic (888) 227-2736, Int'l (612) 339-8650 Fax: (612) 977-5060 Web: http://www.capella.edu/</p>	<ul style="list-style-type: none"> ▪ M.S. or Ph.D. in Education, Human Services, Psychology, Business and Technology, or Interdisciplinary Studies ▪ Formerly The Graduate School of America
<p>Fielding Graduate University 2112 Santa Barbara St. Santa Barbara, CA 93105-3538 Phone: (805) 687-1099 or (800) 340-1099 Fax: (805) 687-9793 Email: admission@fielding.edu Web: http://www.fielding.edu/</p>	<ul style="list-style-type: none"> ▪ M.A. in Organization Management and Development ▪ Ph.D. in Human Development ▪ Ph.D. in Human & Organizational Systems ▪ Dr. Peter Park ▪ Dr. Lenneal Henderson, lhenderson@fielding.edu
<p>Goddard College 123 Pitkin Road Plainfield, VT 05667 Phone: (802) 454-8311 or (800) 906-8312 Fax: 802-454-1029 Email: admissions@goddard.edu Web: http://www.goddard.edu/</p>	<ul style="list-style-type: none"> ▪ Individualized, self-designed M.A. in Individualized Studies. Areas of study include: Education and Licensure, Socially Responsible Business, Health Arts and Sciences, and Psychology and Counseling ▪ No Ph.D. degrees
<p>The Intercultural Communication Institute/ University of the Pacific 8835 S.W. Canyon Lane, Suite 238 Portland, OR 97225 Phone: (503) 297-4622, Fax: (503) 297-4695 Email: ici@intercultural.org Web: http://www.intercultural.org/</p>	<ul style="list-style-type: none"> ▪ M.A. in Intercultural Relations ▪ Dr. Janet M. Bennett ▪ Many faculty members from the Summer Institute for Intercultural Communication ▪ Dr. Kent Warren, Associate Director, Graduate Program, kwarren@intercultural.org
<p>Nova Southeastern University 3301 College Avenue Ft. Lauderdale-Davie, FL 33314-7796 Phone: (800) 541-6682, General; s/b: (800) 672-7223 ext. 25168 H. Wayne Huizenga School of Business: http://www.huizenga.nova.edu/futurestudents/masters/MIBA.cfm School of Humanities and Social Sciences: http://www.shss.nova.edu/request_information.htm</p>	<ul style="list-style-type: none"> ▪ H. Wayne Huizenga School of Business and Entrepreneurship offers M. A. and Ph.D. programs in International Business Administration and an M.A. program in Public Administration ▪ Center for Psychological Studies offers an M.S. in Mental Health Counseling, a Ph.D. in Clinical Psychology, and Doctor of Psychology degrees ▪ Fischler Graduate School of Education and Human Services offers a Ph.D. in Higher Education Leadership
<p>The University of British Columbia Centre for Intercultural Communication 410-5950 University Blvd. Vancouver, BC V6T 1Z3, Canada Phone: 604-822-1437, Fax: 604-822-0388 Email: cic@custudies.ubc.ca (automatic)</p>	<ul style="list-style-type: none"> ▪ Certificate in Intercultural Studies ▪ Flexible format

Web: http://cic.cstudies.ubc.ca/	
University of the Pacific/The Intercultural Communication Institute School of International Studies 3601 Pacific Avenue Stockton, CA 95211 Phone: (209) 946-2650, Fax: (209) 946-3265 Email: mair@uop.edu Web: http://web.pacific.edu/x154.xml	<ul style="list-style-type: none"> ▪ Kent Warren, kwarren@intercultural.org ▪ Katrina Jaggears, kjaggears@pacific.edu ▪ See program information for Intercultural Communication Institute

Programs in Related Areas

School/Contact Information	Degrees/Additional Information
American University International Service, School SIS, Room 103 4400 Massachusetts Avenue NW Washington, DC 20016 Phone: (202) 885-1600, Fax: (202) 885-2494 Email: sisgrad@american.edu Web: http://www.american.edu/	<ul style="list-style-type: none"> ▪ Ph.D. and M.A. in International Peace and Conflict Resolution ▪ Ph.D. in International Relations ▪ M.A. programs in International Communication, International Affairs, and International Development ▪ M.S. in Development Management ▪ Dr. Gary Weaver
Brigham Young University David M. Kennedy Center for International Studies 237 HRCB Provo, UT 84602 Phone: (801) 422-3377, Fax: (801) 422-0382 Email: kennedy@byu.edu Web: http://kennedy.byu.edu/	<ul style="list-style-type: none"> ▪ M.A. in International Development Specialization ▪ M.A. in International Relations Specialization ▪ M.A. in Area Studies
Columbia University School of International and Public Affairs 420 W. 118th Street New York, NY 10027 Phone: (212) 854-6216, Fax: 212-854-3010 Email: sipa_admission@columbia.edu Web: http://sipa.columbia.edu/	<ul style="list-style-type: none"> ▪ M.I.A. (Master's of International Affairs)
Columbia University, Teachers College 525 West 120th St New York, NY 10027 Phone: 212-678-3000, Fax: (212) 678-4048 Email: webcomments@tc.columbia.edu Web: http://www.tc.columbia.edu/	<ul style="list-style-type: none"> ▪ Ph.D. and Master's in Professional Cross-Cultural Counseling
Danube University Krems Donau-Universität Krems Dr. Karl-Dorrek-Straße 30 A-3500 Krems Austria Phone: +43 (0)2732 893-2000, Fax: +43 (0)2732 893-4000 Email: info@donau-uni.ac.at Web: http://www.donau-uni.ac.at/en	<ul style="list-style-type: none"> ▪ M.A. Intercultural Competencies

<p>Florida State University College of Education Suite 1100 Stone Building 1114 W. Call Street PO Box 3064450 Tallahassee, FL 32306-4450 Phone: (850) 644-6885, Fax: (850) 644-2725 Email: info@coe.fsu.edu Web: http://www.coe.fsu.edu/</p>	<ul style="list-style-type: none"> ▪ Ph.D. and Master's in Multicultural/Multilingual Education
<p>George Mason University 4400 University Drive Fairfax, Virginia 22030 Phone: 703-993-2400, Fax: 703-993-4622 E-mail: admissions@gmu.edu Web: http://www.gmu.edu/</p>	<ul style="list-style-type: none"> ▪ Graduate School of Education Programs: Ph.D. and M.A. in Bilingual, or Multicultural ▪ ESL Department Phone: (703) 993-3689 ▪ Institute for Conflict Analysis and Resolution ▪ Ph.D. and M.A. in Conflict Analysis and Resolution ▪ Web: www.gmu.edu/departments/ICAR ▪ M.A. in Interdisciplinary Studies (individually designed curriculum; only 1/2 of program must be done in residency)
<p>Georgetown University Department of Government 681 Intercultural Center 37th & O Streets, NW Washington, DC 20057-1034 Phone: (202) 687-6130, Fax: (202) 687-5858 Web: http://government.georgetown.edu/</p>	<ul style="list-style-type: none"> ▪ Ph.D. in International Relations
<p>Georgetown University Edmund A. Walsh School of Foreign Service 301 InterCultural Center 37th & O Streets, NW Washington, DC 20057 Phone: 202-687-5696, Fax: 202-687-1431 Web: http://sfs.georgetown.edu/</p>	<ul style="list-style-type: none"> ▪ M.S. in Foreign Service
<p>Howard University Department of Communication and Culture 525 Bryant Street, NW Howard University Washington, DC 20059 Phone: (202) 806-6711, Fax: (202) 232-8305 Email: lfleet@howard.edu Web: http://www.howard.edu/schoolcommunications/</p>	<ul style="list-style-type: none"> ▪ Ph.D. and M.A. in Rhetoric and Intercultural Communication
<p>INSEAD (European Institute of The Business School for the World) Boulevard de Constance 77305 Fontainebleau Cedex France Phone: +33-1-60-72-40-00, Fax: +33-1-60-74-55-00 Email: mba.info@insead.edu, phd.info@insead.edu Web: http://www.insead.edu/</p>	<ul style="list-style-type: none"> ▪ M.B.A. and Ph.D. programs ▪ International institution with close links to corporate networks worldwide
<p>Johns Hopkins University School of Advanced International Studies The Nitze Building 1740 Massachusetts Avenue NW Washington, DC 20036</p>	<ul style="list-style-type: none"> ▪ Ph.D. and M.A. in International Relations <p>Also has a joint program with Wharton School of the University of Pennsylvania, leading to an M.A. in International Relations and an M.B.A.</p>

<p>Phone: (202) 663-5600, Fax: (202) 663-5656 Web: http://www.sais-jhu.edu/</p>	
<p>Monterey Institute of International Studies 460 Pierce St. Monterey, CA 93940 Phone: (800) 824-7235 or (831) 647-4123 Fax: (831) 647-6405 Email: admit@miis.edu Web: http://www.miis.edu/</p>	<ul style="list-style-type: none"> ▪ M.B.A. in International Management ▪ M.A. in International Public Administration ▪ M.A. in Translation and Interpretation ▪ M.A. in Foreign Language Instruction and TESL
<p>Ohio University Center for International Studies Yamada International House Athens, OH 45701 Phone: (740) 593-1840, Fax: (740) 593-1837 Email: international.studies@ohio.edu Web: http://www.internationalstudies.ohio.edu/</p>	<ul style="list-style-type: none"> ▪ M.A.I.A. (Master's in International Affairs: Communication and Development) ▪ A systems approach: area studies, developmental studies, professional skills. Mostly development and social change.
<p>Pepperdine University Communication Division 24255 Pacific Coast Hwy. Malibu, CA 90263 Phone: (310) 506-4000, Fax: (310) 506-4861(Domestic students), (310) 506-7403 (International Students) Email: admission-seaver@pepperdine.edu Web: www.pepperdine.edu/main Seaver College (http://seaver.pepperdine.edu/ http://seaver.pepperdine.edu/)</p>	<ul style="list-style-type: none"> ▪ M.A. in Communication with emphasis on International Communication
<p>Princeton University Princeton Institute for International and Regional Studies Program in Translation and Intercultural Communication 319 Aaron Burr Hall Princeton, NJ 08544 Phone: (609) 258-9400, Fax: (609) 258-3988 Web: http://www.princeton.edu/~piirs/programs/</p>	<ul style="list-style-type: none"> ▪ Certificate of Proficiency in Translation and Intercultural Communication ▪ Program Manager: Rebecca Aguas, raguas@princeton.edu
<p>San Francisco State University 1600 Holloway Avenue San Francisco, CA 94132 Phone: (415) 338-1111, Fax: (415) 338-7196 E-mail: sfsuinfo@sfsu.edu Web: http://www.sfsu.edu/</p>	<ul style="list-style-type: none"> ▪ Graduate programs in Communication, Psychology, Ethnic Studies, Interdisciplinary Social Science, International Business and Trade, and International Relations ▪ Department of Speech Communication, Phone: (415) 338-1597 ▪ Department of Psychology, Phone: (415) 338-2167 ▪ Dr. David Matsumoto, (415) 338-1114, dm@sfsu.edu ▪ School of Social Work, Dr. Susan Sung, Phone: (415) 338-1052, ssung@sfsu.edu

<p>SIT Graduate Institute School of International Training Kipling Road, PO Box 676 Brattleboro, VT 05302-0676 Phone: (802) 257-7751 or (800) 257-7751, Fax: (802) 258-3248 Email: info@worldlearning.org Web: http://www.worldlearning.org/</p>	<ul style="list-style-type: none"> ▪ M.A. in Teaching (TESOL, French, Spanish) ▪ M.A. in International Education, and Social Justice in Intercultural Relations ▪ M.A. in Conflict Transformation; Sustainable Development ▪ Associate Dean: Barbara Carver, barbara.carver@sit.edu
<p>Technische Universität Chemnitz Intercultural Communication Thüringer Weg 11 D-09107 Chemnitz, Germany Phone: 49 (0) 371 / 531 272 70 Fax: 49 (0) 371 / 531 272 79 Email: corina.markert@phil.tu-chemnitz.de Web: http://www.tu-chemnitz.de/phil/ikk</p>	<ul style="list-style-type: none"> ▪ Ph.D. program in Intercultural Communication (in German) ▪ Professor Dr. Bernd Müller-Jacquier
<p>Tufts University Fletcher School of Law and Diplomacy 160 Packard Avenue Medford, MA 02155 Phone: (617) 627-3700, Fax: (617) 627-3712 Email: fletcheradmissions@tufts.edu Web: http://fletcher.tufts.edu/</p>	<ul style="list-style-type: none"> ▪ Ph.D. or M.A. in Law and Diplomacy ▪ Concentration in international relations, environments (legal, economic, political, historical, cultural) in which governments and international or private organizations conduct international affairs
<p>Thunderbird School of Global Management 1 Global Place Glendale, AZ 85306-6000 Phone: (602) 978-7000 or (800)-848-9084 Fax: (602) 439-5432 (admission) Email: admissions@thunderbird.edu Web: http://www.thunderbird.edu/</p>	<ul style="list-style-type: none"> ▪ M.A. in Global Affairs and Management ▪ M.S. in Global Management ▪ M.B.A. in Global Management ▪ Dual M.G.M./M.B.A. ▪ Executive M.B.A. ▪ Global M.B.A. On-Demand (distance learning) ▪ Post-M.B.A. Program
<p>University of Bradford MA/Diploma in various areas of Peace Studies or Conflict Resolution Department of Peace Studies Bradford, West Yorkshire, BD7 1DP, UK Phone: +44-1274-23 4171 Email: peace-ma-admissions@bradford.ac.uk Web: www.brad.ac.uk/peace/courses/PostgraduateCourses/</p>	<ul style="list-style-type: none"> ▪ MA/PGDip in Peace Studies ▪ MA/PGDip in Conflict Resolution ▪ MA/PGDip in International Politics and Security Studies
<p>University of British Columbia Centre for Intercultural Communication Continuing Studies 410-5950 University Boulevard Vancouver BC V6T 1Z3 Canada Phone: (604) 822-1437, Fax: (604) 822-0388 Email: intercultural.studies@cstudies.ubc.ca (automatic) Web: http://www.cic.cstudies.ubc.ca/cis</p>	<ul style="list-style-type: none"> ▪ UBC Certificate in Intercultural Studies
<p>University of Chicago Committee on International Relations 5828 South University Avenue, Pick 307 Chicago, IL 60637 Phone: (773) 702-8074 Fax: (773) 702-5140 http://cir.uchicago.edu</p>	<ul style="list-style-type: none"> ▪ M.A. in International Relations ▪ Mark Bradley, Chair and Professor, mbradley@uchicago.edu

<p>University of Denver Daniels College of Business 2101 S. University Boulevard Denver, CO 80208 Phone: (303) 871-3411 Email: daniels@du.edu Web: http://www.daniels.du.edu/</p>	<ul style="list-style-type: none"> ▪ M.I.M. (Master's in International Management)
<p>University of Denver Josef Korbel School of International Studies 2201 S. Gaylord Street Denver, CO 80208 Phone: (303) 871-2544, Fax: (303) 871-3585 Email: korbeladm@du.edu Web: http://www.du.edu/korbel/</p>	<ul style="list-style-type: none"> ▪ M.A. programs in International Development and International Administration ▪ Ph.D. or M.A. in International Studies
<p>University of Denver Graduate School of Social Work 2148 S. High Street Denver, CO 80208 Phone: (303) 871-2886, Fax: (303) 871-2845 Web: http://www.du.edu/gssw</p>	<ul style="list-style-type: none"> ▪ M.S.W. which includes a cross-cultural counseling curriculum
<p>University of Hawaii at Manoa Shidler College of Business 2404 Maile Way, Honolulu, HI 96822 Phone: 808-956-6902, Fax: 808-956-9882 Web: http://shidler.hawaii.edu/</p>	<ul style="list-style-type: none"> ▪ M.B.A. programs including a Japan-focused executive M.B.A. (JEMBA) program and a China-focused executive M.B.S. (CHEMBA) program including language study and internships ▪ Ph.D. Program in International Management ▪ Dr. Richard Brislin, brislin@cba.hawaii.edu
<p>University of Hawaii at Manoa School of Communication College of Social Sciences University of Hawai'i at Manoa Crawford Hall 320 2550 Campus Road Honolulu, HI 96822-2217 Phone: (808) 956-8881, Fax: (808) 956-5396 Web: http://www.communications.hawaii.edu/</p> <p>Department of Speech George Hall 326; 2560 Campus Road Honolulu, HI 96822 Phone: (808) 956-8202 office, Fax: (808) 956-3947 Web: http://www.hawaii.edu/speech/</p>	<ul style="list-style-type: none"> ▪ Department of Speech: M.A. in Speech, focusing on Speech Communication ▪ Dr. M.S. Kim, kmin@hawaii.edu ▪ Department of Communication: M.A. in Communication with an international and cross-cultural focus ▪ Dr. Gary Fontaine, fontaine@hawaii.edu ▪ Interdisciplinary Ph.D. offered with Departments of Communication and Information Sciences
<p>University of Houston at Clearlake 2700 Bay Area Boulevard. Houston, TX 77058 Phone: (281) 283-7600, Fax: (281) 743-9117 Web: http://prtl.uhcl.edu/</p>	<ul style="list-style-type: none"> ▪ M.S. in Multicultural Studies (This includes cross-cultural negotiation, intercultural communication, and area studies)
<p>University of Maryland, Baltimore Campus Department of Education 1000 Hilltop Circle Baltimore, MD 21250 Phone: (410) 455-2465, Fax: (410) 455-1130 Email: umbegrad@umbc.edu Web: http://www.umbc.edu/education/</p>	<ul style="list-style-type: none"> ▪ Ph.D. in Language, Literacy and Culture (an interdisciplinary program of study on language, culture, and human interaction offered by the Departments of Education, Modern Languages and Linguistics, Sociology and Anthropology, English, and Africana Studies) ▪ Dr. Adriana Medina, medina@umbc.edu

<p>University of Minnesota, Twin Cities Education Policy and Administration 330 Wulling Hall 86 Pleasant Street S.E. Minneapolis, MN 55455 Phone: (612) 624-1006, Fax: (612) 624-3377 Email: edpa@umn.edu Web: http://www.cehd.umn.edu/EdPA/</p>	<ul style="list-style-type: none"> ▪ Ph.D. and M.A. in Comparative and International Development Education ▪ Ph.D. and M.A. in Ed. Psych. with emphasis in Counseling (can focus on Cross-Cultural Counseling) <p>Dr. Alice Thomas, thoma078@tc.umn.edu</p>
<p>University of Pennsylvania Graduate School of Education Education in Language Division 3700 Walnut Street Philadelphia, PA 19104-6216 Phone: (215) 898-6415, Fax: (215) 898-6884 Email: admissions@gse.upenn.edu Web: http://www.gse.upenn.edu/</p>	<ul style="list-style-type: none"> ▪ Ph.D and M.A. in Speech Communication with a concentration in Communication Theory or Rhetorical Studies. <p>Dr. Rosita Albert, alber001@tc.umn.edu</p>
<p>University of Minnesota, Twin Cities Department of Communication Studies 225 Ford Hall 224 Church Street S.E. Minneapolis, MN 55455-0427 Phone: (612) 624-5800 Web: http://www.comm.umn.edu/</p>	<ul style="list-style-type: none"> ▪ M.S.Ed. in Intercultural Communication, sociolinguistic focus Ph.D. in Education Linguistics
<p>Princeton University Princeton Institute for International and Regional Studies Program in Translation and Intercultural Communication 319 Aaron Burr Hall Princeton, NJ 08544 Phone: (609) 258-9400, Fax: (609) 258-3988 Web: http://www.princeton.edu/~piirs/programs/</p>	<ul style="list-style-type: none"> ▪ Certificate of Proficiency in Translation and Intercultural Communication <p>Program Manager: Rebecca Aguas, aguas@princeton.edu</p>
<p>University of San Francisco School of Education Department of Organization and Leadership 2130 Fulton Street San Francisco, CA 94117 Phone: (415) 422-6525 Email: SchoolofEducation@usfca.edu Web: http://www.usfca.edu/soe/</p>	<ul style="list-style-type: none"> ▪ M.A. in Educational Administration ▪ Ed.D. and M.A. in Organization and Leadership (with preparation to work in transnational settings)
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<p>University of Southern California School of International Relations 3518 Trousdale Parkway VKC 330 University Park Los Angeles, CA 90089-0043 Phone: (213) 740-2136, Fax: (213) 742-0281 Email: sir@college.usc.edu Web: http://www.usc.edu/dept/LAS/ir/index.html</p>	<ul style="list-style-type: none"> ▪ Ph.D. or M.A. in International Relations, with programs emphasizing culture, gender, and society

<p>University of Surrey at Roehampton, London, England in partnership with The International Partnership for Service Learning 1515 SW 5th Avenue, Suite 606 Portland, OR 97201 Phone: (503) 954-1812, Fax: (503) 954-1881 Email: info@psl.org Web: http://www.ipsl.org/</p>	<ul style="list-style-type: none"> ▪ One-year British M.A. program in International Service, with study in the U.K. and the University of Technology, Kingston, Jamaica or Universidad Autónoma de Guadalajara, Mexico ▪ Thomas Morgan, President IPSL
<p>University of Washington Jackson school for International Studies The Henry M. Jackson School of International Studies Box 353650 Seattle, WA 98195-3650 Phone: (206) 543-4370, Fax: (206) 685-0668 Email: jsis@u.washington.edu http://jsis.washington.edu/</p>	<ul style="list-style-type: none"> ▪ M.A. in International Studies ▪ Graduate Program Adviser JSIS programs: Paula Milligan, milligan@uw.edu
<p>University of Washington Center for Multicultural Education 110 Miller Hall Seattle, WA 98195-3600 Phone : (206) 543-3386, Fax: 206-543-1237 Email: centerme@u.washington.edu Web: http://www.depts.washington.edu/centerme/home.htm</p>	<ul style="list-style-type: none"> ▪ Ph.D. or Ed.D. with emphasis in Multicultural Education ▪ M.Ed. with emphasis in Multicultural Education ▪ Dr. James Banks, jbanks@u.washington.edu ▪ M.A. in International Studies
<p>University of Western Ontario Richard Ivey School of Business 1151 Richmond Street North London, ON N6A 3K7, Canada Phone: (519) 661-3206, Fax: (519) 661-3485 Web: www.ivey.uwo.ca</p>	<ul style="list-style-type: none"> ▪ M.B.A., Ph.D., and Hong Kong Executive M.B.A. programs
<p>Victoria University of Wellington PO Box 600 Wellington 6140 New Zealand Phone: +64 4 472 1000, Fax: +64 4 499 4601 Email: info-desk@vuw.ac.nz Web: http://www.vuw.ac.nz/</p>	<ul style="list-style-type: none"> ▪ M.A. in International Relations ▪ Nicola Panapa, Nicola.panapa@vuw.ac.nz ▪ Prof. Colleen Ward, colleen.ward@vuw.ac.nz Director, Center for Applied Cross-Cultural Research
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<p>Western Washington University Department of Psychology 516 High Street Bellingham, Washington 98225-9172 Phone: (360) 650-3515, Fax: (360) 650-7305 Web: http://www.wvu.edu/~psych</p>	<ul style="list-style-type: none"> ▪ M.S. in Cross-Cultural Counseling ▪ Dr. David Sue, Phone: (360) 650-3573
<p>Whitworth University Master of International Management Weyerhaeuser Hall 300 W. Hawthorne Road MS 2704 Spokane, WA 99251 Phone: (509)777-3283, Fax: (509) 777-3723 Email: sgcm@whitworth.edu Web: http://www.whitworth.edu/mim</p>	<ul style="list-style-type: none"> ▪ Master of International Management

Intercultural Career Planning

Intercultural careers exist everywhere. They may be located in the United States or overseas, in the public sector or private sector, may involve extensive international travel or none, and may require foreign language skills or other intercultural experience. Many jobs now involve workplace training for the diverse workforce that characterizes the evolving, interdependent, global economy.

The following is a sample of resources available for people interested in pursuing an intercultural career. The majority of these are international in focus because of the availability of books on this subject, however many of the resources have domestic information as well. Keep in mind that any job, domestic or international, can be an opportunity to utilize your intercultural skills.

Books

Careers in International Affairs. 7th ed. Maria Pinto Carland and Michael Trucano, eds. Georgetown University Press, 2003. Employers in government, intelligence, business, consulting, media, education, nonprofits, and research firms in the U.S. and abroad.

Careers in International Business. Ed Halloran. McGraw Hill, 2003. Describes the positives and pitfalls of careers in international business, both domestically and overseas.

International Job Finder: Where the Jobs are Worldwide. Daniel Lauber and Kraig Rice. Planning Communications, 2002. A broad collection of effective online and offline resources for finding international jobs.

International Jobs: Where They Are, How to Get Them. 6th ed. Nina Segal with Eric Kocher. Basic Books, 2003. International opportunities for the 21st century; includes information on educational opportunities and employers.

The Harvard Business School Guide to Careers in the Nonprofit Sector. Stephanie Lowell. Harvard Business School Publishing, 2000. Provides information on a broad range of non-profit sectors and suggestions for seeking jobs with them.

Living and Working Abroad A Survival Handbook. David Hampshire. Survival Books, Ltd., 2001. Practical information for anyone planning to spend time abroad; includes profiles of over 70 countries.

Teaching English Abroad. 7th ed. Susan Griffith. Vacation-Work Publications, 2005. Training information and opportunities for teaching the English language worldwide; exhaustive country-by-country listing of language schools.

Teaching English Overseas: A Job Guide for Americans and Canadians. 3rd ed. Jeff Mohamed. English International, 2003. A comprehensive guide to teaching English, this book includes information on training programs, teaching without training, the job market, and practical and cultural considerations, as well as advice on how to find a job overseas.

Transforming Work: The Five Keys to Achieving Trust, Commitment, and Passion in the Workplace. Patricia Boverie and Michael Kroth. Perseus Books, 2001. How to create inspiring, employee-friendly work environments and encourage employees to develop passion for their work.

The Back Door Guide to Short-Term Job Adventures: Internships, Summer Jobs, Seasonal Work, Volunteer Vacations, and Transitions Abroad. Michael Landes. Ten Speed Books, 2005. Information on various kinds of opportunities for short term work and volunteer positions.

The Directory of Jobs & Careers Abroad, 12th ed. Deborah Penrith, ed. Vacation Work Publications, 2004. A comprehensive reference book.

The Global Citizen: A Guide to Creating an International Life and Career. Elizabeth Kruempelmann. Ten Speed Press, 2002. An international career and life planner that guides you through the ins and outs of working, living, studying, and volunteering abroad.

Work Abroad: The Complete Guide to Finding a Job Overseas. Clayton A. Hobbs. Transitions Abroad Publishing, 2002. Contains resources from *Transitions Abroad* magazine, including articles by leading international experts on overseas options. www.workingtraveler.com

Work Worldwide: International Career Strategies for the Adventurous Job Seeker. Nancy Mueller. Avalon Travel Publishing, 2000. A good general guide to international work; includes defining goals, information on doing business in different countries, and basics on moving overseas.

Work Your Way Around the World. 12th ed. Susan Griffith. Vacation Work Publications, 2005. Information on the main areas of temporary work around the world.

Internet Resources

The Internet is dramatically changing the job-hunting process, especially internationally. There are a tremendous number of resources available, including job listings, general career advice, and information about your desired destination. The sites listed below are just the tip of the iceberg in terms of what is available; however, most contain links to other sites.

The Riley Guide: <http://www.rileyguide.com>

An extensive database of resources, including information on international employment, listings by country and region, sources of international information, and a large number of links to other useful sites. It also has links to resources specifically for women, minorities, and other diverse groups.

Sites for current or future expatriates (some include job search information or job listings):

- Escape Artist: www.escapeartist.com
- Expat Exchange: www.expatsexchange.com
- American Citizens Abroad: www.aca.ch

U.S. Government sites (also check state and local governments):

- The Peace Corps: www.peacecorps.gov
- The State Department (Foreign Service and other jobs): <http://careers.state.gov>
- AmeriCorps, Senior Corps, Live and Serve Programs:
<http://www.nationalservice.gov/about/programs/index.asp>

Impact Publications: www.impactpublications.com

A large and comprehensive career book “superstore” and publisher with many books focused on international careers.

Transitions Abroad: www.transitionsabroad.com

This web site for *Transitions Abroad* magazine includes a bookstore and links to other resources for study, work, and travel worldwide.

Some professional organizations with information about jobs:

- American Society for Training and Development: www.astd.org
- NAFSA: Association of International Educators: www.nafsa.org
- Teachers of English to Speakers of Other Languages (TESOL): www.tesol.org
- Society for Human Resource Management: www.shrm.org
- SIETAR USA: www.sietarusa.org Request placement on the careers e-list.