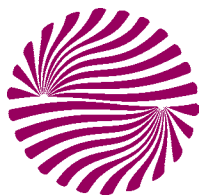


Summer Institute for Intercultural Communication 2009



THE INTERCULTURAL COMMUNICATION INSTITUTE

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A decorative graphic consisting of numerous overlapping, wavy, pinkish-purple lines that fan out from a central point on the left side of the page, creating a sense of movement and depth.

**Detailed information
on all our programs
can be found at
www.intercultural.org**

A Letter from the Directors

Dear Friends and Colleagues,

We welcome you warmly to an intercultural place where your work still matters, and the vision of a better world survives the pervasive changes of the past year.

As we adapt to financial exigencies, we recognize the danger that intercultural relations may once again be brushed aside in the sweep of losses on campuses, corporations, and agencies. We know now, more than ever, that we must support the concerns, the missions, and the organizations we want to survive.

However, this challenging context also provides an opportunity for our work to demonstrate its power as a cost-effective intervention to improve multicultural work teams, as a vital component of education, as a readily accepted approach to global citizenship, and as a core aspect of social justice. In 2009, it is up to us as interculturalists to establish that cultural competence is not a luxury, but a necessity.

The Summer Institute for Intercultural Communication (SIIC) has a 33-year history of providing professional training and development to people who want to make this effort. During its first ten years at Stanford University as the Stanford Institute for Intercultural Communication, and for the last 23 under the auspices of the Intercultural Communication Institute in Portland, Oregon, SIIC has become a creative community of intercultural scholars and practitioners from many cultures that meet each year to renew their energies and commitments.

The learning experience at SIIC is characterized by its intensity, its relevance to the professional development of the participants, its balanced emphasis on knowledge and skills, and the respectful and supportive atmosphere in which it takes place. A vital aspect of SIIC is the interactive learning environment it maintains. Discussions extend over long mealtimes and the social receptions scheduled every night. Notably, workshop leaders reside on campus and are available at meals and evenings for informal talks with participants.

The SIIC atmosphere is inclusive—all participants should expect that their cultural differences will be appreciated and that there will be interest in mutual learning about those differences. Learners can anticipate a lively week (or two, or three) of intense engagement with intercultural issues and resources—networking, reading, researching, listening, asking, and delighting in the company of diverse but similarly dedicated professionals. Please join us for what again promises to be a unique and significant learning opportunity.

Janet Bennett, Ph.D.
Executive Director

Milton Bennett, Ph.D.
Director

Margaret Pusch, M.A.
Director

2009 Schedule

[* indicates new workshop for 2009]

SESSION I: 3-day Concurrent Workshops: July 15–17, 2009

1. **Foundations of Intercultural Communication**
Andy Reynolds, Donna Stringer
2. **Teaching Intercultural Issues Online**
Judith Martin, Mary Meares
3. **Intercultural Competence on Campus: Educating Global-Ready Graduates**
Darla Deardorff
4. **Strategic Planning for Campus Diversity**
Art Costantino, Terrell Jones
5. **Methods of Intercultural Training**
Kathryn Sorrells
6. **Tools of the Trade: Developing and Conducting Effective Diversity Training**
Joy Hawkins, Anita Rowe
- *7. **Managing Intercultural Conflict Adaptively**
Stella Ting-Toomey
8. **Foundations of Intercultural Coaching**
T. Glen Sebera
- *9. **The Intercultural Approach to Service-Learning**
Chris Cartwright, Margaret Pusch
10. **Personal Leadership: Interculturalists Practicing at Our Highest and Best**
Barbara Schaetti, Gordon Watanabe
11. **Borders, Boundaries, Belonging, and Beyond**
Prany Sananikone, Dorothy Sermol
- *12. **Visual Literacy: The Meaning of Images in a Multicultural World**
John Condon, Miguel Gandert
- *13. **African American Communication and Obama's Discourse of Transformation**
Ronald Jackson, Tyrome Smith
- *14. **Hip-Hop, Manga, Twitter, and Other New Tools for Intercultural Communication**
Amer Ahmed, Patricia Digh
- *15. **China: A Critical-Culture Briefing**
George Renwick

A SAMPLE OF SIIC: One-day Workshops: Saturday, July 18, 2009

(See pages 6 and 7 for more information.)

SESSION II: 5-day Concurrent Workshops: July 20–24, 2009

16. **Cross-Cultural Training in International Corporations**
Sarah Cuthill, George Renwick
17. **Managing and Leading Small Groups in Challenging Multicultural Environments**
Todd Conklin, Richard Harris
18. **Understanding and Developing Global Leadership**
Allan Bird, Michael Stevens
- *19. **Culture, Technology, and Communication in the Global Workplace**
Terence Brake
20. **Diversity as Culture Change: A Strategic Approach**
Anita Rowe, Donna Stringer
21. **Diversity in Action: Advanced Experiential Tools for Intercultural Learning**
Patricia Digh, David Robinson
22. **Training Design for Intercultural Learning**
Janet Bennett, Michael Paige

23. **Understanding Racial and Cultural Identity in America**
William Cross, Terrell Jones
24. **Linking Social Justice and Intercultural Communication in the Global Context**
Kathryn Sorrells
25. **Understanding Asian Diversity: Effective Teaching and Training Strategies**
Prany Sananikone, Stephen Thom
26. **Emotional Intelligence and Diversity**
Jorge Cherbosque, Lee Gardenswartz
27. **Facilitating Intercultural Discovery**
John Condon, Nagesh Rao
28. **Why It Works: Intercultural Theory for Practitioners**
Milton Bennett

SESSION III a: 5-day Concurrent Workshops: July 27–31, 2009

29. **Teaching Intercultural Communication**
Leeva Chung, Stella Ting-Toomey
30. **Virtual Intercultural Learning in International Education**
Bruce La Brack, Michael Paige
31. **Developing Intercultural Competence in Organizations: Applying the DMIS**
Milton Bennett
32. **Facilitating Dialogue Across Cultures**
Benjamin Broome
33. **Negotiating Conflict Across Worldviews**
Michelle LeBaron, Mark McCrea
34. **The Undercover Interculturalist: Exploring Cultural Complexity in Everyday Experience**
John Condon, Richard Harris
- *35. **Igniting Creative Thinking for New Global Visions**
Kichiro Hayashi, Regina Rowland
- *36. **Blended Learning as Significant Intercultural Transformation**
Barbara Kappler Mikk, Dianne Hofner Saphiere
- *37. **Creating an Intercultural Training Toolkit: Matching Theory with Method**
Janet Bennett, Nagesh Rao
38. **Advanced Workshop: Coaching Global Executives**
George Renwick

SESSION III b: 3-day Concurrent Workshops: July 27–29, 2009

39. **Foundations of Intercultural Communication**
Margaret Pusch, Jaime Wurzel
40. **Developing Study Abroad for the Learner: A Strategic Approach**
Adriana Medina, Mick Vande Berg
- *41. **Doing the Right Thing!—Values Around the World**
Donna Stringer
42. **Dealing with Privilege: Thinking Clearly and Acting Effectively**
Carlos Cortés
43. **Intercultural Management Consulting**
Ernest Gundling

INTERNSHIP PROGRAM: July 8-25, 2009

Internships offer opportunities to examine and experience multicultural team building and to work behind the scenes with the SIIC staff and faculty. *See page 10 for more information.*

NEW INTERCULTURALISTS' PROGRAM: July 12-19, 2009

This program is designed to provide an immersion experience for those who are just entering the intercultural field. *See page 11 for more information.*

A Sample of SIIC: One-Day Workshops

Saturday, July 18, 2009

These fast-paced mini-seminars are designed for those who want a sample of the Summer Institute experience but don't have a lot of time. Session I and II participants can also conveniently add one of these workshops to their program. The faculty are chosen from the ICI/SIIC network and topics have been selected to reflect interest areas suggested by former participants. Enjoy these new offerings from SIIC!

A. Why Reentry Matters: Critical Lessons and Practical Advice

Bruce La Brack (Biography, p. 28)

Returning "home" and making the necessary social and psychological re-adjustments can present challenges as significant as those faced when going abroad, not only for the individual, but also for cultures and institutions. This session will review the newest work on these complex issues, and it will provide suggestions and models for repatriation training appropriate for different audiences at different stages.

B. Practically Unspoken: Celebrating the Contribution of Edward T. Hall

John Condon (Biography, p. 19, 30)

Our cultural experience shapes what space, time, and everyday interpersonal behavior means; these are the themes that inspired and created the intercultural communication field when 50 years ago anthropologist E.T. Hall wrote its foundational book, *The Silent Language*. Hall's simple vision, profound insights, and multi-sensory, multi-disciplinary approaches to knowing and learning are even more relevant to teaching and training today. In this session, Ned Hall's longtime friend and colleague helps explore many of the insights and influences that continue to inform our understanding of intercultural communication.

C. Intercultural Communication and the Immigrant-Refugee Experience in the U.S.

Tanya Mead (Biography at www.intercultural.org)

Immigrants and refugees come to the United States with a wide variety of diverse perspectives, experiences, and expectations. Teachers, case workers, medical personnel, employers, and service providers are charged with helping them find their way in a very different U.S. culture. How can the intercultural framework help in working with refugees and immigrants? This session will focus on dialogues with colleagues who are also working with newly arrived refugees and immigrants on how to apply intercultural perspectives to these complex issues.

D. Marketing Your Program, or Yourself!

Lisa Johnson (Biography at www.intercultural.org)

For those already working in the intercultural field, but wanting to expand on what they do or whom they do it for, and others who are in a job transition, this hands-on workshop will help to identify and better understand the intercultural market. The session will also show how to translate experiences and knowledge into the skills and competencies that are valued by target industries and clients.

E. Simulations

Sandra Fowler (Biography at www.intercultural.org) and

Margaret Pusch (Biography, p. 18)

Simulations continue to be one of the most powerful tools for facilitating intercultural awareness and competence. This session will focus on selecting, implementing, and debriefing both classic simulations as well as more recently developed offerings. We will also explore when to use simulations, and which objectives are best addressed with other strategies. Participants will receive resources and perspectives to enhance their training toolkits.

F. Facilitating Organizational Accountability: The Role of Intercultural Communication Specialists

Paul Ventura (Biography at www.intercultural.org)

Are interculturalists doing all they can to ensure that the organizations for which they work are truly accountable to their stakeholders? This session will review several contemporary approaches to organizational accountability (such as the Global Reporting Initiative and the U.N. Global Compact), apply one of these models to a “live” case study, and help participants envision a new role for themselves in supporting social responsibility in corporate, educational, and nonprofit contexts.

G. Training Methods for Exploring Identity

Kate Berardo and Tatyana Fertelmeyster (Biographies at www.intercultural.org)

The session will share self-discovery processes—from icebreakers to individual and team exercises—that can be used to explore identity. It will address why identity work is essential in intercultural training, how to set up and integrate identity exercises into programs so they will resonate with the groups we work with, and what ethical and practical considerations we need to be aware of when doing identity work.

H. Careers in the Intercultural Arena

Mary Meares (Biography, p. 14)

What exactly is an “intercultural” job, and where are they? What education, skills, knowledge, and intercultural experience are essential to get these jobs? How can one either begin or shift a career focus? This interactive session will explore these questions as they apply to the intercultural career interests of the participants.

The Intercultural Communication Institute

The Summer Institute for Intercultural Communication (SIIC) is sponsored by the Intercultural Communication Institute (ICI), a nonprofit charity with the mission of fostering an awareness and appreciation of cultural difference in both the international and domestic arenas. ICI was founded by Milton Bennett and Janet Bennett with an endowment from Milton's father, Stanton D. Bennett, an international businessman whose life reflected a commitment to world peace, hospitality to foreign visitors, and generous support for education. Janet Bennett serves as the executive director, and the ICI board is composed of Janet Bennett, Milton Bennett, and Margaret Pusch.

ICI is based on the belief that we share an ethical commitment to further intercultural work that has been shown to contribute to better understanding and reduced conflict among people of different cultures. In addition to sponsoring SIIC as part of this mission, ICI maintains an extensive reference library available year-round for intercultural scholars and practitioners, conducts a graduate degree program and a certificate program, provides referrals and information on intercultural topics, and supports professional activities in the field.

ICI has academic relationships with the University of the Pacific in Stockton, California, which co-sponsors the Master of Arts in Intercultural Relations program, and with Portland State University, which offers credit for SIIC courses. Portland State University and ICI also collaborate to offer an Intercultural Training Certificate.

SIIC Workshops and Programs

Workshops are presented in three sessions and a 1-day weekend workshop. **Since workshops run concurrently, only one workshop may be selected per session.**

Session I offers 3-day workshops geared to professionals who want a succinct but still sophisticated overview of various topics. The Foundations of Intercultural Communication workshop surveys basic concepts and issues of intercultural communication; it provides an excellent introduction to other workshops for those without a theoretical background in this specialty. Except for this "Foundations..." class, Session I workshops are not more introductory than those in Sessions II and III. **A "Foundations..." workshop is also offered in Session III.**

Session I begins at 9:00 a.m. Wednesday, July 15, and ends at 5:00 p.m. Friday, July 17. Participants staying on campus should arrive Tuesday after 4:00 p.m., July 14, and depart Saturday, July 18.

A Sample of SIIC consists of 1-day workshops offered on Saturday, July 18, beginning at 9:00 a.m. and ending at 5:00 p.m. Participants staying on campus should arrive Friday after 4:00 p.m., July 17, and plan on leaving Sunday, July 19. Session I and Session II participants are encouraged to stay on or come early to add a 1-day workshop topic to their curriculum.

Session II offers 5-day workshops and provides more extensive information, resources, and practical applications. Session II begins at 9:00 a.m. Monday, July 20, and ends at 5:00 p.m. Friday, July 24. Participants staying on campus should arrive Sunday after 4:00 p.m., July 19, and depart Saturday, July 25.

Session III offers both 5-day and 3-day workshops. Unless titled "Advanced..." workshops in Session III are not more advanced than those in other sessions. All Session III workshops begin at 9:00 a.m. Monday, July 27. The 5-day workshops end at 5:00 p.m. Friday, July 31, and

the 3-day workshops end at 5:00 p.m. Wednesday, July 29. Participants staying on campus should arrive Sunday after 4:00 p.m., July 26, and depart the day after their session ends.

In addition to the professional workshops, there are also evening programs that include presentations by experts on relevant topics, current training videotapes, simulations, and career counseling sessions. Informal receptions for participants and faculty follow the evening programs. Entertainment is also scheduled for each session.

A small selection of new and classic intercultural materials from the ICI Research Library will be available onsite during SIIC. The entire ICI Library, which contains over 29,000 specialized books, articles, and training materials, is housed at ICI's permanent headquarters and will be open to participants on Wednesdays and Sundays. Some current titles in intercultural relations will also be available in the SIIC Bookstore.

Please note: Activities are scheduled every evening of all three sessions. If you are planning to sightsee or visit family or friends in the Portland area, keep in mind that each day is scheduled from 9:00 a.m. to 11:00 p.m. To get the maximum benefit from SIIC, we recommend that you plan any extracurricular activities before or after the session. If you do not intend to stay on campus, we encourage you to spend as many evenings as possible there, since the evening programs are an important part of the overall educational experience.

Choosing Your Workshop

Selecting the best workshop to meet your needs based just on the written description can be challenging. After you check the complete online workshop descriptions, we encourage you to use the excellent advising services at ICI. **Please contact us.** The staff welcomes the opportunity to provide you with details by phone or email about instructors, workshop content and methods, and potential alternative choices. We want you to be satisfied with your choice, since changing workshops after they begin may be very difficult. If your organization is sending a team, it is especially beneficial to receive advice on distributing and balancing topics for the group.

Reed College: The Setting for SIIC

The site of the Summer Institute for Intercultural Communication is the lovely wooded campus of Reed College, 15 minutes from downtown in the middle of a residential neighborhood in southeast Portland. Reed College is a cordial host for SIIC; it considers the support of SIIC as part of its educational mission. Participants are housed in comfortable residence halls, located on Reed's 108-acre campus, which is known for its extensive collection of Pacific Northwest indigenous plants. A trail system is available to walkers and joggers.

SIIC Intern Program

July 8-25, 2009

The SIIC Intern Program offers an opportunity to explore the field of intercultural communication, to assess career direction, to commit to a personal intercultural practice, and to learn about intercultural team development by working directly with other interns, SIIC staff, and faculty. This is one of two SIIC programs with a formal selection procedure. Approximately 30 interns will be chosen for 2009. Criteria for selection are:

- Some knowledge of the intercultural field
- Professional experience or at least graduate student status
- Commitment to a career in the fields related to intercultural relations
- Enthusiasm for working in a support/service capacity, while also learning at the Institute

During the Intern Session preceding SIIC, interns receive professional development in multicultural team processes based on the practice of Personal Leadership. There is a strong emphasis on collaborative learning, and a rare opportunity for diverse individuals with a common interest to explore the role of intercultural communication in their lives.

During Sessions I and II, interns participate in workshops while also providing logistic and other assistance to the workshop faculty. In Session II, they have the opportunity to discuss design and group process issues with the faculty. In addition, interns support SIIC in a variety of roles from setup and hosting, to assisting participants in the library and bookstore.

Financially, the SIIC internship represents a significant tuition discount. Interns pay reduced tuition, room, and board for the first week of the Intern Program, which includes the multicultural team training with the intern faculty, as well as for Sessions I and II. The internship is a combination of a mentoring program and a chance to get a different and more extensive behind-the-scenes Institute experience.

The total cost for interns (tuition and room and board for the whole internship program) is **\$2500**. Interns should arrive no later than **6:00 p.m. Wednesday evening, July 8**, and depart no sooner than **Saturday afternoon, July 25**. Application forms, available from ICI, can also be downloaded from our website, www.intercultural.org. The deadline for early acceptance, particularly for international applicants needing visas, is **Tuesday, May 5, 2009**. Applications will be accepted until **Friday, May 15, 2009**.

INTERN PROGRAM FACULTY: Barbara Schaetti and Gordon Watanabe

(Biographical data on Barbara Schaetti, page 18)

Dr. Gordon C. Watanabe is a founding partner of Personal Leadership Seminars, consults in corporate and state organizational settings on diversity and intercultural competence, and is a professor emeritus and former special assistant to the president for intercultural relations at Whitworth University. He focuses on the role of deep self-understanding in successful cross-cultural negotiations and intercultural team-building. Gordon was initiated as a meditation teacher in 2000, and now offers energy meditation seminars. He has taught middle school biology and teacher education, and advised and counseled college-level international, study abroad, and minority students.

RETURNING INTERN PROGRAM FACULTY: Nancy O'Brien and Sherwood Smith

Nancy O'Brien is a doctoral candidate in the Department of Educational Policy and Administration at the University of Minnesota. She is adjunct faculty at Metropolitan State University in St. Paul, Minnesota, where she teaches online and face-to-face intercultural communication courses. She has lived and worked abroad, teaching and training in Japan, Germany, England, and, most recently, in Egypt. Nancy also assists with the Master of Arts in Intercultural Relations summer residency program at ICI.

Dr. Sherwood Smith serves as both the director for the Center for Cultural Pluralism and faculty in the Integrated Professional Studies and Educational Foundations at the University of Vermont. He is co-author of *Our Stories II: The Experience of Black Professionals on Predominantly White Campuses* and author of the chapter "Assessing the Multicultural Curriculum" in *Teaching Inclusively: Diversity and Faculty Development*.

New Interculturalists' Program

July 12-19, 2009

Designed for those interested in a glimpse of SIIC behind the scenes, the New Interculturalists' Program begins just before Session I, and offers an Institute immersion experience, an introduction to the field of intercultural relations, and an exploration of professional opportunities. All New Interculturalists will also attend a three-day workshop and a one-day Sample of SIIC class, where they will work closely with faculty in a support capacity. This is an opportunity to not only see behind the scenes but also *be* behind the scenes at SIIC and gain considerable insight into what drives the field and those who are actively engaged in it.

Ideal candidates for this program are recent college graduates interested in testing whether intercultural work is right for them, those considering intercultural graduate school, or professionals shifting from another field into intercultural careers.

Participants will have the opportunity to:

- Learn how to become more deeply engaged in intercultural training, research, and education
- Examine career options for using intercultural knowledge and skills
- Review core concepts in intercultural relations, including the history of the field
- Be a part of the team that implements the Institute

Through a mixture of discussion, presentation, exercises, and service to SIIC, New Interculturalists will experience both the theory and practice of intercultural relations. This is one of two SIIC programs with a formal selection procedure, and enrollment is limited so participants can receive more personal attention.

The total cost for the New Interculturalists' Program (tuition and room and board for the session) is \$1350. **Interculturalists should arrive no later than 5:00 p.m. Sunday evening, July 12, and depart no sooner than Sunday morning, July 19.** Application forms, available from ICI, can also be downloaded from our website, www.intercultural.org. The deadline for early acceptance, particularly for international applicants needing visas, is **Tuesday, May 5, 2009**. Applications will be accepted until Friday, **May 15, 2009**.

Master of Arts in Intercultural Relations

The Intercultural Communication Institute (ICI) in cooperation with the School of International Studies at the University of the Pacific in Stockton, California, offers a distinctive Master of Arts in Intercultural Relations (MAIR). The program serves both seasoned and aspiring professionals who want to earn an M.A. in a 2 1/2-year to 3-year period while continuing their job, family, and community responsibilities.

Now in its 15th year, the degree features:

- A broad focus on both domestic diversity and international contexts combined with the opportunity to create personal specializations
- A distinguished faculty of over 20 members drawn from universities across the U.S. and abroad, and from the world of intercultural consulting
- A theory-into-practice model, emphasizing the practical application of frameworks and concepts
- Core courses offered through an intensive seminar/distance-learning model that includes three two-week residencies in Oregon and independent learning at home
- A curriculum that balances new coursework with transfer credit (including SIIC courses), independent study, and thesis research
- An opportunity to combine the MAIR degree with Peace Corps service through the Master's International program

ICI draws on SIIC faculty and others in the ICI network to teach the intensive residential seminars, to work with the students as they complete their courses at home, and to serve on thesis committees. New cohorts begin each January and July.

The University of the Pacific is accredited by the Western Association of Schools and Colleges and MAIR has been approved by the Oregon Office of Degree Authorization.

For more information, contact Dr. Kent Warren at the Intercultural Communication Institute (Phone: 503-297-4622; Fax: 503-297-4695; mair@intercultural.org; www.intercultural.org) or contact Katrina Jaggears at the University of the Pacific (Phone: 209-946-2836; kjaggears@pacific.edu; <http://web.pacific.edu/x10661.xml>)

Intercultural Certificate Program

The Intercultural Communication Institute (ICI) offers three certificate levels acknowledging exposure to state-of-the-art theory and practice, completion of a balanced curriculum, knowledge of intercultural practices, and growth as an intercultural professional. These certificates represent the holders' participation in the ICI network and commitment to the professional standards maintained by ICI trainers and faculty.

Three levels of certification are available: **Foundations**, **Practitioner**, and **Professional**. Each level of certification reflects the completion of training offered by ICI through the Summer Institute for Intercultural Communication (SIIC), MAIR courses, and other courses/trainings organized by our affiliates in Japan and Austria.

For more information and specific guidelines for completing the certificates, see our website, www.intercultural.org or contact Dr. Kent Warren at the Intercultural Communication Institute. (Phone: 503-297-4622; Fax: 503-297-4695; Email: kwarren@intercultural.org)

For information on courses in Japan, contact Shoko Araki, Cross-Cultural Training Services

(CCTS), 5-11-70-505 Kamiasao, Asaoku, Kawasaki-shi, 215-0021 Japan. Phone/Fax: 81-44-989-1474; Email: shokoark@obirin.ac.jp or shokoark@aol.com

For information on courses in Austria, contact Sandra Lagler, Donau University Krems, Fachbereich Interkulturelle Studien, Dr.-Karl-Dorrek-Straße 30, 3500 Krems, Austria. Phone: 43-2732- 893-2568; Fax: 43-2732-893-4360; Email: sandra.lagler@donau-uni.ac.at

The Global Competencies Inventory

and

The Intercultural Effectiveness Scale

The Intercultural Communication Institute is pleased to announce a new partnership with the Kozai Group, Inc., creators of both the *Global Competencies Inventory (GCI)* and the *Intercultural Effectiveness Scale (IES)*.

The *GCI* measures personality characteristics associated with working effectively across cultures in an organizational environment, and is predictive of higher levels of performance in international assignments, increased intercultural skills, and greater job satisfaction. The *GCI* is available online and in hard copy. Seminars to prepare professionals to use the *GCI* will be introduced in 2009, taught by Kozai faculty and administered by the Intercultural Communication Institute.

The *IES* is a streamlined educational version of the corporate *GCI*, and has been designed specifically to assess students' personality characteristics that have been associated with effective behavior in intercultural contexts. The *IES* is available online. Teaching aids and seminars are available for the *IES*, although purchase of the *IES* does not require certification.

The Kozai Group includes Allan Bird, Mark Mendenhall, Gary Oddou, Joyce Osland, and Michael Stevens, who have among them a combined total of 45 years living and working abroad and more than 100 years conducting intercultural research and training. They have published 15 books as well as over 200 articles and chapters, including several pioneering studies that are among the most widely cited in the areas of international management and intercultural effectiveness. Over the course of their careers they have delivered training to organizations in the private, public, and nonprofit sectors on five continents.

For details about the *GCI*, *GCI* qualifying seminars, the *IES*, or Kozai, please contact the Intercultural Communication Institute or visit www.kozaiigroup.com

Foundations of Intercultural Communication

*Andy Reynolds and
Donna Stringer*

This workshop is a sophisticated introduction to concepts of intercultural communication and their application to a wide range of professional contexts. It is designed for teachers, trainers, internal and external consultants, and others concerned with intercultural relations who have had little or no formal contact with the intercultural field. Participants will have the opportunity to examine the basic assumptions and issues of intercultural communication and cross-cultural human relations in both domestic and global contexts, including the topics of perception, cultural patterns of thinking and behavior, styles of communication, assumptions and values, and cultural adaptation. Participants will also explore ways in which an intercultural approach can be applied to their personal and professional lives, including corporate, educational, and other organizational contexts.

Andy Reynolds is a consultant, teacher, and trainer in the areas of race and gender relations, workplace diversity, and customer service. **Dr. Donna Stringer** is the president of Executive Diversity Services, an organization development company specializing in cross-cultural issues.

A Foundations of Intercultural Communication workshop is also offered in Session III b.

1

Teaching Intercultural Issues Online

*Judith Martin and
Mary Meares*

Computer-mediated communication (CMC) is becoming increasingly important to both educators and students whose access to intercultural education is frequently online. However, designing and teaching online about culture and intercultural communication present unique pedagogical challenges. This workshop explores the strategies and techniques that can improve teaching and learning in an online environment. Participants will have the opportunity to explore how culture impacts computer-mediated communication, identify unique characteristics of CMC, examine how teaching online differs from traditional classroom teaching, and learn strategies for facilitating online discussions of intercultural issues, including the creation of online exercises (Internet, virtual teams, and discussion boards) and the identification of assessment methods that support intercultural learning and prepare students for interacting virtually with others in the 21st-century work setting.

Dr. Judith Martin is the Herberger Professor of Communication at Arizona State University in Tempe. She is an author of the major intercultural textbooks, *Intercultural Communication in Contexts and Experiencing Intercultural Communication*. **Dr. Mary Meares** is an assistant professor of communication studies at the University of Alabama. She has facilitated virtual group projects with students from China, Japan, Russia, and the U.S.

2

Confronted with a world of rapidly changing economic, political, technological, and cultural realities, higher education institutions often state the goal of matriculating globally competent students. Yet many institutions currently address this goal simply through the requirement of an international course or through a student's education-abroad experience. Higher education leaders can benefit from taking a more in-depth look at what is involved in this complex process of developing global competence. This workshop will offer a substantial exploration of what comprises global, or intercultural, competence and the paths to developing and assessing intercultural competence on a college campus. Workshop participants will explore key questions through interactive learning that draws on their own experiences and knowledge to design and develop specific plans for integrating intercultural competence into campus programs and curricula.

Dr. Darla K. Deardorff is the executive director of the Association of International Education Administrators, a national professional organization headquartered at Duke University. She has held several national leadership positions with NAFSA: Association of International Educators and with the Forum on Education Abroad, and is the editor of the forthcoming Sage Handbook of Intercultural Competence.

Intercultural Competence on Campus: Educating Global-Ready Graduates

Darla K. Deardorff

3

With wit and wisdom, the presenters will draw on their extensive hands-on experience to present an integrated approach to developing and sustaining a diverse academic community. The workshop will examine methods for assessing the diversity climate of a campus, the vision and rationale for strategically planning for diversity, forms of external and internal resistance to diversity programs and policies, the political issues associated with diversity, and concrete applications and approaches. College and university faculty, administrators, student affairs staff, and campus leaders can all benefit from this course.

Dr. Art Costantino is vice president for student affairs at the Evergreen State College in Olympia, Washington, where he has also been vice president for advancement and vice president for finance and administration. The model for promoting diversity on college campuses that he helped create for the American College Personnel Association has been widely disseminated to colleges and universities. **Dr. W. Terrell Jones** is the vice provost for educational equity at Pennsylvania State University, where he is also an affiliate faculty member of the African American Studies and Counselor Education departments. He is co-editor of *How to Succeed on a Majority Campus: A Guide for Minority Students* and currently the chair of the Pennsylvania Black Conference On Higher Education (PBCOHE).

Strategic Planning for Campus Diversity

*Art Costantino and
W. Terrell Jones*

4

Methods of Intercultural Training

Kathryn Sorrells

Both traditional and innovative training methods that are useful for developing intercultural competence are presented in this workshop. It is designed for intercultural trainers and educators who are already knowledgeable about intercultural concepts and who want to learn more about creating and using training methods effectively. Participants will have the opportunity to examine the use and design of a variety of traditional methods such as role plays, critical incidents, and simulations; explore the development of nontraditional methods such as the use of storytelling, clay, and human sculpting; create original methods to respond to the unique needs of audiences specified by participants; understand the strengths and limitations of using different strategies in a variety of learning environments; and examine the role of the teacher/facilitator in the intercultural learning process.

Dr. Kathryn Sorrells is an associate professor in the Department of Communication Studies at California State University, Northridge. She teaches undergraduate and graduate courses in intercultural communication, intercultural training, cultural studies, and feminist theory.

5

Tools of the Trade: Developing and Conducting Effective Diversity Training

*Joy Hawkins and
Anita Rowe*

This is a hands-on, application-based workshop that provides the most comprehensive and up-to-date methods and structure for designing and conducting powerful diversity training. Participants will have the opportunity to recognize the dimensions of diversity and their impact in the workplace, understand concepts underlying diversity training, learn how to confront and deal with stereotypes and prejudice while understanding themselves as culturally diverse people, and learn to design training interventions to deal with a wide range of cultural norms and values in work groups. Participants in this workshop should have a basic knowledge of intercultural communication concepts as well as some experience with presentation and facilitation.

Joy Hawkins is the principal of Joy Hawkins & Associates, a Los Angeles-based consulting firm with over 25 years of experience in organization consulting, training, and human resource management for profit and nonprofit organizations. **Dr. Anita Rowe** is a partner in Gardenswartz & Rowe, where for over 20 years she has helped a variety of regional and national clients manage change, handle stress, build productive and cohesive work teams, and create intercultural understanding and harmony in the workplace.

6

Managing Intercultural Conflict Adaptively

Stella Ting-Toomey

This workshop provides an overview of intercultural competence with an emphasis on the role of identity in explaining intercultural conflict interaction. It is designed for professionals who are interested in deepening their knowledge and awareness of the intercultural conflict communication process and for educators and trainers who desire greater theoretical depth in implementing a course or module on intercultural conflict management. Participants will have the opportunity to become familiar with relevant identity-based theories in explaining everyday conflict encounters across cultures, translate conceptual understanding to mindful conflict management practice, and experience a variety of intercultural conflict negotiation training methods. *Participants who have an intercultural conflict-related exercise or activity that works well are invited to bring 25 copies to share.*

Dr. Stella Ting-Toomey is a professor of human communication studies at California State University, Fullerton. She has published 17 books and over 90 book chapters and journal articles on the topics of cross-cultural facework, conflict styles, and conflict competence, including co-authoring *Understanding Intercultural Communication*, *The Sage Handbook of Conflict Communication*, and *Managing Intercultural Conflict Effectively*.

7

Foundations of Intercultural Coaching

T. Glen Sebera

Current patterns in organization development suggest a growing demand for coaching across cultures. This workshop is designed specifically to address appropriate intercultural applications for one-on-one coaching engagements. Participants will be introduced to the foundations of successful coaching programs for developing intercultural leadership skills with employees or clients, including how coaching may or may not fit into their approach. They will explore what works and doesn't work with coaching engagements, discuss competencies that are involved in a coaching relationship, consider the various levels of client capacity with intercultural coaching, and reflect upon their own strengths and challenges when coaching. Participants can also anticipate developing coaching plans to use with prospective clients.

Glen Sebera joined *The Renaissance Consulting Group* in 1997 after living and working in Japan for three years. In his work with corporate clients in Asia, Europe, and North America, Glen has coached at every level within organizations, across multiple functions.

8

The Intercultural Approach to Service-Learning

*Margaret Pusch and
Chris Cartwright*

This workshop provides a broad view of service-learning programs and how intercultural communication concepts and training techniques can be used to prepare students and faculty for service in communities both in the U.S. and throughout the world. It is designed for faculty and administrators who are conducting or designing service-learning programs within higher education environments. Participants will have the opportunity to review and apply intercultural communication theories to international and domestic service-learning programs, and to design programs that include intercultural training techniques and the development of intercultural competence. The workshop will consider transition issues that occur within international service-learning programs and explore ways of establishing lasting relationships with community agencies both at home and abroad.

Margaret (Peggy) Pusch is a member of the board of directors of the Intercultural Communication Institute, executive director of SIETAR USA, chair of the board of trustees of the International Partnership for Service-Learning and Leadership, a member of the board of directors of the Association for International Practical Training, and an active trainer in the U.S. and Europe. **Chris Cartwright** is the dean of academic programs for the International Partnership for Service Learning and Leadership, and previously served 12 years as a program specialist in continuing education in the Graduate School of Education at Portland State University, managing programs in adult education, eLearning, and cultural competency for K-12 educators and for trainers in business and industry.

9

Personal Leadership: Interculturalists Practicing at Our Highest and Best

*Barbara Schaetti and
Gordon Watanabe*

Cultural differences ignite even experienced interculturalists into ways of interacting that hamper high performance or render it impossible. This workshop provides participants with a system of practice that allows them to step up to their highest and best in interpersonal and intercultural situations (across, for example, nationality, gender, race, ethnicity, and religion), even when their neighbors and colleagues embody significantly different degrees of intercultural sensitivity. The workshop is designed for those who seek to deepen their intercultural practice and effectiveness, including those living and/or working in multicultural situations either domestically or internationally. The group will form a “living laboratory” to enact and explore the practices and principles of Personal Leadership.

Dr. Barbara F. Schaetti is managing director and a founding partner of Personal Leadership Seminars, and faculty member of the ICI/University of the Pacific's Master of Arts in Intercultural Relations. She is a dual citizen of the U.S. and Switzerland and conducts intercultural coaching and training throughout the world. **Dr. Gordon C. Watanabe** is a founding partner of Personal Leadership Seminars, consults in corporate and state organizational settings on diversity and intercultural competence, and is professor emeritus and former special assistant to the president for intercultural relations at Whitworth University. Barbara and Gordon are co-authors, along with Sheila Ramsey, of *Making a World of Difference, Personal Leadership: A Methodology of Two Principles and Six Practices*.

10

People who cross cultural borders are forever changed by the experience. It is an adventurous, adaptive journey from security to insecurity, from the familiar to the unfamiliar. By examining external borders and internal boundaries, this highly interactive workshop explores how to improve relationships among those who cross such boundaries—immigrants, refugees, students, people on overseas assignments, and those with whom they come in contact, whether around the corner or around the world. Participants will discuss regional influence, places of origin, ethnic identification, religion, historical events, and how socioeconomic factors shape intercultural relationships. By analyzing internal changes and the transformation of values, beliefs, attitudes, and attributions, the workshop will explore the subjective, cognitive, and behavioral aspects of acculturation processes in both host and home cultures.

Borders, Boundaries, Belonging, and Beyond

Prany Sananikone and Dorothy Sermol

Prany Sananikone is the director of Diversity Relations and Educational Programs in the Office of Equal Opportunity and Diversity at the University of California at Irvine. He has worked extensively with community-based non-profit organizations, developing health, educational, and social services programs for refugees and immigrants. **Dorothy Sermol** is the director of Intercultural Communication Solutions, through which she designs and conducts training programs in intercultural communication, diversity, gender issues, acculturation, and conflict management for higher education, healthcare, social services, and private industry. She is a native of Scotland and has lived and worked in Italy, Germany, and Japan, in addition to the U.S.

11

The most influential language today is the lexicon of images in print, broadcast media, and the Internet. Photographs serve as a window, a mirror, a shaper of perceptions—and misperceptions—of cultures and intercultural relations. And yet our understanding of the use and abuse of visual images lags far behind our understanding of spoken and written language. This interactive workshop focuses on developing skills in the critical analysis of the images we see and on how to use cameras (and audio) to create responsible presentations in teaching and training. Participants will examine new ways to “read” cultural and intercultural photographs with a more critical eye, and the workshop will include an exploration of the role of photos in each person’s visual memory and outlook on intercultural relations and cultural identity. *Participants should check the online course description for a list of supplies to bring to the workshop.*

Visual Literacy: What Interculturalists Should Know About the Meaning of Images in a Multicultural World

John Condon and Miguel Gandert

Dr. John (Jack) Condon is a founding faculty member of the Summer Institute and an award-winning educator. He is the author of more than 20 books in the field of intercultural communication, including the first authored textbook. Scheduled for publication is *The Goose in the Bottle: Things Which Seem to Exist But Don’t and Things Which Don’t Seem to Exist But Do*. **Miguel Gandert**, a documentary and fine-art photographer, is a professor of communication and journalism at the University of New Mexico. Formerly a network news cameraman and documentary filmmaker, Miguel teaches courses in photojournalism, film, media, and visual communication.

12

African American Communication and Obama's Discourse of Transformation

Ronald L. Jackson II and Tyrome Smith

Learning how to understand and appreciate African American cultural and rhetorical differences and similarities will be the focus of this workshop. Participants will have the opportunity to examine public and mediated African American communication, including that of Barack Obama; discuss the significance of rhetorical audiences and the impact of rhetorical devices like signification; experience how power and authority influence the production and receipt of African American communication; and discuss narratives and counter-narratives about what is authentically Black and what makes African American communication "African American." Popular TV visual images of African American identity will be explored conceptually, critically, and experientially, including Barack Obama's January 20, 2009, inaugural address.

Dr. Ronald L. Jackson II is a research professor and associate dean of research and faculty development in the College of Media at the University of Illinois at Urbana-Champaign and is the co-author of the forthcoming book *Culturing Manhood*. **Tyrome Smith** is an independent scholar and consultant specializing in the cultural dimensions of corporate life and was most recently the vice president of organizational development and effectiveness for HBO.

13

Hip Hop, Manga, Twitter, and Other New Tools for Intercultural Communication

Patricia Digh and Amer Ahmed

A new generation of interculturalists shaped by forces like Hip Hop, Twitter, Facebook, and other social media tools are bringing with them new perspectives, models, and ways of interacting across cultures. What do we have to learn from these radically new approaches to intercultural communication? Are we using old tools and models to grapple with intercultural realities vastly changed because of the new "mongrel, global Me," increased cultural "sampling," the leveling effect of technology, and the transparency of social media? In fact, are these challenges revolutionizing our very concepts of culture? And are we keeping up? This workshop will venture beyond traditional approaches to intercultural learning to examine new 21st century ways of communicating across cultures.

Patricia (Patti) Digh is the co-founder of *The Circle Project*, a consulting firm focused on providing experiential learning experiences to help communities and organizations navigate differences and fulfill their greatest potential and is the author of *Life Is a Verb: 37 Days to Wake Up, Be Mindful, and Live Intentionally*. **Amer Ahmed** is the associate director of multi-ethnic student affairs at the University of Michigan, Ann Arbor and co-chair for the board of directors of *Hip Hop Congress*, a position from which he addresses issues of social justice that continue to face traditionally marginalized communities.

14

中國：關鍵事項國家簡報

What if China succeeds? What is really going on now inside China? How do we understand the cultural differences that impact Chinese relations with foreigners? How can we teach, train, and manage Chinese effectively? These questions are of concern to educators, corporate managers, diplomats, social service personnel, and interculturalists—China is challenging all of us. This workshop focuses on the fundamental realities of China today, illustrated by real-life stories and case studies of work with Chinese and Westerners in China. Participants will also have an opportunity to review the 20 best books on China, including history, philosophy, religion, political system, intercultural communication, daily life, alternative futures for China, and culture-revealing biographies and novels.

Dr. George Renwick has been traveling on assignments to China from one to four times every year since 1982. He has been a professor at the Chinese University of Hong Kong and the director of the Summer School at New Asia College, and he has written perhaps 50 confidential studies, reports, and letters to senior executives on Chinese-Western interaction as part of his consulting practice of intensive seminars and briefings.

China: A Critical-Culture Briefing

George Renwick

15

Session II: July 20–24, 2009

This workshop is a comprehensive, hands-on introduction to becoming an effective intercultural trainer in corporations today. Participants will clarify the distinctive priorities and the job requirements of personnel in international companies, analyze (and experience) a variety of program designs and training methods especially appropriate to business personnel, build their competence and confidence in providing excellent programs of practical value, discover effective ways to meet client demands for shorter programs and lower costs, learn how to explain their purposes and programs in ways convincing to management, and practice presenting programs to management. Topics will include corporate clients' expectations today, accurate needs assessment, creative program design, effective methods, useful evaluation, successful marketing, building client relationships, and ethical standards.

Dr. George Renwick is the president of Renwick and Associates, a consulting firm with 60 professional associates around the world. He was a visiting professor at the American Graduate School of International Management (Thunderbird), where for 12 years he taught the intensive course on intercultural communication for international managers. **Sarah Cuthill** is a principal with Deloitte Global Employer Services. She works with companies to design, transform, implement, and outsource global mobility and human resource programs.

Cross-Cultural Training in International Corporations

*George Renwick and
Sarah Cuthill*

16

Managing and Leading Small Groups in Challenging Multicultural Environments: An Applied Approach to Successful Intervention

*Todd Conklin and
Richard Harris*

17

A variety of learning experiences that will help participants develop practical tools and strategies that can be used immediately for achieving positive results with real-life groups in their workplaces will be featured in this workshop. By means of hands-on experience and analytical discussion, participants will develop a sense of confidence in their ability to intervene safely and positively. They will have the opportunity to experience a range of intervention approaches and strategies, including appreciative inquiry, wisdom of crowds, positive language for change, creative café, multiple intelligences, equilibrium theory, and others leading to shared awareness and consensus. The Thomas-Killman instrument will be used to understand their own and others' response to conflict situations. Particular emphasis will be placed on how a changing world economy adds to the challenges faced by work-team leaders.

Dr. Todd Conklin is a deputy group leader with nuclear material information management at Los Alamos National Laboratory. He works extensively in his home state of New Mexico with community groups, schools, civic clubs, and nonprofit groups with special social impact. **Dr. Richard Harris**, born in London, U.K., is a tenured professor in the faculty of management at Chukyo University, Japan, where he has taught intercultural communication in Japanese at undergraduate and graduate levels for the last 25 years.

Understanding and Developing Global Leadership

*Allan Bird and
Michael Stevens*

18

Global leadership is an emerging phenomenon that organizations are struggling to understand. This workshop will examine how the globalization process influences leadership by considering both theoretical and practical aspects of global leadership and their implications for managers who are called upon to lead in a global context. Consultants and professionals responsible for global leadership development in international organizations can expect to learn new strategies for developing global leaders and leadership programs for multinational corporations. Participants will have the opportunity to review the current state of research and practice, explore the relationship between global leadership knowledge creation and transfer, and understand how effective leaders lead change in global organizations. The workshop will be highly interactive, with presentations of conceptual frameworks and models, small group discussions, case analyses, and a comprehensive examination of the individual and organizational outcomes of effective global leadership.

Dr. Allan Bird is the president of The Kozai Group, Inc. He is also the Eiichi Shibusawa-Seigo Arai Professor of Japanese Studies and the director of the International Business Institute at the University of Missouri-St. Louis. **Dr. Michael Stevens** is an associate professor of management at Weber State University, the lead author of the Teamwork-KSA employment test, and a key member of the development team for the Global Competencies Inventory.

Culture, Technology, and Communication in the Global Workplace

Terence Brake

Globalization and new computer/communication technologies are transforming the world of work (as well as the domains of social relationships and learning). Increasingly, managers and employees, teachers and students, are interacting—individually and in groups—across geographic and cultural borders via new collaborative and collective intelligence tools. The results of this new interface, however, are often disappointing. Our responsibility as interculturalists is to engage with these new forms of human interaction and use them to deepen cross-cultural dialogue and understanding. Participants in this workshop will have the opportunity to review research on the complex interrelationships among culture, technology, and communication and to apply that knowledge to understanding the challenges and opportunities of global collaboration, including global teamworking, coaching across distances, running virtual meetings, marketing, and training. The course will use technology-mediated group work to combine the collective knowledge and intelligence of participants to discover principles and practices that enable successful global collaboration. *Participants should bring a laptop, because some of the dialogue will be conducted via technology.*

Terence Brake is the president of TMA-Americas, a consultancy focused on providing learning solutions for organizations experiencing the human challenges of globalization. He is the author of several books on global business, most recently *Where in the World is My Team: Making a Success of Your Virtual Global Workplace*.

19

Diversity as Culture Change: A Strategic Approach

*Anita Rowe and
Donna Stringer*

Gaining maximum advantage from diversity requires much more than training. Diversity can best provide a strategic advantage when it is handled as a long-term organizational change process. This workshop will help participants grapple with the seven steps necessary to achieve meaningful culture change and to develop a strategy for creating a culture of inclusion that is suitable and relevant to each participant's unique organization. The workshop is designed for intercultural consultants, diversity coordinators, diversity council members and trainers, human resource professionals, or anyone who has the responsibility for leading and implementing a diversity strategy. Participants will have the opportunity to develop an approach to getting buy-in at all levels of the organization, learn to develop a productive diversity task force/council, design effective diversity training that is based on both awareness and skills, develop clear evaluation and measurement techniques and processes, and gain experience designing a change initiative.

Dr. Anita Rowe is a partner in Gardenswartz & Rowe, a diversity consulting company, and the co-author of a series of articles and books on diversity themes, including *Managing Diversity: A Complete Desk Reference and Planning Guide*, and *The Global Diversity Desk Reference: Managing an International Workforce*. **Dr. Donna Stringer** is the president of *Executive Diversity Services*, an organization development company specializing in cross-cultural issues. She recently authored *52 Activities for Exploring Values Differences* and an article for the 2007 Pfeiffer Annual Training Series on preparing the next generation of diversity trainers.

20

Diversity in Action: Advanced Experiential Tools for Intercultural Learning

Patricia Digh and
David Robinson

Many people learn best by first having a “hot” experience that knocks them off balance, then, second, making meaning of it. And yet we too often teach in exactly the opposite order, providing models and meaning, then asking if those fit the experiences we have had. This workshop will approach training from an experiential learner’s perspective, embracing surprise at the “edges” where they learn best, and exploring ways to achieve diversity and intercultural learning through experiential processes. It is designed for trainers, facilitators, team/workgroup leaders, educators, and others interested in exploring alternatives to traditional intercultural content in order to create experiential processes that can deepen learning for many people. Activities will include storytelling and organizational narrative; using metaphor, symbol, and improvisation; and exploring movement, mapping, and spatial awareness. *This is a new, advanced workshop open to new students as well as past participants in our workshops at SIIC.*

Patricia (Patti) Digh’s most recent book, *Life Is a Verb: 37 Days to Wake Up, Be Mindful, and Live Intentionally*, is focused on the power of story and won the “Books for a Better Life” award in 2009. **David Robinson’s** 20 years of professional directing experience help him design programs using theatre techniques and creative processes. Patti and David are co-founders of *The Circle Project*, which focuses on exploring organizations as storytelling systems, engaging people in experiential learning around diversity issues, and using interactive methods for personal learning and organizational change.

21

Training Design for Intercultural Learning

Janet Bennett and
R. Michael Paige

This workshop focuses on designing teaching across cultures (where we have learners from many cultures learning about any topic we teach) as well as teaching about cultures (when the topic is intercultural relations). It is a comprehensive overview of intercultural training design with an emphasis on using developmental approaches to decrease learner resistance and enhance culture learning both domestically and globally. Participants will learn how to apply the intercultural communication perspective to training for intercultural competence, examine strategies for teaching curiosity as a core competency, and explore the interrelationship between global and domestic intercultural competence. They will also learn how to analyze an audience’s developmental readiness for intercultural learning, assess learner resistance, and develop responses using appropriate methods.

Dr. Janet Bennett is the executive director and co-founder of the Intercultural Communication Institute (ICI) and the ICI director of the Master of Arts in Intercultural Relations program. She teaches in the training and development program at Portland State University and co-edited the 3rd edition of the Handbook of Intercultural Training. **Dr. R. Michael Paige** is a professor of international and intercultural education in the Department of Educational Policy and Administration at the University of Minnesota, Minneapolis. He is an author of *Maximizing Study Abroad: A Student’s Guide to Strategies for Language and Culture Learning and Use* and co-director of the nationwide SAGE (Study Abroad for Global Engagement) research program funded by the U.S. Department of Education.

22

This workshop focuses on racial identity development (Black, White, other people of color) and ethnic identity development (African American, European American, and other ethnic groups) from infancy through adult maturity. The workshop begins by focusing on the Black experience and moves quickly to embrace a multicultural perspective. It is designed for educators, trainers, and others who work in U.S. interracial and interethnic contexts. Models of racial and cultural identity development are traced in a fashion that is useful for human resource managers, faculty, college administration personnel, school and college counselors, trainers, and activists. Participants will construct a picture of the way racial identity operates in the everyday adjustments of people of color, recognize how racial identity experience can influence interpersonal relations in corporate and educational settings, and design cultural-awareness training programs.

Dr. William E. Cross, Jr., is the author of *Shades of Black*, one of the most frequently referenced texts on Black identity. Bill's ideas have stimulated the growth of identity development models for application to a wide range of groups, including gays and lesbians, Hispanic/Latinos, Asian Americans, feminists, and White European Americans. **Dr. W. Terrell Jones** is the vice provost for educational equity at Pennsylvania State University, where he is also an affiliate faculty member of the African American Studies and Counselor Education departments. Terrell is an active trainer and speaker on diversity-related topics and programs for schools and colleges and public and private institutions.

Globalization has catapulted people from different cultures into shared and contested physical and virtual spaces in homes, relationships, schools, neighborhoods, and workplaces, resulting in new forms of misunderstanding and conflict as well as unexpected intercultural alliances. This workshop offers a critical, social justice approach to intercultural communication in the global context, providing a framework to address the dynamic, frequently inequitable, and conflictive context of intercultural relations today. The workshop is designed for educators and trainers as well as organization and community leaders who want to gain a social justice framework and a proactive approach for intercultural communication in the global context. Participants will have the opportunity to gain theoretical knowledge for understanding the complexities of globalization; increase understanding of how issues such as colonization, Western hegemony, magnified economic inequity, national security, and immigration impact intercultural communication in the global context; and learn methods and strategies for addressing intercultural conflict and building engagement, hope, and a capacity for equity and justice.

Dr. Kathryn Sorrells is an associate professor in the Department of Communication Studies at California State University, Northridge. She has been instrumental in developing the Center for Human Relations and Social Justice dedicated to teaching, research, and community action at CSU Northridge.

Understanding Racial and Cultural Identity in America

*William E. Cross, Jr., and
W. Terrell Jones*

23

Linking Social Justice and Intercultural Communication in the Global Context

Kathryn Sorrells

24

Understanding Asian Diversity: Effective Teaching and Training Strategies

Prany Sananikone and Stephen Thom

Moving beyond the myth of the “model minority,” this workshop will focus on how teaching and training approaches can consider Asian values, communication styles, and patterns of interaction within and outside their groups. Managers, team leaders, trainers, law enforcement officers, healthcare and social service providers, and other professionals who teach, train, supervise, or coach Asians will find this session particularly relevant. Participants will have the opportunity to develop greater knowledge of various cultures of Asia, and to understand some typical patterns of Asian behavior in organizations and educational settings and their impact on training and teaching. The workshop will explore the challenge that many Asians face in expressing their perspective in Western terms, and formulate training designs and other interventions that are relevant and effective with Asians and Asian Americans.

Prany Sananikone is the director of Diversity Relations and Educational Programs in the Office of Equal Opportunity and Diversity at the University of California at Irvine. He develops, oversees, and implements staff development programs for the main campus and the medical center. Stephen Thom is a consultant with Peace Partners Inc., which assists schools in violence prevention. He previously served as chief advisor to the Secretary of Education as the director of Asian Pacific American Concerns and was coordinator/professor of Asian American Studies at California State University, Fresno.

25

Emotional Intelligence and Diversity: Building the Intrapersonal Infrastructure for Interpersonal Effectiveness

Jorge Cherbosque and Lee Gardenswartz

An emotional response is often at the heart of interpersonal and organizational roadblocks to diversity culture change. This workshop applies the concepts of emotional intelligence to address the essential dilemma of diversity: dealing positively with the inherently threatening existence of “people different from us.” The workshop is designed for change agents and those in charge of professional development, leadership, and personal transformation in organizations; HR leaders and those who plan and lead diversity initiatives; and trainers and consultants who wish to use concepts and techniques of emotional intelligence in their work. Participants will have the opportunity to learn about the specific aspects of emotional intelligence critical for success in diverse environments; understand Emotional Intelligence and Diversity (EID) and how they shape both personal and professional behavior; use tools to increase competence in the four component areas of EID; and gain insight about their own strengths and areas for development.

Dr. Jorge Cherbosque is the co-director of the Staff and Faculty Counseling Center at the University of California, Los Angeles. In addition to his work as a counselor in private practice, he has been a consultant and trainer for many years in the field of organizational and intercultural communication. Dr. Lee Gardenswartz, partner in Gardenswartz & Rowe, has been consulting with organizations regarding diversity since 1977. She is the co-author of several well-known books, including Managing Diversity: A Complete Desk Reference and Planning Guide.

26

Facilitating Intercultural Discovery

John Condon and Nagesh Rao

For those educators and trainers, and particularly advisors and administrators of international or multicultural education programs, this workshop will focus on learning how to learn about culture in more creative ways. Participants will have the opportunity to reflect and expand on their own individual learning preferences; become more mindful and culturally self-aware of how they make meaning; sharpen their skills of observation of the objects and events of everyday life; discuss the uses of photography across cultures and in intercultural discovery; analyze television and other forms of popular culture including folklore, music, and film; and acquire skills and methods to facilitate intercultural learning.

Dr. John (Jack) Condon is a founding faculty member of the Summer Institute, and an award-winning educator. He is author of more than 20 books in the field of intercultural communication, including the first authored textbook and the forthcoming *The Goose in the Bottle: Things Which Seem to Exist But Don't and Things Which Don't Seem to Exist But Do*. **Dr. Nagesh Rao** is an associate professor in the Department of Communication and Journalism at the University of New Mexico, where he teaches and conducts research in the areas of intercultural communication and health communication. He also has a personal and professional interest in storytelling, entertainment-education, and photography.

27

Why It Works: Intercultural Theory for Practitioners

Milton Bennett

Interculturalists are often challenged about the credibility of their relatively young field. One good response is to show *that* it works, but it is better to also explain *why* it works. This workshop focuses on the theory behind the practice, with the goal of making the practice more coherent, and thus more credible and effective. It is designed for intercultural trainers and consultants, researchers and educators who need to explain their practice for marketing or academic purposes, and who believe that clients, students, and colleagues respond well to information based on a deep understanding of the topic. The workshop will provide clear and useful definitions of how an intercultural approach to domestic and global diversity differs from that of anthropology, cross-cultural psychology, and multicultural education. Participants will learn the Three Principles (identity, interaction, and adaptation) of the intercultural approach, the Five Frameworks for recognizing relevant cultural differences and predicting misunderstanding, and the Six Stages of overcoming ethnocentrism and developing intercultural competence.

Dr. Milton Bennett is a member of the board of directors and co-founder of the Intercultural Communication Institute, and he supports new work in intercultural relations through the Intercultural Development Research Institute. He is the contributing editor of *Basic Concepts of Intercultural Communication* and contributing co-editor of the 3rd edition of the *Handbook of Intercultural Training*.

28

Teaching Intercultural Communication

Leeva C. Chung and
Stella Ting-Toomey

Designed for teaching professionals or academic administrators who wish to introduce or expand intercultural communication in their curriculum, this workshop presents a brief overview of relevant intercultural concepts, effective approaches to teaching this important subject, and a selection of appropriate teaching methods. Participants will discuss approaches in teaching intercultural communication, review current theories in intercultural communication, examine lecture modules on selected intercultural topics, and evaluate different teaching methods. The workshop will focus on various identity-based communication themes in contemporary U.S. society and international arenas and explore how exercises can be linked to intercultural concepts such as cultural values analysis, different identity frames, verbal and nonverbal communication styles, intergroup conflicts, and culture shock. *Participants who have an intercultural-related exercise, activity, or assignment that works well are invited to bring 25 copies to share.*

Dr. Leeva C. Chung is an associate professor at the University of San Diego on the faculties of both the Department of Communication Studies and Ethnic Studies, where her research interests include ethnic and global identity, intergroup perceptions, and pop culture. **Dr. Stella Ting-Toomey** is a professor of human communication studies at California State University, Fullerton. She has published 17 books and over 90 book chapters and journal articles on the topics of cross-cultural facework, conflict styles, and conflict competence. Stella and Leeva co-authored the textbook *Understanding Intercultural Communication*.

Virtual Intercultural Learning: Using Web- and Text-Based Approaches to Facilitate Intercultural Development in International Education

Bruce La Brack and
R. Michael Paige

This workshop will explore the ways in which culture learning and intercultural development can be facilitated in international education programs using both web-based and text-based materials. International and intercultural education and training professionals, and anyone interested in utilizing a broad range of resources in preparing individuals to successfully and appropriately cross cultural boundaries, will find this new workshop particularly useful. It will feature two complementary and state-of-the-art approaches: the *Maximizing Study Abroad* text and the *What's Up With Culture?* Internet resource. Learning activities will be highly interactive with lectures, discussions, case studies, team designs, and practice with a variety of inventories that can be used in both virtual and face-to-face programs.

Dr. Bruce La Brack is a professor emeritus at the University of the Pacific, Stockton, California, where he designed and conducted their integrated orientation and reentry programs for study abroad. He is the primary author and editor of the *What's Up With Culture?* website (www.pacific.edu/culture), a free Internet resource for preparing U.S. American study-abroad students going to and returning from an international experience. **Dr. R. Michael Paige** is a professor of international and intercultural education in the Department of Educational Policy and Administration at the University of Minnesota, Minneapolis. He is an author of *Maximizing Study Abroad: A Student's Guide to Strategies for Language and Culture Learning and Use* and co-director of the nationwide SAGE (*Study Abroad for Global Engagement*) research program funded by the U.S. Department of Education.

Based on the Developmental Model of Intercultural Sensitivity (DMIS), this workshop will guide practitioners through the conceptualization of intercultural competence; “selling” the idea to stakeholders; diagnosing developmental needs with both qualitative and quantitative measurement; designing training, coaching, and strategic interventions; and implementing programs in both domestic and international contexts. Participants will learn how particular “intercultural worldview issues” are associated with the DMIS stages and how their resolution is necessary for development to occur, how to select training and other interventions and facilitate movement through stages in empathic and nonthreatening ways, and how organizational transformation is generated and maintained around intercultural issues. The workshop is designed for professionals in both profit and nonprofit contexts who have the responsibility of diagnosing needs for intercultural competence and for addressing those needs in focused ways. People interested in the measurement of intercultural competence, including IDI qualified administrators, will also benefit from this advanced course.

Developing Intercultural Competence in Organizations: Applying the DMIS Model and Measurement

Milton Bennett

Dr. Milton Bennett is a member of the board of directors and co-founder of the Intercultural Communication Institute. He originated the Developmental Model of Intercultural Sensitivity, co-developed the Intercultural Development Inventory, and for over 30 years has designed training and consulted with organizations in the U.S., Asia, and Europe on topics of domestic and global intercultural competence.

This workshop will build capacity for facilitation and process design appropriate for intervention in intercultural conflicts. As a learning community, participants will connect experiences and insights to theories and research in conflict resolution, group facilitation, and intercultural communication. They will explore the primary obstacles to communication in intercultural conflict situations; examine the role of third-party facilitation in managing communication among individuals in intercultural conflict settings; identify the attitudes, skills, and style required of the facilitator role; experience some selected “consensus methods” for managing intercultural conflict; analyze problem-solving group work; and access creative possibilities for bridging conflict through collaborative process design.

Facilitating Dialogue Across Cultures

Benjamin J. Broome

Dr. Benjamin J. Broome is a professor in the Hugh Downs School of Human Communication at Arizona State University. He has worked with a variety of groups in both domestic and international conflict situations, including notably a collaboration for 14 years with citizen peace-building groups on the island of Cyprus.

31

32

Negotiating Conflict Across Worldviews

Michelle LeBaron and Mark McCrea

Meanings and worldviews often collide across complex organizational, interpersonal, and communal conflicts. This workshop is designed for seasoned managers, consultants, negotiators, facilitators, mediators, intercultural educators, and conflict resolution trainers who want to expand their capacities to transform intercultural conflict. We will learn ways of evoking and applying intuition, imagination, and emotional intelligence; examine the implications of chaos and complexity theories; and develop workshop intervention strategies applicable to specific organizational and community conflicts. We will explore creativity as a resource for negotiation, facilitation, and mediation, and critically examine the promises and perils of conflict resolution and dialogic processes for cultural biases and applicability across worldviews. This workshop will be particularly useful for those who want to increase their capability for negotiating complex conflicts or for dialoguing in the midst of layered differences.

Michelle LeBaron is a scholar/practitioner, professor of law, and the director of the Program on Dispute Resolution at the University of British Columbia. Her most recent book is *Conflicts Across Cultures: A Unique Experience of Bridging Differences*. **Mark McCrea** supervises alternative dispute resolution services for the Minnesota Department of Labor & Industry. Mark has extensive experience mediating disputes involving employment, organizational, and public policy issues for governmental and commercial groups.

33

The Undercover Interculturalist: Exploring Cultural Complexity in Everyday Experience

John Condon and Richard Harris

How do you find culture in a teacup? What can your local market tell you about values? Diversity is all around us, even in apparently monocultural environments. With acute observation of the familiar, this highly interactive workshop will introduce a range of approaches for increasing sensitivity to cultural difference and suggest unobtrusive strategies for both teaching and training. Participants will have the opportunity to discuss new ideas for exploring the significance of the “ordinary” in personal and professional settings, learn to appreciate the cultural complexity and depth of everyday life, and identify the potential that very familiar situations offer for exploring and communicating intercultural concepts in nonacademic language. Participants will also develop and practice a range of approaches for exploring what E.T. Hall called “the unstated rules of everyday life.” *Participants should bring one or more items (tangible or otherwise) of personal significance they would be willing to discuss with the other participants. Visit www.intercultural.org for suggested items.*

Dr. John (Jack) Condon is a founding faculty member of the Summer Institute. In 2009, on the silver anniversary of *The Silent Language*, written by E.T. Hall, friend and former colleague at Northwestern University, Jack is presenting lectures and seminars in the U.S. and Japan. **Dr. Richard Harris** is a tenured professor in the faculty of management at Chukyo University, Japan. His eclectic research interests range from the influence of physical and psychological space on intercultural encounters to the representation of ourselves and the other in media, museums, tourism, and interpersonal interaction.

34

Igniting Creative Thinking for New Global Visions

Kichiro Hayashi and Regina Rowland

Individual, organizational, and institutional growth and development are preceded by visions. The more compelling the vision, the higher the success rate for realizing it. During times of deep uncertainties and discontinuous changes, it is especially important to engage authentic creativity and develop *evolutionary leadership* skills so that visions can be realized that lead to a sustainable future for people, the planet, and prosperity. In this workshop, participants will explore various creative methods to generate compelling authentic visions, including the radical use of consciousness to broaden perspectives and locate themselves within their visions. They will relate and integrate the three bottom lines (people, planet, profit) towards developing perceptual flexibility to reframe uncertainties for the benefit of collaborative strategic visioning, innovation across cultures, and the generation of evolutionary leadership skills.

Dr. Kichiro Hayashi is a professor emeritus at Aoyama Gakuin University, Tokyo and has trained corporate and government leaders from 80 countries in intercultural and comparative management and the learning organization. He has written ten books and was a long-time member of the Japan Laughing Association. **Dr. Regina Rowland** teaches and develops curriculum at the Fielding Graduate University and at the California College of the Arts. She is a visual thought partner who develops visual models, visual thinking, and facilitation methods and tools.

35

Blended Learning as Significant Intercultural Transformation

Barbara Kappler Mikk and Dianne Hofner Saphiere

Technology offers an enormous opportunity to intensify and expand the face-to-face training environment to meet learners' needs more effectively. This workshop will enable participants to design and deliver learning solutions that blend new technologies with the best of current approaches to create meaningful and sustainable intercultural effectiveness. Participants will have an opportunity to experience a state-of-the-art online multimedia course, the Cultural Detective Interactive Reality series, review the Taxonomy of Significant Learning blended learning design, and do significant work in a variety of small groups to create blended learning designs, deliver them, and receive feedback. *Pre-work will be assigned and participants are asked to bring a laptop to the workshop if they have access to one.*

Dr. Barbara Kappler Mikk is the assistant director of International Student and Scholar Services at the University of Minnesota where she is responsible for intercultural training and programs. She is co-author of *Maximizing Study Abroad*, a series of guides for students, language instructors, and program coordinators and, with Dianne Hofner Saphiere and Basma Ibrahim DeVries, *Communication Highwire: Leveraging the Power of Diverse Communication Styles*. **Dianne Hofner Saphiere** is the creator of Cultural Detective, a dynamic series of intercultural effectiveness tools, as well as *Ecotonos: A Simulation on Multicultural Collaboration and Redundancia: A Foreign Language Simulation*. Since 1999, she has facilitated an online resource-sharing group of 1100+ interculturalists worldwide, called Intercultural Insights.

36

Creating an Intercultural Training Toolkit: Matching Theory With Method

Janet Bennett and
Nagesh Rao

37

The climate and context for intercultural training has changed dramatically in the last decade. No longer can we enter training rooms confident that our participants will share our worldview, our cultural norms, or even our own language. Intercultural training has become infinitely complex—and intriguing. Training such globally diverse audiences calls upon our own intercultural competence, as well as our skills in assessment and facilitation. In this workshop, trainers, educators, or coaches will have the opportunity to develop a working understanding of intercultural competence models across both domestic and global contexts, identify culturally influenced cognitive styles that impact training, and learn and practice other strategies for dealing with intercultural training. *Participants are asked to bring an intercultural training method that they find particularly useful to share with the class as well as a training challenge they would like the group to address.*

Dr. Janet Bennett is the executive director and co-founder of the Intercultural Communication Institute (ICI) and the ICI director of the Master of Arts in Intercultural Relations program. She teaches in the training and development program at Portland State University and co-edited the 3rd edition of the Handbook of Intercultural Training. **Dr. Nagesh Rao** is an associate professor in the Department of Communication and Journalism at the University of New Mexico, where he teaches and conducts research in the areas of intercultural communication and health communication. He also has a personal and professional interest in storytelling, entertainment-education, and photography.

Advanced Workshop: Coaching Global Executives

George Renwick

38

For seasoned professionals, this workshop will provide a forum to discuss difficult cutting-edge issues with a master consultant and to share insights with each other about working with global corporate executives. Participants will have the opportunity to discuss candidly and confidentially the major strengths, weaknesses, and potential of executive coaching today. Drawing upon their combined experience, the faculty and participants will then distill the most useful lessons and best practices and generate, together, deeper insight into the unique responsibilities, challenges, and concerns of international executives today and their specific expectations. Other topics will include how coaching international executives differs from coaching domestic executives; how coaching differs from teaching, training, and counseling; the range of new coaching roles emerging and the variety of methods now available; and a discussion of marketing, pricing, evaluating, and improving our coaching services.

Dr. George Renwick is the president of Renwick and Associates, a consulting firm established in 1973. He has completed consulting assignments in 26 countries for 40 multinational corporations, usually in the role of management consultant or senior executive coach.

Foundations of Intercultural Communication

Margaret Pusch and Jaime Wurzel

This workshop is a sophisticated introduction to concepts of intercultural communication and their application to a wide range of professional contexts. It is designed for teachers, trainers, internal and external consultants, and others concerned with intercultural relations who have had little or no formal contact with the intercultural field. Participants will have the opportunity to examine the basic assumptions and issues of intercultural communication and cross-cultural human relations in both domestic and global contexts, including the topics of perception, cultural patterns of thinking and behavior, styles of communication, assumptions and values, and cultural adaptation. Participants will also explore ways in which an intercultural approach can be applied to their personal and professional lives, including corporate, educational, and other organizational contexts.

Margaret (Peggy) Pusch is a member of the board of directors of the *Intercultural Communication Institute* and has been president of *NAFSA: Association of International Educators* and *SIETAR USA, the Society for Intercultural Education, Training, and Research*. **Dr. Jaime Wurzel** is an associate professor of education at *Salem State College, Massachusetts*, and the producer of several popular intercultural training videos.

39

What can students be expected to learn when studying abroad? Who should be involved in identifying learning goals? And on what basis should study abroad programs, offices, and home campuses be evaluated? A new and rapidly evolving study abroad paradigm, one based on learner-centered approaches, is challenging long-held views about study abroad theory and practice. These changing attitudes are creating a widening gulf between what study abroad professionals increasingly believe their students ought to get out of studying abroad, and what many programs abroad now provide. Do students in fact learn abroad when left to their own devices, or do they need someone to facilitate their learning? What sorts of interventions are effective? This workshop examines these and related issues posed by the rapidly changing nature of study abroad.

Dr. Mick Vande Berg is vice president for academic affairs and chief academic officer at *CIEE: Council on International Educational Exchange*. He has been the principal investigator of several study abroad research projects and served as guest editor of the special issue of *Frontiers* that focused on the assessment of student learning abroad. **Dr. Adriana Medina-López-Portillo** is an assistant professor of intercultural communication in the Department of Modern Languages and Linguistics at the University of Maryland, Baltimore County. She has served as faculty director of several study abroad programs and was principal investigator of a research study that assessed the second language and intercultural learning of students abroad.

Developing Study Abroad for the Learner: A Strategic Approach

Mick Vande Berg and Adriana Medina-López-Portillo

40

Doing the Right Thing!—Values Around the World

Donna Stringer

Values have been studied by virtually every discipline in social science, including the intercultural field. Values may be stated or unstated, conscious or unconscious, subtle or overt—and they always result in behaviors that the actor believes is “right.” Rarely is the connection between a stated value and demonstrated action carefully examined. Failure to understand underlying values can negatively impact both domestic and global business interactions. This workshop will explore the newest instruments for measuring cross-cultural values, and it will allow participants to explore values from a personal, organizational, and global perspective through exercises that are both personally enlightening and useful for professionals. Additionally, participants will create, or revise, a value statement for organizations that defines observable behaviors to support stated values.

Dr. Donna Stringer is the president of Executive Diversity Services, an organization development company specializing in cross-cultural issues. She recently authored 52 Activities for Exploring Values Differences and an article for the 2007 Pfeiffer Annual Training Series on preparing the next generation of diversity trainers.

41

Dealing with Privilege: Thinking Clearly and Acting Effectively

Carlos Cortés

What is privilege? How does it affect our lives? What ethical dilemmas does it raise concerning equity and inclusion? What can we do about it, both in our personal lives and within organizations? These questions and others will be addressed in this workshop, which goes beyond raising awareness to examining critical issues related to dealing effectively with the complexities of privilege. Participants will have the opportunity to examine the impact of privilege on themselves and others, explore the structures that maintain privilege, and acquire skills for addressing diversity-related privilege, including the use of media in teaching and training.

Dr. Carlos Cortés is a professor emeritus of history at the University of California, Riverside. Recipient of the American Society for Training and Development’s National Multicultural Trainer of the Year Award, he lectures throughout the world and serves on the faculties of the Harvard Institutes for Higher Education and the Federal Executive Institute.

42

Intercultural Management Consulting

Ernest Gundling

The intercultural field has largely focused on training for international sojourners or multicultural groups rather than on linking intercultural competence to the strategic concerns of key decision-makers. In this workshop, participants will analyze business problems associated with common strategic challenges for global organizations such as mergers and acquisitions, outsourcing, and developing global leaders. Participants can expect to learn about typical global business issues that are best addressed through a consultative approach, and to gain the consulting skills that are most helpful for moving from strategy to solutions. They will also have the opportunity to explore when “culture” is in the foreground and when it is in the background, and to understand how other factors such as market changes, competitive challenges, functional perspectives, and individual personality are intertwined with intercultural issues. The workshop will include daily case studies and a simulated top management meeting.

Dr. Ernest Gundling is a co-founder of *Aperian Global*, formerly *MeridianEaton Global*, and currently acts as a senior Asia specialist and co-president of the company's operations. He is the author of *The 3M Way to Innovation: Balancing People and Profits*; *Working GlobeSmart: 12 People Skills for Doing Business Across Borders*; and a contributor to the company's web tools, *GlobeSmart* and *Global Teams Online*.

43

**Detailed information
on all our programs,
including these
workshops, can be
found at
www.intercultural.org**



Earn Academic Credit Through SIIC Workshops

All SIIC 3-day and 5-day workshops are available for academic credit through a cooperative program between the Intercultural Communication Institute and Portland State University. Participants in graduate or undergraduate programs are often able to use their SIIC workshops as elective credits toward their degrees. Others who are working for the SIIC Practitioner's Certificate can take a 5-day workshop for credit to meet the certificate's requirements. And still other participants may complete workshops for credit as a way of increasing the knowledge and skills already gained from attending a workshop.

Both graduate and undergraduate credits are available through Portland State University's Continuing Education/Graduate School of Education unit in the School of Extended Studies. For 3-day sessions, a participant may earn 2 quarter credits and for 5-day sessions, a participant may earn 3 quarter credits. When the workshop/course is completed, all course titles are listed as "Summer Institute for Intercultural Communication," EPFA 510 or 410.

Information on academic credit will be available online about the middle of June. A required academic credit informational meeting will be held each session to answer questions and register students. To earn academic credit, participants must attend workshops full-time, read assigned material following the workshops, and complete a written project due before November 1, 2009. Papers will be graded fall term and be available in mid December.

Portland State University academic credit policy: Non-admitted graduate and undergraduate students may take up to 8 credits in each of fall, winter, and spring terms; and up to 21 credits in summer. Admitted students are limited to a maximum of 16 credits in each of all four terms, unless otherwise approved. Note that credit for SIIC workshops is awarded during the fall term.

Please contact Dr. Kent Warren (503-297-4622, kwarren@intercultural.org) rather than Portland State University for additional information about the academic credit option.

Continuing Education Credits (CEC) or Units (CEU)

Many SIIC workshops qualify for the continuing education units required by various professional groups (counselors, teachers, attorneys, etc.). Please contact ICI for more information about this opportunity.

Intercultural Resources

The Intercultural Communication Institute is also a distributor for the Intercultural Resource Corporation (IRC) videos, DVDs, and books produced by Jaime Wurzel. Check www.intercultural.org for more about films such as *A Different Place: The Intercultural Classroom*; *The Cross-Cultural Conference Room*, and other titles.

2009 Registration Information

Discounts

Former SIIC participants and ICI Master of Arts in Intercultural Relations students and alumni will receive a discount of \$50 for each 3-day or 5-day 2009 workshop.

Session I on-campus participants continuing on for a Sample of SIIC workshop will receive a \$40 discount.

The **Early-bird discount**, as indicated on the registration form, requires registration and payment in full by June 1, 2009.

Registration Procedure

Participants may send the entire fee or a deposit of \$100 per person. Final payment is due prior to arrival. Registrations without a deposit will be put on a waiting list for the requested workshop.

Participants who are sponsored by a corporation or academic institution may register with a purchase order number.

Payments must be made in U.S. dollars drawn on a U.S. bank, or by MasterCard, VISA, or American Express.

Fees or deposits are refundable (minus a \$100 nonrefundable administrative fee) until June 19, 2009, with a written request.

Please note: Although we encourage early registration to assure a place in your first-choice workshop, we will accept registrations until a workshop is full or the session begins.

Workshop Availability

Enrollment in each workshop is limited to allow interaction among participants and faculty. Please list your first- and second-choice workshop for each session; every effort will be made to place you in your first-choice workshop. If the workshop is full or cancelled, we will call you before placing you in your second choice. **Since workshops run concurrently, only one workshop may be attended per session.**

We encourage you to talk with us about which workshop would best meet your needs. Please contact the ICI staff by phone or email for details about instructors, workshop content and methods, and potential alternative choices.

Please note: Information on logistics, ground transportation, and local attractions will be available mid-June at www.intercultural.org/siic_participantinfo.php

(Registration information continued on next page)

On-Campus Participant Registration

(For a description of housing options, see registration form.)

Session I, July 15-17 (arrival Tuesday, July 14; departure Saturday, July 18). Includes housing Tuesday night through Friday night, all meals from Wednesday breakfast through Saturday breakfast, one 3-day workshop, all evening programs, and materials.

*Semi-private Double without A/C: \$1455
Semi-private Double with A/C: \$1485 • Single without A/C: \$1480*

A Sample of SIIC: One-Day Workshop, Saturday, July 18 (arrival Friday, July 17; departure Sunday, July 19). Includes housing Friday and Saturday nights, all meals from Saturday breakfast through Sunday breakfast, the one-day workshop, and materials.

*Semi-private Double without A/C: \$510
Semi-private Double with A/C: \$540 • Single without A/C: \$530*

Session I on-campus participants continuing on for a Sample of SIIC workshop will receive a \$40 discount.

Session II, July 20-24 (arrival Sunday, July 19; departure Saturday, July 25) or
Session III a, July 27-31 (arrival Sunday, July 26; departure Saturday, August 1). Includes housing Sunday night through Friday night, all meals from Monday breakfast through Saturday breakfast, one 5-day workshop, all evening programs, and materials.

*Semi-private Double without A/C: \$2255
Semi-private Double with A/C: \$2300 • Single without A/C: \$2280*

Session III b, July 27-29 (arrival Sunday, July 26; departure Thursday, July 30). Includes housing Sunday night through Wednesday night, all meals from Monday breakfast through Thursday breakfast, one 3-day workshop, all evening programs, and materials.

*Semi-private Double without A/C: \$1455
Semi-private Double with A/C: \$1485 • Single without A/C: \$1480*

Extra Saturday nights before or after sessions (July 18 and July 25) are available:

*Semi-private Double without meals: \$35; with meals: \$70
A/C Semi-private Double without meals: \$45; with meals: \$80
Single without meals: \$40; with meals: \$75*

Off-Campus Participant Registration

Session I, July 15-17.

Includes lunches* Wednesday through Friday, one 3-day workshop, all evening programs, and materials. \$1010

A Sample of SIIC: One-Day Workshop, Saturday, July 18.

Includes lunch, the one-day workshop, and materials. \$360

Session II, July 20-24, or

Session III a, July 27-31.

Includes lunches* Monday through Friday, one 5-day workshop, all evening programs, and materials. \$1650

Session III b, July 27-29.

Includes lunches* Monday through Wednesday, one 3-day workshop, all evening programs, and materials. \$1010

**Off-campus participants may purchase dinner on campus and are encouraged to remain for evening programs to gain the most from their time at SIIC.*

2009 SIIC REGISTRATION FORM

Please print clearly and complete both sides of the form.

Name _____ Gender M F

First name or nickname for nametag _____

Title _____

Organization _____

Mailing address _____

City/State _____

Country/Zip or Postal code _____

This address is Home Work Both

Home/Cell phone _____

Work phone _____

Fax number _____

Email _____

In case of an emergency, we should contact:

Name _____

Relationship _____

Address _____

Home/Cell phone _____

Work phone _____

HOUSING

Housing is in modern residence halls with same-sex shared bathrooms. A semi-private double has two beds in one large room divided by a partition wall.

- Semi-private Double without A/C Semi-private Double with A/C
 Single without A/C Single with A/C Off-campus (*Participant to arrange own housing.*)

Please send: _____ SIIC brochure(s) _____ M.A. brochure(s)

Information about: Intercultural Certificate Program
 Intercultural Competence Assessment

Before you purchase a nonrefundable airline ticket, make sure you have written confirmation of your registration or contact ICI to verify your registration.

Please mail or fax this form to:

THE INTERCULTURAL COMMUNICATION INSTITUTE
8835 SW Canyon Lane, Suite 238, Portland, OR 97225 USA
Phone: (503) 297-4622 Fax: (503) 297-4695
Email: ici@intercultural.org Web: www.intercultural.org

(Continued on next page)

SESSION I: July 15-17 (3-day workshop)

1st choice: Workshop # _____ Title: _____

2nd choice: Workshop # _____ Title: _____

Off-campus: \$1010

On-campus: Semi-private Double: without A/C \$1455, with A/C \$1485. Single: without A/C \$1480, with A/C \$1495

Early-bird discount: \$-50*\$ _____ \$ _____

A SAMPLE OF SIIC: July 18 (1-day workshop)

1st choice: Workshop # _____ Title: _____

2nd choice: Workshop # _____ Title: _____

Off-campus: \$360

On-campus: Semi-private Double: without A/C \$510, with A/C \$545. Single: without A/C \$530, with A/C \$550

On-campus: Continuing from Session I: \$-40

Early-bird discount: \$-25* _____ \$ _____

SESSION II: July 20-24 (5-day workshop)

1st choice: Workshop # _____ Title: _____

2nd choice: Workshop # _____ Title: _____

Off-campus: \$1650

On-campus: Semi-private Double: without A/C \$2255, with A/C \$2300. Single: without A/C \$2280, with A/C \$2315

Early-bird discount: \$-100* _____ \$ _____

SESSION III a: July 27-31 (5-day workshop)

1st Choice: Workshop # _____ Title: _____

2nd Choice: Workshop # _____ Title: _____

Off-campus: \$1650

On-campus: Semi-private Double: without A/C \$2255, with A/C \$2300. Single: without A/C \$2280, with A/C \$2315

Early-bird discount: \$-100* _____ \$ _____

SESSION III b: July 27-29 (3-day workshop)

1st choice: Workshop # _____ Title: _____

2nd choice: Workshop # _____ Title: _____

Off-campus: \$1010

On-campus: Semi-private Double: without A/C \$1455, with A/C \$1485. Single: without A/C \$1480, with A/C \$1495

Early-bird discount: \$-50* _____ \$ _____

***Early-bird discount requires registration and payment in full by June 1, 2009.**

Discount of \$50 per 3-day or 5-day 2009 workshop for former SIIC participants

or MAIR graduate students and alumni _____ \$ - _____

Years and workshops attended, or Cohort # _____

Extra night(s) requested: Saturday, July 18 Saturday, July 25

Semi-private Double without meals: \$35; with meals: \$70

A/C Semi-private Double without meals: \$45; with meals: \$80

Single without meals: \$40; with meals: \$75

A/C Single without meals: \$50; A/C Single with meals: \$85 _____ \$ _____

TOTAL: US \$ _____

AMOUNT OF CURRENT PAYMENT

\$100 deposit only (Final payment due prior to arrival.) Total fee

METHOD OF PAYMENT

U.S. bank check or money order (enclosed) Purchase order # _____

MasterCard VISA AmEx Acct # _____

Expiration date _____ Signature _____

Zip code where your credit card bill is sent _____