



SIETAR Europa & Global Hub Newsletter January 2004

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Happy New Year and welcome to the SE & Global Hub January 2004 Newsletter

You will notice that our Newsletter has added the words "Global Hub" to its title. Perhaps not all members know that SIETAR Europa, besides its role as a coordinating body for European SIETARS and a direct membership organization for Europeans without local SIETARS, also serves as the information point for inquiries and information for the SIETAR Global Network worldwide and for the SIETAR Associates (those outside Europe where there is no existing local SIETAR. The new title is aimed at creating a greater sense of inclusion and increased service to these remote SIETARians.

Our special thanks in this issue go to Dianne Hofner-Sapiere (Nipporica Associates) and George Simons (Diversophy.com) for their generous sponsorship of this month's newsletter.

Christine Longé, Secretary
SIETAR Europa Office

on behalf of the Members and Board of Directors

About the Newsletter

The *SIETAR Europa Members Newsletter* is published every other month on this site. It is produced from the SIETAR Europa Office under the guidance of the SE Board of Directors Communications Team.

How to contribute to the Newsletter

Contributions are welcome from all SIETAR groups and members. We want to hear from you both as an individual member and as local SIETARS.

We invite:

- News and developments
- Listings of upcoming events
- Feature articles
- Reviews of Publications, products, etc.
- Advertising & sponsorship from non-SIETAR product and service providers

All contributions and reviews should be sent in electronic format as email attachments or if necessary on a floppy disk in a standard word processing format to office@sietar.europa.org. The editors reserve the right to the final decision of the when, where, how and what material received will be listed on

these pages.

News and developments

Please tell us what has been happening in your local SIETAR. We will keep you abreast of SIETAR Europa developments.

Upcoming events

We will list what is currently happening in the newsletter, but the [SIETAR Online Documentation Center](#) also has a longer range events calendar which you can also reach the main [SIETAR Europa website](#).

Feature articles

Short subjects, stories, studies, etc., from members are welcome. They should generally not be more than 1000 words in length.

Reviews of Publications, products, etc.

We will facilitate the peer review of books, games, training materials, CDROMs, etc., whatever the language they are produced in, and publish your reviews in the Newsletter.

Offering a product for review

If you have a product to review, please send it to the SIETAR Office, marked clearly for newsletter review. The materials available for review will be listed in our new items for review review log, where members who are interested in reviewing them may request to do so. We will also proactively look for reviewers when materials are sent to us. Your review will then be published in the monthly newsletter.

Reviewing a product

You may offer reviews on your own initiative or request to do so if you have received a product to review from someone else. If you would like offer your opinion on on one titles that we have received in the SIETAR Europa office, let us know that you are interested and why you would be an effective reviewer of this title, and we'll send you a copy for reviewing

Review Guidelines

Please follow this format for producing your review.

- Title: in UPPERCASE letters
- Author: Full names of the author(s) and/or editors.
- Publisher or producer: (The publisher's or product producer's name, address, and website or contact information).
- Details: (The date of publication; the ISBN number; Description, e.g., soft or hard cover, number of pages if a book. or description of other media, e.g., CDROM, game, etc.
- The review itself: up to 1000 words.
- Reviewer info: Two or three sentences identifying and describing yourself, the reviewer and your competence in the field and, if you choose, how others may reach you.

Getting involved

The SIETAR Newsletter is a project of the SIETAR Europa Board Communications Committee and is posted by [Christine Longé](#), the SIETAR Europa Office secretary. Your assistance and ideas are always welcome. Please contact her.

Sponsoring and advertising in the Newsletter Sponsoring and advertising in the Newsletter is an efficient and cost-effective way of reaching a large number of professional interculturalists in Europe and beyond. They are interested in hearing about your products and services in this rapidly growing field.

Who should advertise?

- Sellers of intercultural services, publications and products
- Organizers of intercultural events and meetings of interest to the intercultural community
- Organizations in search of intercultural services or product development

How to advertise

Arrange your advertising needs with [SE Office](#) if you are interested in sponsoring or advertising in an issue of the SE Newsletter. Send your computerised ad (file, e.g., .doc; .rtf; .txt;.jpg; .bmp; .eps; .gif; .ps;.tif; .pdf; .pcx) as an attachment by email to the [SE Office](#).

What does it cost to advertise?

Newsletter sponsor:	
(Newsletter title page, one only per issue)	300€00
Full page ad	250€00
Full page ad additional issues, per issue	25€00
Banner ad	150€00
Banner ad additional issues, per issue	15€00
Simple listing or link (100 words or less)	25€00

Discounts:

for 2 advertisements	10%
for 4 advertisements	30%

Arranging Payment

Payment in advance is required in one of the following forms:

- Bank transfer: Transfer of the full amount (including bank fees) to SIETAR Europa: Account N° 00010053243 at BNP Paribas, 426 ave du Cannes, 06210 Mandelieu- La Napoule FRANCE (01738). Transfer Swift BNPA FRPP NIC, IBAN FR76 3000 4017 3800 0100 5324 373
Please give the full name of the remitter and mark it "Newsletter".
Payment in Euro only, please.
- Within France, by cheque in Euro: made out and sent to SIETAR

Europa Newsletter, c/o Christine LONGÉ, L'Argentière Bât E, 637
bd Tavernière, 06210 Mandelieu la Napoule, FRANCE

- By Visa, MasterCard or Carte Bleu. Please indicate
 - the kind of card
 - your name as written on the card
 - the card number and expiration date.

We look forward to seeing your services and products on these pages.

1. 1. SIETAR News

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This section carries information about the activities of SIETAR Europa and other SIETAR groups.

1.1 SIETAR Europa

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1.1.1 Mission & Vision

The following text has been elaborated by the SIETAR Board members to update the vision and mission of SIETAR Europa. At the most recent board meeting, we felt it was important to make a clear statement both to members, potential members, as well as to the general public about who we are, what we do and what we stand for. Please feel free to circulate this document wherever you find it useful.

The president and members of the SIETAR Europa Board of Directors.

SIETAR Europa

SIETAR Europa is an interdisciplinary, professional network that seeks to promote and implement understanding, acceptance and effective cooperation among people of diverse cultural and ethnic groups.

As a learning organisation with non-profit and NGO status, Sietar Europa:
provides direct membership services for intercultural professionals and those interested in intercultural activities who have no local SIETAR in their area
serves as a forum for interaction among these direct members as well as among members of local SIETARs
coordinates efforts and takes initiatives to meet the common and supernational interests of the local SIETARs
acts as a central source of information about SIETAR activities and groups worldwide
is recognised by UNESCO and represents the intercultural profession and intercultural issues through its affiliation with the the United Nations the Council of Europe.

Our Mission

The mission of SIETAR is to encourage the development and application of knowledge, values and skills that enable effective intercultural and interethnic relations at individual, group, organisation, community and global levels.

Our Aims

- To enhance awareness and understanding of intercultural issues in education, policy- making, business, professional life, arts and media.
- To contribute to the solution of societal problems by facilitating communication between peoples of different cultures.
- To provide multi-disciplinary, professional expertise in intercultural issues in both research and practice by establishing and maintaining a network of intercultural specialists.
- To contribute to the development of standards for intercultural work.
- To stimulate intradisciplinary as well as interdisciplinary dialogue between professionals in intercultural fields.
- To encourage intercultural publications, as well as personal professional exchanges and projects through regional and international conferences.
- To support existing good practices and stimulate new activities in working interculturally.

Our members are active in

- arts and media
- business
- consulting
- development aid
- education
- globalisation
- government
- health services
- human resources
- international finance
- language services
- management
- military and peacekeeping
- migration
- minorities
- public and social service

- research
- social issues
- sustainable development
- training
- urban management and planning

They benefit from

- Access to both local and Global networks of intercultural colleagues and professionals. Members receive an updated SE directory quarterly. The SIETAR network enables members to share experiences, resources, and best practices, as well as to offer and take advantage of work and training opportunities
- The information and communication services of the SIETAR Europa office and its secretary via the SE office, which also currently serves as the Hub for SIETARs worldwide
- Information about and access to congresses, conferences training days, briefings and social events both within SIETAR and more broadly in the intercultural and related professions.
- Discounts on SIETAR events worldwide. Attendance at two major SIETAR events may itself provide enough savings to cover the cost of annual membership.
- Opportunities for development through mentoring and being mentored, through coaching and being coached
- Invitations to participate in special interest groups, task forces,
- Online resources, documentation center listings, workspaces, chats
- The opportunity for peer review of books, training programs and other intercultural products that members or other professionals create or deliver
- The opportunity to contribute ideas and research and best practices to the building up of the intercultural profession, one that will prove essential to the world's well being in the 21st century
- Representation and a lobby with other NGOs, UN and governmental bodies.

During 2004 we intend to add to these benefits with:

- A buddy system for new members
- A new and improved online workspace
- An online directory with opportunities to expose and advertise members' expertise and wares as well as offer and share on-line employment opportunities
- Online and blended e-learning in which members may participate as a professor, tutor or learner
- Optional professional insurance coverage
- Professional certification standards
- SIETAR identity as a professional cachet
- Discount opportunities for other services, e.g., hotels, travel etc.
- An international congress

- Last, but not least, good fellowship and lots of fun

1.1.2 February Board Agenda

5-8 February 2004



The SIETAR Europa Board will conduct its next meeting in Istanbul, Turkey on 5-8 February 2004. Below is an list of potential agenda items that have been prepared or suggested. If you have questions or suggestions or issues for the board, this is a good time to surface them. Send your ideas in an [email](#) to the office and they will be distributed to board members for discussion.

Committee Reports

- Communications, public relations and newsletter

Congresses

- Report on developments at SUSA Congress
- Berlin 2004 update and progress report
- Plans for 2005 congress
- Suggestions of site for 2006 congress

SIETAR Europa Internal Issues

- Welcome newly appointed local SIETAR board members
- Relationships of SE with SIETAR NL and Young SIETAR
- Securing internet domains
- Sietar activities and new SIETARs in Ireland, Turkey, Morrocco, Italy, Central Europe
- Nominations and elections for 2004
- Reports and assistance to SIETARs in formation, Ireland, Turkey, Morocco
- Clarification of membership adherence in the new SE statutes
- Implementation of budget for 2004
- Confirmation of revised mission and vision statement

- Implementation of potential new membership services
- Report of the office secretary on SIETAR and Hub activity. Secretary contract. Office supplies and equipment. Sales of proceedings. New Directory

External relations

- SIETAR Europa worldwide hub activity
- Increasing activity at the EU and European Commission level and relationships with relevant NGOs
- Leonardo II/Janus project
- Standards for the intercultural profession
- Enhancing the SIETAR professional image. Use of SIETAR logo and identity by members.
- Recognition and encouragement of pro bono work by SIETAR professionals

Calendar and housekeeping

- Next board meeting schedule
- Preparations for 2004 General Assembly

1.1.3 Budget 2004



Below for your consideration is the proposed SIETAR Europa budget for the year 2004 which the Board will discuss and approve at the next Board meeting in February. Should you have questions or comments, please address them to the SIETAR Europa Treasurer, [Maria Jicheva](#).

SIETAR Europa BUDGET 2004 in Euro	
EXPENSES	
Salary for the Office Secretary with insurance	13 000
Congress seed money	3000
Mailing 50/month	600
Office Stationery 30/mth	360
Telephone SIETAR line 26/mth plus 150/mth calls	2200
Use DSL line 30/mth	360
Internet Web services + Srato Domain	2000

Office - rent	2000
Software	1000
Bank fees	600
Dues and subscriptions	150
Associate membership fees to Global Network	230
Total:	25500
INCOME	
Membership Fees 2004	
SIETAR Deutschland	3 500
SIETAR United Kingdom	1 500
SIETAR France	1 500
SIETAR Austria	400
SIETAR Associates	500
Direct members	4,500
Seed money -back	3000
Profit from 2004 Congress	4500
Marketing initiatives (advertising, selling services)	5500
Sales of Congress Proceedings	200
From Reserves	400
Total:	25500

1.2 Budapest Follow-up

- [1.2.1 Dare to share](#)
- [1.2.2 E-learning across cultures](#)
- [1.2.3 CERAN winners](#)

1.2.1 Dare to share

“dare to share” in Amsterdam 7.-11. November 2003

We dared to share and we had fun!

Thanks again to Bella van der Linden, who initiated our meeting.

The many different cultural influences are certainly worth a visit in Amsterdam!
 Amsterdam is known for tulips, cheese, drugs & sex & ? but do you know there is a shop where they manufacture home made pralines after an old Australian recipe? I had to try from all the different types of chocolates! We laughed about the statistics of “ 24 days of rain” in November in the Netherlands: for us the sun was shining!



On Friday afternoon the three of us, Bella van der Linden, Katy Nicholson and Sabine Wagner, we visited the “Ministerie van Sociale Zaken en Werkgelegenheid” in Den Haag. Drs. Stanley A. Ramkhelawan gave us a very interesting presentation about ethnic minorities in the Netherlands and the objectives of the Dutch Government to improve the situation.

Have you ever thought about “the definition” of an ethnic minority? I guess there is “ample scope for ethnic minorities” in the whole of Europe with this work of an intercultural personnel policy. We all could learn from some of these “impressions of a major job market project”.

Den Haag is a very interesting city – a mixture of very modern Government buildings and the “old classic very narrow Dutch Grachtenhouses” built one onto the other with many different facades.

On Saturday we met in Utrecht and enjoyed to see the Dutch country side on our way to Wijk bij Duurstede. Sovov office where Bella is working as principal consultant is situated in this amazing Dutch town. In a guided tour we learned a lot about the history.



The intent of the meeting was (Bella van der Linden) to discuss how to develop and implement intercultural management:
 how can we

1. formulate a policy?
2. improve recruitment and selection?
3. create a social basis?
4. improve qualifications?
5. do career planning without discrimination?

Within SIETAR we believe we can help a lot to achieve these points.

We trust in creating a more professional intercultural SIETAR an even more professional SIETAR

Europa image? For members to be proud of belonging to the organization? To be recognized

more

as “The Professional Intercultural Society”!

We should think about offering a "code of conduct" related to the profession(s) in Sietar. Is anybody help to start this discussion perhaps both on intercultural insights newsgroup <http://groups.yahoo.com/group/interculturalinsights> and the new SE discussion that SIETAR UK is providing us at <http://europacom.com/sietar/europa/>
Join us!

Dare to Share!

We are looking forward to seeing you all in Berlin.

Bella van der Linden, SOVOV, Wijk bij Duurstede, The Netherlands

email: sovov@sovov.nl

Katy Nicholson, CULTURAL COMPETENCE, Göteborg, Sweden

email: katy.nicholson@gothnet.nu

Sabine Wagner, COMMUNICATION IS LIFE, Munich, Germany

email: sabine@communicationislife.de

1.2.2 E-learning across cultures

Uncovering the E life of SIETARians

Between December 28 and January 4, Anja Krüger, Mareike Zettel and George Simons, members of the e-learning work group, met in La Napoule France, to further the online university and learning community initiatives of SIETAR Europe.

The group decided that before investing resources in the acquisition or creation of new platforms and programs, it would be best to sound out the current state of activity and interest of SIETAR Europa members. We will do this by the creation of a questionnaire to be sent shortly to the membership. Among the categories of questions we will be trying to answer are:

Online activity

- What kind of internet access you have, which media do you use and how frequently?
- What exists in terms of online intercultural resources?
- To what degree are you using these resources personally and professionally? To what degree would you like to be using them? What would help you in doing so?

E-learning experience

- What level of experience and expertise do you have as a learner or teacher in online environments?
- What are your hopes, concerns, expectations, incentives and obstacles for online learning and communities of practice?
- What interests would you like to pursue in this context and what information, learning and resources would you need to do this?

Before the end of January, you will receive shortly instructions on how to participate in this survey. On the basis of the results, we will structure initial offerings in e-learning and online community building.

1.2.3 CERAN winners

• [Christine Longé](#)

• [Anja Krüger](#)

Intensive Language Learning



As sponsors of our Budapest Congress, CEARAN Lingua International provided two admissions, valid for a week's study at one of their language courses, which were presented as awards to attendees selected on the final day of the Congress.

These CERAN language course awards were won by Christine Longé of SIETAR Europa and Anja Krüger of SIETAR Germany. Each of them has written a report of their experience at the CERAN school that they attended. These are printed in the pages which follow.

For more information about language learning at CERAN, please visit their [site](#). SIETAR Europa once again wishes to thank the CERAN school for their support of the Budapest Congress by making these awards possible.

Christine Longé



Christine Longé

My stay in Warwick (UK)

My stay in Warwick was tremendous

The students not always serious

The green curry so delicious...

That's a poem I created in Warwick in the CERAN English course I took in early December 2003, thanks to my award at the Budapest Congress. The poem was the subject of the speech I had to make during the last evening in the blue room.

I'm neither Appollinaire nor Baudelaire (neither Shakespeare nor Blake) but I tried to write a poem!

So that you can appreciate the atmosphere of the blue room, let me give you a little description: the room has blue curtains, blue walls and a big dog called Lady who spends most of her time sitting on a sofa. We used this room for coffee breaks and evening activities. The inside of Warwick Centre is typically English and very comfortable. The staff is very nice and does whatever needs to be done so that everything works well.

I spent one week in this Castle, and my time there was focused mainly on communication. I was part of a group of 10 students who came to have lessons in this centre. After an evaluation, we were divided into 3 groups. My days began at 9.00 am and courses finished about 6.00 pm. I had group lessons in the morning and one private lesson; some language laboratory work and some written English in the afternoon. We spoke English not only during courses but we had too opportunities to speak the language during meals and evening activities. The group was composed of 4 from France, 3 from Spain, 1 from Italy, 1 von Austria and 1 from Japan, It was especially difficult to speak English between the French students. We would prefer to speak French.

As I think back on my English lessons when I was at school, we were

roughly 30 teenagers. How could you practise a language under these conditions? We can't compare school to CERAN Courses. In Warwick, we had optimum conditions for improving in the language because in group lessons we were only 3 students.

As adults, we were all very motivated to improve, to learn, to practise and finally to enjoy what we were doing. And because we were enthusiastic, the English teachers were motivated to be very dynamic as well.

I would like to thank you, SIETAR Europa, once again for giving me the opportunity to attend this English course. Having better English helps a lot in my daily professional life.

Anja Krüger

Du français au Château CERAN

Französisch im Chateau CERAN in Spa

Anja Krüger, is a consultant for elearning at the University of Osnabrück, Germany



L'histoire commence un après-midi de Mai: mon chef me demande d'aller à sa place à une conférence à Budapest à cause d'une inflammation de la gorge. Je viens à Budapest avec l'ordre de nouer des contacts avec les universités européennes. En plus d'une semaine de conférence très intéressante, stimulante, d'idées et de projets en perspective et de rencontres de nouveaux amis, j'ai eu la chance de gagner à un tirage au sort des cours de langues dans un des centres CERAN.

Je décide de suivre des cours de français au Château CERAN à Spa en Belgique. Le concept de CERAN offre, pour une semaine de cours, une immersion de 66 heures dans la langue pratiquée. Et c'est vrai!

Dimanche soir, notre premier jour, après un dîner de bienvenue, il y a un test de grammaire. Le lendemain matin, nous sommes assignés en groupes de 3 ou 4 étudiants maximum.

Un jour typique au Château CERAN commence par un petit déjeuner avec tous les étudiants en français – cette semaine nous sommes 11. Bien sûr nous parlons le français ;-) et après avoir appris le mot du jour, par exemple « avoir la volonté de fer », nous allons en classe.

Es beginnt an einem Nachmittag im Mai: Mein Chef kommt in mein Büro und bittet mich mit heiserer Stimme, für ihn zu einer Konferenz nach Budapest zu fahren, da er seine Halsentzündung auskurieren muss. Natürlich möchte ich und bereite die Reise so gut es geht in den zwei verbleibenden Tagen vor. Ich fahre mit dem Auftrag, Kontakte zu europäischen Universitäten zu knüpfen und komme nach einer sehr anregenden und interessanten Woche mit neuen Bekannten, Ideen, Plänen für gemeinsame Projekte und obendrein einem gewonnenen Gutschein für einen CERAN Sprachkurs zurück.

Ich entscheide mich für einen Französischkurs im Chateau CERAN in Spa, um mein Schulfranzösisch aufzufrischen. CERAN wirbt damit, dass man in ihren Schulen 66 Stunden intensiv in die gelernte Sprache eintaucht and that's what you get.

Nach einem Begrüßungsbufett geht es gleich am Sonntagabend mit einem Grammatiktest zur Einstufung los. Am nächsten Morgen werden wir in kleine Lerngruppen aufgeteilt, mit maximal 3-4 Mitgliedern, die ein ähnliches Sprachniveau haben. Ein typischer Tag im Chateau Ceran beginnt mit dem gemeinsamen Frühstück, bei dem angeleitet von unserer hostess natürlich nur Französisch

Les deux autres élèves qui partagent mes cours collectifs sont Koen de Belgique et Cathrin une autre Allemande. Notre Professeur Joseph travaille avec nous les objectifs grammaticaux et communicatifs. La plus grande partie de la matinée est consacrée à présenter les rapports sur les sujets donnés.

Une spécificité de la méthode CERAN est d'apprendre une langue par poser les questions et la communication pendant le cours se base sûr ce principe-là : poser des questions et formuler les réponses. En fin de la matinée, nous formulons ensemble les phrases 'trésor' avec le vocabulaire nouveau et les structures importantes que nous venons d'apprendre.

L'après-midi se passe avec une leçon privée et 2 heures de laboratoire, puis une heure pour préparer notre rapport que nous devons présenter le lendemain matin.

Après le dîner, il y a toujours des activités. Une soirée Simone nous a présenté le chanteur Jaques Brel et une autre fois Martin nous a présenté l'histoire de la bande dessinée en Belgique. C'est une semaine très intensive mais aussi pleine de plaisir.

Merci beaucoup à SIETAR Europa pour cette expérience merveilleuse !

gesprochen wird. Mit dem 'mot du jour' ausgestattet, werden wir in unsere Lerngruppen geschickt.

Ich verbringe meine Vormittage mit Koen aus dem niederländischen Teil von Belgien und Cathrin aus Deutschland: Joseph unser Lehrer diskutiert mit uns die Ziele bezüglich Grammatik, Kommunikation und Aussprache für den Tag. Nach ein paar Grammatikübungen erzählen wir uns gegenseitig Geschichten zu vorbereiteten Themen. Anschließend diskutieren wir Fragen zu Teilen von Dokumentationen oder Nachrichtensendungen, die wir gemeinsam anschauen. Eine Besonderheit des CERAN Systems ist es, der Sprache mit den unterschiedlichen Möglichkeiten, Fragen zu einem Satz zu stellen, näher zu kommen. Die Kommunikation während des Unterrichts basiert auf diesem Prinzip: Fragen stellen und antworten. Am Ende des Vormittags werden die Vokabeln und Strukturen in den „phrases tresor“ festgehalten, die uns durch die Woche und auch auf einer CD nach Hause begleiten.

Nach einem köstlichen Mittagessen und vielleicht noch einem kurzen Kaffee im französischen Saal geht es auch schon weiter. Meine Privatstunden verbringe ich in anregenden Gesprächen und mit erfundenen Geschichten mit Simone. Danach sind zwei Stunden im Sprachlabor vorgesehen und noch eine Stunde, in der wir unsere Präsentationen für den nächsten Tag vorbereiten. Die kurze Pause bis zum Abendessen geht meist mit der weiteren Vorbereitung der Präsentation vorbei. Nach dem Abendessen gibt es immer noch einen Programmpunkt. An einem Abend macht uns Simone mit den Liedern von Jaques Brel bekannt, oder Martin erzählt uns alles über die bande dessinée in Belgien. Am Donnerstagabend sind Gäste eingeladen, die wir jeweils zu zweit begrüßen und interviewen und dann beim Essen dem Rest der Gruppe vorstellen.

Die Woche vergeht in intensivster Beschäftigung mit der Sprache und viel Spaß beim Lernen mit Joseph und meinen Mitlernern Cathrin und Koen. Wir treffen uns immer schon um 7.15 Uhr zu einem Waldlauf, um erfrischt in einen Tag voller neuer Vokabeln und Strukturen zu starten.

Vielen Dank an SIETAR Europa für den in jeder Hinsicht wertvollen Gewinn!

1.3 Berlin Congress Update

The early bird gets the Bear at a good price

It is time to start signing up for attendance at the SIETAR Congress, and workshops.

Early bird registration has already started and will continue until January 15. Prebooked hotels are listed on our website. To make your arrangements, simply visit the [Congress Site](#): In January we will publish information online that will assist you in working as a community of interest/practice.

We look forward to meeting you in Berlin!

And see you soon - online!

The Organising Committee



Berlin is a lively, dynamic, multicultural city with lots of things to do and experience, so consider coming a few days earlier or staying on a bit after the congress. Have a look at The [Berlin city site](#) for more information about the city.

1.4 SIETAR Austria

Axinia Samoilova to represent Austria on SIETAR Europa Board

In line with the new statutes of SIETAR Europa where each national SIETAR is to be represented on the Board of Directors of SIETAR Europa, we welcome Axinia Samoilova, who has been newly appointed to represent SIETAR Austria.



Axinia Samoilova

Axinia was born in Lithuania on 26th August 1975. Being Russian, she grew up in Lithuania and Germany – since childhood confronting other cultures.

In 1997 she graduated from Voronezh State University, Russia with a degree in Linguistics and Intercultural communication. After moving to Austria in 1998 Axinia Samoilova dedicated herself to spreading the idea of interculturalism, working as a journalist, language trainer and, since 2001 trainer for Intercultural Management.

“I was fascinated by the idea of SIETAR and the possibility to meet other professionals in the field of Intercultural Communication. Since 2001 I am an active member of SIETAR Austria and my desire is to make the society interculturally conscious through the collective work of SIETAR Members”.

1.5 SIETAR France

- [1.5.1 Samedis de SF](#)
- [1.5.2 Assemblée Générale](#)
- [1.5.3 SIETAR Midi](#)
- [1.5.4 Université de Printemps](#)
- [1.5.5 Cultural Diversity Award](#)

1.5.1 Samedis de SF

Programme des Samedis de SIETAR-FRANCE 2003-2004

Pour clôturer la saison, voici le dernier atelier de Formation des Formateurs à la Communication interculturelle :

Samedi 17 Janvier 2004 Comment concevoir des formations interculturelles, prenant en compte les différents modèles d'apprentissage ?

Chaque culture est productrice de modèles et de théories d'apprentissage, et donc influence les pratiques d'enseignement. La pédagogie interculturelle suppose que l'on reconnaisse les modèles, leurs origines culturelles, leurs conséquences sur les styles d'apprentissage, et que l'on construise les savoirs en fonction des apprenants. Une journée interactive avec des cas, des films et des techniques de construction.

Jonathan LEVY, formateur en Pédagogie et Apprentissage; et Joelle ADEN, Maître de Conférences à l'IUFM de Créteil..

Pour vous inscrire, cliquez ici pour accéder au bulletin d'inscription): <http://perso.wanadoo.fr/sietar-france/ateliers.html#bull>

1.5.2 Assemblée Générale



Assemblée Générale de SIETAR France

a eu lieu le Jeudi 27 Novembre, à 18h.

“Itinéraires Interculturels”, 110, rue de la Boétie 75008 PARIS (etage gauche) metro Franklin Roosevelt/Saint Philippe du Roule.

A l'ordre du jour: bilan des activités de l'Association; perspectives d'action pour l'année a venir; rapport financier; elections du Conseil d'Administration et du Bureau; questions diverses.

Monsieur CRESSON a été réélu Président.

Pour connaître de plus amples informations concernant l'Assemblée Générale, veuillez prendre contact directement avec le Bureau de [SIETAR FRANCE](#).

1.5.3 SIETAR Midi

Invitation...

Nous invitons vivement les membres de SIETAR qui appartiennent à la région PROVENCE - ALPES - COTE D'AZUR à prendre contact au numéro suivant: 04 92 97 61 29 ou en envoyant un [email](#) au bureau de SIETAR EUROPA afin de discuter de la mise en place du groupe SIETAR MIDI. Nous vous attendons nombreux.

SIETAR members in the PROVENCE - ALPES - COTE D'AZUR region are looking to early January to discuss starting up local SIETAR France activities in the region. Members and potential members are encouraged to call (04 92 97 61 29) or [mail](#) the SE office to express their interest and get further information about a first meeting.



1.5.4 Université de Printemps

15-16-17 Mai 2004



**UAG-49 Rue Blanche
75009 Paris**

La **diversité culturelle**, constitutive de l'humanité, est désormais au cœur des débats et des conflits, l'objet de toutes les attentions. On s'interroge sur ce qu'elle est, on se demande comment la gérer.

Or depuis toujours, les professionnels de l'Interculturel l'ont placée au centre de leur travail.

Afin de mieux appréhender les enjeux de la diversité culturelle, pour contribuer à ce débat et en donnant la parole tant à de chercheurs qu'à des praticiens, **SIETAR- France** consacrera sa prochaine **Université de Printemps** au thème de la diversité culturelle.

Par nature **pluridisciplinaire**, l' Interculturel se nourrit de la richesse et de la variété de ses champs de recherche et d'application, ceux-là même qui alimenteront cette **Seconde Université de l'Interculturel en France**.

Interactive et **novatrice** sur la forme et en alternant conférences et ateliers l'Université offrira, sur le fond, deux grands axes de travail complémentaires :

- **Un axe de réflexion théorique**, avec des approches, sociologiques, psychologiques, anthropologiques, philosophique, politico-historiques et économiques
- **Un axe terrain**, faisant appel à des praticiens issus du monde de l'entreprise, de l'école, des organisations humanitaires et sociales, des média etc.

Point d'orgue annuel du travail des membres du **SIETAR-France**, l'**Université de Printemps** est ouverte à tous les professionnels et aux acteurs de la société civile qui s'intéressent au pluralisme culturel

SIETAR (Société Interculturelle pour les Echanges, l'Education et la Recherche)

1.5.5 Cultural Diversity Award

Le Trophée de la Diversité Culturelle won by SIETAR France

As the Newsletter is being published we have just learned that SIETAR France has won an award for its trainings action on Cultural Diversity.



This is the first edition of this award, which is made in partnership with the FASILD (the French Governmental Organization for the fight against discrimination) and Itinéraires Interculturels. The ceremony award will take place on thursday the 8th of january at the Palais des Congrès in Paris.



A lot of journalists, ambassadors and companies will be there. Of course, Sietar France and Sietar Europa will be presented to the public. It's a great opportunity for all Sietarians. We will offer you fuller coverage of the event in the next edition of the newsletter.

1.6 Young SIETAR

This link will take you to the latest Young SIETAR newsletter
See related topics and documents

• http://www.sietar-europa.org/about_us/Newsletter/Jan04/Jan04mmp/LinkedDocuments/YS3.pdf

1.7 SIETAR USA

• [1.7.1 SIETAR Austin](#)



Celebrating our Fourth Year

an update from Peggy Pusch, outgoing S-USA president

S-USA completed its fourth year of existence and its fourth annual conference in November. Each conference has had its unique characteristics from the new beginning in Virginia, to a somber look at the world and the joy of being together in Minnesota six weeks after 9/11/01, followed by a look to the west and considerable interaction with our Canadian friends in the mist of Oregon, and finally focusing on the Mexican and other heritages that can be found in Texas. Next year, we will move to the center of the country in Bloomington, Indiana. These are milestones that mark the growth and development of an organization that began with discussions in Japan and the will to be inclusive, transparent, and visionary. It is a great pleasure to see members greet each other as old friends at conferences, even as they so warmly embrace (sometimes literally) first timers that one said, "This is the most cordial, welcoming conference environment I have ever experienced."

We started S-USA with a volunteer group of former SI members who wanted this organization to become established and to prosper. While members of the board changed as people volunteered or were elected to take on new jobs, the founding officers, Peggy Pusch, President, Sandy Fowler, Secretary, and Gilles Asselin, Treasurer, served in those roles for all four years. This past summer we had our first full election on line and our new officers are Heather Robinson, President, Jeremy Solomons, President-elect, Monica Mumford, Secretary, and Hap Sermol, Treasurer. There is a totally new board whose members are listed on our website. The office remains at the Intercultural Communication Institute (ICI) with Peggy Pusch as Executive Director and Susanne Taylor as the Administrative Assistant. The mechanics of setting up, managing, and growing a new organization is dreadfully boring and surely you are all aware of what it requires. To borrow a bit from the Peace Corps, it has been the hardest job we ever loved.

S-USA began with contributions to cover basic expenses, support from ICI and a huge commitment of time from those early volunteer founders. It has grown to approximately 450 members, a self-supporting and solvent organization with a budget of over \$125,000. It's e-newsletter, SUSANews, goes to our sister organizations around the world, the associate members of the Global Network, and, of course, to our members. The SUSA Slate, an e-quasi journal/almost magazine, has been started with four issues already published. There is a website at www.sietarusa.org. We know there is a lot more to come and a long way to travel

on our road to a more effective professional organization for interculturalists. So, at this point of change we can look back with a sense of accomplishment and relief and look forward with hope and excitement. We are also grateful for the advice, support and encouragement from sister organizations such as S- Europa and S-Japan.

1.7.1 SIETAR Austin



SIETAR Austin - deep in the heart of Texas - celebrated the end of its third calendar year of existence with a holiday potluck on December 13 where old and new members came together to reflect on a busy year and prepare for an even busier new one. Many SIETAR Austin members were "recovering" from organizing and presenting at the fourth annual SIETAR USA Conference, which was held here in Austin on November 19-23.

Nearly 300 people attended from around the world, including quite a few SE members.

The theme was "Seeking Middle Ground - Locally and Globally" and there were many stimulating keynote and concurrent session presentations on this theme.

The keynote speakers were Leslie Mays of Royal Dutch/Shell; Dr. Jackie Wasilewski of International Christian University-Tokyo (ably substituting for Angeles Arrien, who could not come due to family illness); and Dr. Jose Limon of the University of Texas-Austin.

The organizing committee also re-introduced the popular feature of an informal, facilitated "fireside chat" with a noted interculturalist each afternoon.

Attendees were thrilled to hear the wisdom and humor of Dr. Ilya Adler, Dr. Robert Kohls and Dr. Dotti Jones.

All in all, it has been a busy but very productive year for SIETAR Austin and we look forward to an exciting 2004 when we have many new programs in store and our leadership will change around mid-year.

Reported by Jeremy Solomons, President, SIETAR Austin

President-elect, SIETAR USA

Jeremy Solomons & Associates

E-mail: jersol@aol.com

1.8 SIETAR Japan



UPCOMING PROGRAMS IN 2004

February 13, 2004, Friday, 7:00-9:00 p.m.

The European Approach to Language and Culture

Judit Hidasi, PhD, Professor at Kanda University of International Studies

Multiculturalism and plurilingualism – the way it works in Europe: its advantages and disadvantages, costs and benefits. The special case of culturally diverse Europe will be discussed, where in the near future EU citizens are expected to become plurilingual (mother-tongue plus minimum two foreign languages) on graduating from secondary education. What impact is it going to have with respect to communication practice and intercultural understanding on the level of EU institutions and on the level of the individual? Will Europeans be better communicators by becoming plurilingual? What is its expected impact on the teaching and learning of Japanese as a foreign language in Europe? Communication competence and IT literacy as the priority requirements of the internationalizing labor market force us to think about the possible ways of improving language and communication skills. How does Europe wish to cope with the human resource development needs of our age?

Place: Reitaku University Tokyo Kenkyu Center, Shinjuku i-Land Tower, 4F

Fee: Members ¥1000 Non-members ¥2000

Language: Mainly in English. Questions can be either Japanese or English.

Dr. Janet Bennett, Co-director of the Intercultural Communication Institute, Portland, Oregon, will give a talk on March 22, 2004, Monday. Details will be announced later.

For details on SIETAR JAPAN programs, visit our [web site](#).

THE SIETAR JAPAN 19TH ANNUAL CONFERENCE

Date: June 26-27, 2004

Place: Kansai University, Faculty of Informatics, Takatsuki Campus, Osaka

Conference Theme: Connections Within Diversity

SIETAR JAPAN announces its 19th Annual Conference to be held in Osaka for the first time. Kansai University Takatsuki Campus is located between Kyoto and Osaka. We hope to see you in Osaka in June, 2004.

Call for proposals for the 19th Annual Conference

Deadline: March 25th, 2004

Instructions

- Presenter's name(s) (Please include kanji if applicable).
- Professional affiliation
- Contact address, telephone, fax number, e-mail address
- Title of presentation
- Type: Presentation (30 minutes); Workshop (1 hour); or Panel Discussion (90-120 minutes)
- Language to be used (English, Japanese)
- Presentation abstract (200 words)
- Presenter's profile(s) (50 words each)
- Equipment needed

Proposals written in English must be typed (A4 size paper, 12-point font size). Please send the proposals preferably by e-mail or send a floppy disk by regular mail. Incomplete proposals will not be considered. Please check to be sure you have all 9 sections included in your proposal.

Attention: Those wishing to propose a presentation for the conference must be SIETAR members. Presenters are expected to pay the full conference fee at member's rate.

Send in your proposal or inquiry to:

Conference Chair, Mayumi Kubota
Kansai University, Faculty of Informatics
2-1-1 Ryozenji-cho, Takatsuki-shi, Osaka 569-1095
Tel/Fax: (072) 690-2406
e-mail: kansai@sietar-japan.org

1.9 SIETAR Turk

[1.9.1 At Yeditepe University](#)



"Nicky" Muradoglu

An Update from Nihal "Nicky" Muradoglu

Sietar-Turk is getting prepared for media presentation. Founding member and media representative of Sietar-Turk, Ms. Burcu Ozturk, and Mr Gursat Ozdamar have founded a website found at www.globaldegerler.org which is an extension of Sietar-Turk related to more general areas of interest. Hopefully in near future, we'll start the sale process of Sietar-Turk training materials through this new site as well.

- Sietar-Turk has added more NGO contacts within Turkey for cooperative purposes; TURSAK, Turkish Foundation of Cinema and Audio-Visual Culture has agreed to help primarily for the editing of Sietar-Turk's audio-visual training materials, as

well as declaring their wish to collaborate in future projects. We`re expecting another potential cooperation from Association of Citizenship Movement on more socio- political issues.



- The official establishment of Sietar-Turk as a non-profit association has almost been completed; Ms.Ozturk has prepared a press bulletin to be presented to certain newspaper columnists and tv programs on education after the completion of the legal procedures, in order to accomplish the best results to gain supporters and members.
- Sietar-Turk has been registered to [Billion for Peace](#) as the first Turkish branch of an international NGO in order to join the virtual movement on Dec.27, 2003 that aimed at establishing a 60-second pause for peace in as many communities as possible across the globe all on the same day, all at the same time.
- Sietar-Turk is getting ready to welcome the Sietar-Europa Board members in February 2004; Updated news and info will be maintained through e-mail correspondance. (for questions, please write to: nmuradoglu@aol.com, or burcu_ozturk@ttn.net)

1.9.1 At Yeditepe University

Exploring Intercultural competence



Ferhan Alesi-Sarikaya

Encouraging interest in intercultural competence is a prime target for SIETAR Turk in the coming year, including the introduction of resources and courses in University programs. On December 9th, as a member of the incipient SIETAR Turk group, I had the opportunity to provide an introductory presentation on intercultural issues at Yeditepe University in Istanbul.

Since the audience was made of university students, I focused my presentation especially on topics such as stressful experiences of foreign students at various stages of their sojourn, on culture shock and its symptoms, as well as on re-entry shock. This gave me the chance to talk first-hand about my personal experiences when I was a student in Austria and Switzerland as well as to sort through the experience of returning to my Turkish homeland after a long period abroad.

As SIETAR Turk we hope to create awareness in those issues and train students as well as working adults in intercultural issues. For a quick look at the many facets of Turkish History and life, please click on <http://www.halicrotary.org/presentation/>.



Yeditepe University Students group following the intercultural issues presentation.

2. 2. Features

- [2.1 Cultural Literacy](#)
- [2.2 Research Trends](#)
- [2.3 The new workplace is everywhere](#)
- [2.4 New items for review](#)

2.1 Cultural Literacy



Philip Merry

Cultural Literacy –Its Link To Business Success in Asia-Pacific

by Philip Merry

Director of the Singapore based Philip Merry Consulting Group, the author specializes in building partnerships across cultures. He has extensive experience in working in team facilitation and cross-cultural consulting in the region. He is a former member of the governing council of SIETAR International and is now connected to the incipient SIETAR Singapore group). Reach him at pmerry@pacific.net.sg

I remember my first extended stay in another culture – that awful feeling of being an outsider, of seeming to be the only one who didn't understand. It was in a small rural community in Sri Lanka. Most people had some English vocabulary, and so there was some potential for conversing, but the biggest difficulty was that there were a whole array of subtle cues and communication patterns - ways of connecting with the other person that I was not at all part of and which disturbed me not just at the intellectual level but at a deeper emotional level. I felt in fact "illiterate" and felt rather stupid and lost.

We have all been in situations like this where we felt illiterate, where there was a code of communication that everybody understood but us. We felt shut out, we felt somewhat at a loss not being able to see what was so obvious to everyone else. Language is obviously a factor which keeps us outside of a particular group, and that can be cured by learning the language; but it is the subtle signs of cultural illiteracy which are the most frustrating to deal with. Whilst this is uncomfortable at the social level at the business level it can have a deep impact on efficiency and a corresponding effect on profitability. We may be at a business meeting or at a cocktail party, travelling with a potential partner, making a presentation and we feel on the “outside”. We hear words that we know but we still cannot understand what is really being communicated between the others, or we cannot make ourselves understood.

I have lived in Asia for 14 years and worked as a consultant and trainer in 33 countries helping organisations understand the impact of culture on their business. During this time I have developed a model for enhancing cultural literacy, but before examining the model let's take a look at some of the issues driving the need to understand culture in today's business world in Asia and indeed throughout the world.

REASONS WHY CULTURAL LITERACY IS IMPORTANT

Profitability - Soft Skills mean Hard Cash

It is my experience that many organisations doing business in Asia do not pay attention to the soft issues – people and culture. There is still a tendency to put cultural issues second after the business issues - manufacturing, finance, sales, etc. It is fast becoming recognised that the so called “soft” skills are everything to do with profit – in terms of whether or not you get the deal, or whether you are operating with maximum efficiency. We often shy away from talking about money – but it is the impact of lack of cultural understanding on the bottom line that is driving a lot of the interest in cultural understanding. It is, of course, important to establish a supportive inclusive environment where all talents can be respected and valued – but nothing talks louder than the link to money and profit. Cultural understanding makes good business sense, and my phone rings more and more these days from people who recognise this, and who want to make sure that their staff have the right skills. I always try to make this message loud and clear – If you are not taking account of cultural issues – you are losing money.

Access to Information

What is not in dispute in today's world is that our understanding of events around the world – in cultures far away from our own - is greater than it has ever been at any time in world history. This is certainly true from the general world perspective, - Internet and TV flash images to us and we can be in touch at the press of a button as never before. Want to connect with other people with similar interests? – just type in the defining word and suddenly you are connected to a global virtual community of like minds. To understand and communicate in the global marketplace one has to understand the values of those you are communicating with.

The “New” Economy

“E commerce” – the “new economy” – call it what you will –business has changed forever. Old historical markets are being changed – and the rules are totally new. The “new” economy is making the managing of relationships more not less important. A key feature of the new economy is the outsourcing many of the company's functions; and whereas control was the name of the game in the

old economy because most processes are carried out by people within the company – now processes and products are not under the direct control of the company. The managers and leaders of the future need to be good at influencing and relating to people who are in charge of major parts of their company's processes who do not work directly for the company, and who are more often than not from different cultures

Massive Increase in Partnerships and JV's

Companies realise that the way forward in the new economy is to build up networks and partnerships and develop the synergy that helps to promote both party's interests. You cannot open any chapter without reading about a new merger, JV, take-over – call it what you will – the defining feature is the need to work efficiently and harmoniously with people who often see the world in a different way from you. This has been amply expounded in the excellent recent study of JV and Partnerships, *Alliance Competence*, 2000, Wiley and Sons Inc.

Corporate Culture vs Local Culture

Many companies' values and policies reflect the values of the head office national culture, and these are often in conflict with the national cultural values of the various countries in which the company operates. Much of my work comes from the need for head office to adapt their corporate policies to local values.

Teams Made Up Of Many Cultures

It is a long time since I can remember working with a team which was mono-cultural. There are an increasing number of people who are working for a majority of their time in cultures other than their own. When you are constantly operating with other cultures – selling, designing, marketing, putting together financial packages – if you are not culturally literate the consequence soon makes itself known.

Ease and Speed of Electronic Communication

What did we do before electronic communication? There are none of us who do not feel the benefit of being able to communicate so quickly – it does not seem so long since we were marvelling at the fact that it took only 10 seconds to fax across the world and now we communicate instantaneously! But what I have noticed is that there are an increasing number of cross cultural conflicts as a result of email. Issues that previously would have been dealt with sensitively in face to face situations are being dealt with a lot more directly electronically because it is easier to zap off a critical, angry reply. The ease of electronic has highlighted the need for more effective interpersonal and cross cultural skills, and the need to distinguish between when to and when not to communicate by email. In a recent session for the senior management team running a factory the head of manufacturing and head of marketing has a serious personality and cultural clash. As I listened to the argument about the exchange of angry emails I asked them how close their buildings were to each other. I was shocked to discover that their offices were next door to each other! When there is anger and upset it is always better to deal with the cultural issues face to face.

Western Management and Leadership Development Theories

If you look at the management section of any bookshop in Asia 95% of the texts you see will come from the west – and most of them from the US. Whilst there are many great management theorists writing in the west let us not be blind to the fact that most of them are writing from a value perspective that cannot be applied indiscriminately in other cultures. A way to assess any new text is to look for the author's willingness to acknowledge their own cultural roots and values in their

writings. The way people are motivated, view leadership, solve problems, handle conflict, brainstorm, lead teams, or strategize looks different according to the cultural lens through which you look. If these are some of the issues indicating the importance of cultural literacy what is the model to help develop the skills?

THE 4 STEP CULTURAL LITERACY MODEL

Essentially cultural literacy is the ability to read and respond to the signs of the other in an appropriate way. Too often discussion about culture gets left out of management discussions because it is seen as a vague and nebulous area which is all about personal opinions and preferences rather than objective fact. There can be some truth in this view because management models can never explain away the mystery of being human, and we are often too quick to put people into boxes. Yet we still need to have a language to talk about this complex issue, and over many years of consulting and training in the multi-cultural arena I have developed a relatively simple model to aid understanding when working with this issue - maybe its because I have worked with a lot of engineers and they love models. My model draws heavily on the wisdom, advice and input of others, and hi-lights the need for four skills to develop cultural literacy:-

- *Cultural “Detective” – seeking out and identifying cultural issues, asking: what is culture? what are the 3 levels of culture? And what are the stages of development in multi cultural relationships?*
- *Cultural “Auditor”- analysing cultural dimensions using the 7D model of Trompenaars/Hampden- Turner*
- *Cultural “Integrator” – integrating, reconciling opposite cultural issues*
- *Cultural “Connector” – improving “face to face” cultural skills*

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Stages of Development in Multi-Cultural Relationships

Finally when detecting cultural problems we need to have a clear understanding of the stages of development of multi-cultural relationships.

Stage 1. Starting/Hiding/Concealing

Cultural differences are experienced at this stage, and either or both sides may be upset with their first impressions of the behaviour and perceived attitude of the other. These opinions are however kept hidden from the other culture with both sides complaining about the illogical, disrespectful, rude, behaviour of the other side in private to their peers. Open sharing of difficulties with each other is avoided.

Stage 2. Opening/Sharing/Confronting

A crisis stimulates open discussion of the hidden cultural issues. Both sides insist that their view is the correct one, and a stalemate can often result with people blaming each other for the problems.

Stage 3. Improving

At this stage there is a healthy recognition that there are different views and values, and a willingness by both sides to work together. Both sides emerge from the infighting and try to establish rules, guidelines and improvement plans in order to work more effectively together. There is an acceptance of the different perceptions that each have about the issues, conflicts are worked out in a positive way and there is more co- operation. An outside facilitator or an enlightened manager/leader is often needed to help with this stage.

Stage 4. Excelling

Respect for the views of the other is high and there is a willingness to understand the other's point of view, and develop inclusive solutions. At this stage the team feels comfortable with each other; - there is a tolerance for each other's strengths and weaknesses and an accepted way of doing things which has been tried and tested. The strengths of the different cultures are being used to the full and there is a feeling that they can really begin to achieve results.

Recognising the level

In order to detect cultural problems it is important that there is a level of sharing of those problems, but it is often difficult for people to share issues, for a variety of reasons. What is crucial when detecting the issues is to recognise that people often push issues under the carpet, and they only come out when there is a crisis - which may be very damaging in many ways. So what is important is to help detect and deal with the problems before they do become too damaging. The Finns have a good phrase for helping understand the stages. Have you ever been eating at an outside restaurant and suddenly you feel something brushing against your leg. At first you look at the attractive person sitting next to you and think its your lucky night, but then you look down and it's a cat. The Finns talk about "putting the cat on the table". Leaders and facilitators need to be able to learn how to help "put the cat on the table". I am often asked to work with groups who are stuck at level one – two camps have formed and they have underlying resentment towards each other which is not being expressed. Helping the groups to find ways of addressing the issues is vital.

Benefits of the model

- It helps members see that there is a pattern to development and that confusion and conflict are a normal part of building effective multi-cultural relationships.
- It gives a model against which the progress can be measured.
- By understanding the cycle the parties can take an active approach to managing each stage of their development.
- It legitimises talking about cultural issues
- It helps detect problems before they become too damaging

Stages Of Team Development - Overview

STARTING	SHARING	IMPROVING	EXCELLING
<ul style="list-style-type: none"> • Cultural differences are experienced at this stage • Both sides may be upset with the behaviour and perceived attitude of the other • Opinions are however kept hidden from the other culture • Open sharing of difficulties with each other is 	<ul style="list-style-type: none"> • Crisis stimulates open discussion of the hidden cultural issues • Both sides insist their view is correct • Stalemate can often result with people blaming the other • Output is still low 	<ul style="list-style-type: none"> • Healthy recognition that there are different views and values • Willingness by both sides to work together • Beginning to work to find integrating solutions • Output increases 	<ul style="list-style-type: none"> • Respect for the views of the other is high • Willingness to understand the other's point of view • Development of inclusive solutions • Work output high • Recognition that solutions need to involve both parties • Output high

avoided. • <i>Output low</i>			
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For a fuller description of the models presented here, see: [Kidd, John, Xue Li, and Frank- Jürgen Richter, Eds., *Maximising Human Intelligence Deployment in Asian Business: The Sixth Generation Project*, 2001. London: Palgrave/MacMillan, & New York: St Martin's Press ISBN: 0333948157\].](#) This article is composed of portions that have been excerpted with permission from the book.

2.2 Research Trends

Young Researchers unveil trends in Intercultural interaction.

A review of the second InterKnow Workshop sponsored by the E.U.

By Nathalie van Meurs

For three days in November, approximately 30 young researchers and half a dozen senior researchers came together to discuss the impact of values and norms on education and training for intercultural assignments and management. This workshop, sponsored by the E.U. and hosted by the University of Regensburg in Germany, took place in Schloss Spindlhoff, just outside Regensburg, in a picturesque town along the river Regen. Most of the researchers that came together on the Tuesday the 25th of November were from Europe, although some came from as far as New Zealand, U.S.A., and Canada. Interestingly, Eastern European universities were more prominently represented than West European institutes. Furthermore, most of the young researchers were women, but all of the seniors were men. The workshop was promisingly interdisciplinary, which amplified the overlap in the fields, such as economics, language, psychology, and political studies, and the potential for future cooperation. The days were organized as such that senior researchers gave keynote presentations in the morning, followed by poster sessions with presentations by young researchers after lunch. Each day ended with a special dinner or outing around the town Regenstauf. The entire event was organised by Stefan Schmid and Uli Zeuschel, with the help of Astrid and Gaby, overlooked by Prof. Fink and Prof. Thomas.

After the welcoming speeches, Prof. Alexander Thomas from Regensburg University opened with a discussion on International Scientific Cooperation. He rightly highlighted the Anglo- American domination within the social sciences. He urged young researchers to maintain an open perspective to culture - what it means and how it should be researched - with an emphasis on the dangers of imposing (Western) methods upon cultures where such measures just do not suffice. Prof. Nicolas Bibu from Romania followed with an in depth analysis of the need for democratic processes when cooperating across borders. His message was positive, however, it remains to be seen in practice whether all cultures embrace this quintessentially 'Western' perspective of work relations.

The sessions after lunch concerned Intercultural Interaction at the Workplace and Stereotypes, Attitudes, and Cultural Identity. Before researchers would give their presentations in succession, all participants of

the workshop had some time to explore the different posters, for example to determine what could result in future cooperation. Once presentations commenced, however, switching between sessions during the presentations hardly occurred.

Session I Intercultural Interaction at the Workplace and Stereotypes, Attitudes, and Cultural Identity

In Session I, Maria Babekova-Becker (Germany) talked about communication in German- Slovak working environment, which concerned an empirical-didactic project that concentrated on obstacles, stereotypes in German-Slovak communication and on successful strategies to solve communicative problems. The didactic project part showed how to implement the empirical material in intercultural training for managers and management students in Slovakia. Barbara Brenner's (Austria) talk was concerned with how internationally operating organizations transfer their Management Control Systems across cultures. The vast majority of studies investigated were using a value- dimensional conception of culture and resort to Hofstede's cultural dimensions. Barbara posed that findings have been contradictory and it seems that exploring the relation between context and culture might shed more light on the transferability of Management Control across cultures.

Dr. Otilia Zorkociová and Denisa Baranova (Slovakia) posed that is the high standard of knowledge, experience and skills of motivated people, assistance granted to develop their creativity and thinking that have become the primary sources of competitiveness. Following the May 2004 enlargement of the European Union a wave of mergers and acquisitions may be expected to take place and many Slovak businesses lacking their own Corporate Identity are likely to adopt the Corporate Identity concept from the partner company applicable in the domestic setting, accomplishing a win-win situation.

Dr. Amanda Dunkel and Dr. Sylvia Meierewert (Austria) talked about Culture Standards and their impact on teamwork, focusing on Austrian, German, Hungarian and Spanish culture differences. They analyzed 201 qualitative interviews and found that critical incidents can be explained by "Hierarchy and Independence", "Verbal and Nonverbal Communication Differences" as well as "Rule Orientation", can further be categorized along the "Five- Phase-Model" (Forming, Storming, Norming, Performing, Adjourning) of team development by Tuckman and Jensen (1977). Anne-Katrin Neyer (Austria) was also interested in critical incidents, as she asked herself to what extent does cultural identity of individuals and to what extent does organisational culture influence the performance of multi-cultural teams in international organisations? She proposed firstly to identify the relationship between norms and values of team members (cultural orientation) and their group identity feeling, subsequently suggesting how factors other than cultural diversity, e.g. task characteristics, team size, the kind of team composition, might have an influence on multi- cultural team effectiveness.

Dr. Ronald Fischer's (Germany/New Zealand) talk concerned organisational justice and culture in Europe. The paper presented data from Britain and former East Germany showing that employees perceive identical

organisational events differently, depending on their values and socialisation experiences living in either a state-socialist or free-market capitalist society. These perceptions are shown to influence the work attitudes and work behaviour of employees, creating challenges for managers and decision-makers working with people from different cultural and socio-political backgrounds, especially considering the eastward expansion of the European Union. Julia Hecker's (Germany/U.K.) study showed that Germans tend to focus on tasks and direct communication when influencing the other party. In contrast, when Turkish participants influenced others they were concerned about their subordinates' feelings, about harmony and about a fair distribution of workload.

Dr. Balazs Heidrick (Hungary) showed that multicultural teams are most effective in creative processes in business settings such as marketing tasks and R&D. Typical challenges of the interviewed multicultural teams were: role of the leader, communication (language) and the differences related to deadlines and schedules. Finally, Victoria Orange (Great Britain/France) presented a comparative study of French and British management styles and their approach to cross-cultural training. She found that a British manager's task is to coordinate and define responsibility, authority is functional, specific, impersonal and change is negotiated whilst a French manager's task is to bring people together around objectives and define himself in terms of authority and status, authority is personalised, diffused, centralised and change is made from the top-down and is structural. French managers are not sure that cross-cultural training would be useful for their staff, although they do think it would increase respect of their organisation and those of other cultures if training were given, British managers, on the other hand, are convinced that training would be useful for their staff in order to understand customers from other cultures better and thus be more competitive and successful. The main themes for further discussion that came forward were the issue of a main language in multi cultural teams and the issue of a universal application of culturally standard methodology.

Session II Stereotypes, attitudes, and cultural identity

Session II pertained to stereotypes, attitudes, and cultural identity. Anneli Veisson (Estonia) talked about integration of Ethnic Groups in Estonia: Openness of Estonian National Identity and European Identity, which concerned relations of Estonians with the Russian minority. Earlier findings suggest that the openness of Estonian national identity is quite small. Another focus of interest is whether people living in Estonia consider themselves European, and whether European identity could mean a common identity for Estonians and Russians. Dr. Siyka Chavdarova-Kostova and Zornitza Ganeva (Bulgaria) presented a paper the problem of stereotypes and prejudices in Bulgaria and its projections in the sphere of education. Actual examples of intolerant attitude to "different" children in the Bulgarian school during the last years as well typical prejudices with respect to the representatives of minority groups in Bulgaria were presented. Based on European census data, Jan Suchacek from the Check Republic posed that phenomena connected with the European civilisation stream induced a long lasting relevant global crisis. European entity can atone its blame for this crisis referring back to old and tested values such as an appropriate

educational systems and soft law norms, which show the way how to harmonize chaotic global development.

Gema Albacente (Spain) and Dr. Daniel Fuss (Germany) presented an E.U. project about language, values, and European identities. Data from the research project 'Youth and European Identity' show significant national differences with regard to the average number of mastered languages and the frequency of "intense" stays abroad. Albacente's and Fuss's statistical findings indicate that the more languages an individual speaks, the stronger its identification with Europe. Language skills and foreign country experiences tend to go together with a general orientation towards values of openness in contrast to conservative values.

Magdalena Slusarczyk from Jagiellonian University Cracow, presented a methodical and didactic concept in foreign language teaching called intercultural approach. The assumption of this approach is, that the cultural differences between language course participants can be a teaching aid not only obstacle. This approach may also help to change negative national stereotypes during the teaching and learning process. Paulina Sekula, also from Cracow, analysed whether the contemporary German-Polish cross-border contacts provide the potential for changing negative mutual stereotypes. It provided evidence that not all conditions for optimal intergroup contact have been fulfilled equally in these relations. Sekula argues there is a need to investigate whether these conditions of German-Polish cross-border cooperation influence the shape and dynamics of mutual attitudes.

Finally, Nathalie van Meurs – yours truly - (Holland) also presented in this session. The paper concerned the predictive validity of Schwartz's cultural value types in terms of Dutch (higher on Self Transcendence) and British (higher on Self Enhancement) managers' conflict management behaviour. Findings showed that 3 out of 4 of the Schwartz values types had predictive validity and further exploration of European managers' behaviour and its relation with cultural values looks promising. In sum, themes brought forward for further discussion were whether European values can be taken as a true border and the need for enrichment of intercultural experience. Overall, the two sessions taken together brought forward two perspectives: the purpose and intention of research projects and a need to hear more about the Schwartz model.

The next day, Dr. Yochanan Altman (U.K.) further explored the Schwartz cultural values, arguing a case for their use in research. He made a comparison with Hofstede's values and asked the audience to predict where Germany, China, and the U.S.A. would lie on the circumplex model made out of Egalitarianism, Intellectual and Affective Autonomy, Mastery, Hierarchy, Embeddedness, and Harmony. This was followed by a presentation by Prof. Pawel Boski (Poland) about values and identities in European identification. He focused on the motives and reasons of Poles supporting or rejecting Poland's imminent joining of the European Union across different social classes, it was quite an interesting talk because he talked a lot about indigenous Polish values, neo-liberal ideology and traditional values being threatened by the European Union. There and throughout the workshop Prof. Boski emphasized the issues related to researching stereotyping and the need for locally valid tools to study

cultures. Prof. Dan Landis (U.S.A.) presented how the theory of expertise can be applied to intercultural training, introducing a model of intercultural behavior, and finally discussed where the field of intercultural training seems to be headed in the near term. These were some reflections based on the forthcoming handbook for cross-cultural training, reviewing some general models underlying various training programmes and critically evaluating the state of the art from both an academic and practitioners' perspective.

Session III Intercultural Training

In Session III, Constanze Adolf (Germany) proposed that the development of intercultural informal networks of relationships as a kind of self-organizing processes in the European Parliament can be understood as the evolution of a "learning through networks system". This learning perspective suggests that the networks offer a set of important resources to overcome challenging intercultural situations and influence intercultural knowledge. Claudiu Brandas (Romania) focused on analysis and development support systems for intercultural knowledge management. He intends to analyze the use of IT in the intercultural relations and knowledge management in order to develop more powerful tools to increase the effectiveness and efficiency of intercultural teams and communities. Martin Lukes (Czech Republic) and Ute Stephan (Germany) conducted cross-cultural research on entrepreneurship, mainly in Central and Eastern Europe. Their main focus is on culture of entrepreneurship consisting of four behavioral syndromes: openness to change, initiative and risk-taking, efficacy beliefs, and responsibility taking. They analysed differences between the cultures and prepared training courses and events aimed at supporting entrepreneurial potential. Verena Stengel (Germany) evaluated long-lasting training designs based on cooperative learning methods. One special focus is on the variables mediating the intercultural learning process in cooperative learning settings. Stanislava Zaprianova (Bulgaria) stressed that it is possible for groups of expatriates to be trained successfully in the hosting country. The conclusion is that the "sponsor" of such an activity should be a powerful body (like the US government in this case). The 'sponsor' should be aware of the negative input that expatriates who have failed to culturally adjust can bring to both their organizations/themselves and the host nationals. The famous know how and cross-cultural sensitivity training programs of Peace Corps can be a model for how some structures of EU can operate as well. Dana Bencikova and Maria Roskova from Slovakia looked at teaching English and German for specific purposes. Specifically, they focused on common dialogue being essential for the contemporary society and the need for global communication with competent and adequately prepared specialists in the field of marketing and management being the precondition for successful cooperation. In sum, interesting ideas that were brought forward are that entrepreneurs are 'made' in East and 'born' in West Europe, that institutional support (EU parliament) is important, and that language learning equals culture learning.

Session IV Non-profit and Exchange Organization

Session IV, which concerned intercultural contact in non-profit and

exchange organizations, brought forward 4 main themes: 1) Adaptation and development in cultural transitions through surveys and action research 2) Team success involves performance and integration – but what are the criteria and is this theory based? 3) The level of analysis: national, organizational, or individual – otherwise statistical results may not be valid 4) Diversity of research concerns a reflection of approaches and practice. How applied is applied and how important is a multi- method approach?

Celine Chang and Heike Abt (Germany) talked about the long-term effects of the participation in international youth exchange programs on personality development, which were investigated using a multiple method approach. Interviewees regard international youth exchange as important, with effects such as increase in self-efficacy and learning processes and motivate individuals to engage in more abroad experiences. Anne-Marie Masogret (Spain/New Zealand) examined how variables such as motivation for employment, previous experiences and expectations, cross-cultural contact, and variables associated with communication within the host community, related to the sociocultural adjustment and job performance of British sojourners employed as English instructors in Spain. Higher levels of sociocultural adjustment were related to prior experiences with the language and culture of the host community, low levels of language use anxiety, a positive attitude toward the host community and a desire to interact with them, whereas job performance was associated with positive attitudes toward the language program, and perceived cultural similarity. Nora Grasseli (Hungary) posed that people go through a difficult phase during an intercultural experience. Her aim is to develop and test a method that helps individuals to get through this period of life. The process is considered successful if the employing organisation of the individual also takes the advantage of the transition. Alta Paneras (Greece), finally, proposed a plan of a longitudinal study aiming to assess the affective, cognitive and behavioral responses of international students moving to another country for university studies and to identify the independent and mediating variables that contribute to positive or negative experiences of acculturation. A cross-cultural study is important to identify the different factors related to country or origin and host country that influence the acculturation process.

The final day commenced with a keynote presentation by Nigel Holden (U.K./Denmark), who talked about knowledge transfer and German management, in particular about pragmatic observations and difficulties involved with intercultural research. Prof. Holden has gained feedback from German employees, which he presented with the general conclusion that these findings were not culture specific and that the concept of culture may be overused when interculturalists diagnose multinational issues. The academic aspect of the 3-day workshop was concluded with a panel discussion, in which the need for enthusiasm for one's research subject, the lack of female senior researchers, and the balance of quality research or 'publish or perish' came to the fore. Throughout the workshop, the team of Stefan, Uli, Gaby, and Astrid were careful to engage participants in the ideas and issues that presentations and discussions had generated – this made the conference intense, but also a valuable experience. The day and workshop ended with a visit to the Mayor of Regensburg in the Kurfürstensaal. This was the second of four InterKnow workshops. More

information (including how to participate) can be obtained via <http://fgr.wu-wien.ac.at/institut/ef/inteknow.pdf>.

2.3 The new workplace is everywhere

Making virtual teamwork roll along smoothly

In addition to our ability to work together in worldwide teams, the simple fact is that most work done locally is being transformed by the same technology. Some estimate that up to 85% of workplace communication today occurs via virtual technology—even when people are working in the same office!

There is a *15 meter* or *50 foot rule*, as some virtual working consultants have called it. This means that in addition to virtual teams and dedicated teleworkers, most of us in today's workplaces work virtually with each other most of the time if we are more than this short distance away from each other physically.

Virtual working does not make cultural differences disappear, it simply make them less visible and harder to manage. To see how culture plays out in virtual collaboration, think of virtual global teamwork as the wheel of a high speed train. Imagine the following parts:



Virtual Teamwork Model

At the centre of the wheel is the *axle* that supports the carriage of the train. The axle around which teamwork revolves is a task or set of objectives. The successful performance of this task by the team supports the organization as it goes or "rolls" forward to reach its goals and fulfill its mission.

Surrounding and supporting the axle are four sets of challenges that must be dealt with successfully if the wheel of virtual teamwork is to roll along smoothly and in balance and stay on track. These challenges are:

1. How **time & distance** affect the ways in which we must communicate, lead, work and manage people and projects in a distributed environment.
2. How we define, select, form and maintain a high-performing, diverse, and distributed **team**.
3. How we manage the **terrain** or contexts in which our distributed team works. This means making sure the parent organization(s) and other stakeholders recognize, understand, support, cooperate with, and reward virtual teamwork and virtual team workers.

4. How we choose the right **technology** or virtual working tools, and then learn to use them appropriately, both to do the team's assigned business task as well as maintain the social solidarity and motivation of the team.

Culture is a key factor linking all of these, because it deeply affects not one but all of these four virtual teamwork challenges. Returning to the image of the wheel, culture can either be "grit" or "grease" that gets between the wheel and the axle, that is, between the team and its performance of the task. It can slow down or even halt the virtual team, or it can be turned into added value for even higher performance.

Culture is thus an essential part of every discussion of these teamwork challenges as one can see clearly in this wheel metaphor. Even how we define our task, the importance with which we see it, its feasibility and how difficult it is to achieve will differ by culture. The outcome of our virtual collaboration will either be enhanced or endangered by the diverse perspectives of the team about its task. As we go around the wheel, we see that each part of the wheel needs attention from a cultural perspective.

- **Time & distance.** Differing concepts and expectations about how time is or should be used and the absence of face-to-face contact are can quickly cause breakdowns in communication, authority and commitments.
- Multicultural **Team** formation, difficult in intact, collocated teams, demands an even higher level of attention to the social and interpersonal dimensions of work when working at a distance from each other. Culturally team members may have a wide range of understandings of what a team is and extremes of attitudes toward actions what require individual initiative and what activities demands group cohesion.
- The **terrain** or contexts in which our distributed teams work may be different in different countries. Team members will experience different styles and levels of management support and differing approaches to decision making and delegation. Leaders and team members need to know how to strategize to get what they need to function well together across a variety of organizational and regional cultures. This is particularly true when team members have different local pressures and demands. A solid stakeholder analysis is an invaluable tool for a team to appropriately manage its terrain.
- Even **technology** is not culture free. What tools one uses when one uses them tools and how they are used can differ significantly because of cultural preferences among team members and working locations.

Each of the four team challenges needs to be culturally considered and revisited during the life of our virtual teams, if we want to avoid a rough ride or it will run the risk of being derailed. If today's communication is largely virtual, the question for today's intercultural professional is: To what degree does my training and coaching take this fact into account and how can I adapt what I know about face-to-face exchanges to the new ways of working online?

Adapted from, Simons, G. et al., ed., *EuroDiversity: a business guide to managing difference for value within and beyond the European Union*, (2002, Butterworth-Heinemann, London). This book project was a collaboration of SIETAR Europa authors.

Dr. George F. Simons
www.diversophy.com

2.4 New items for review

March Newsletter Review Opportunities

The items listed below have been sent to us and are available for review for the March 2004 Newsletter. If you are interested in being a reviewer, please send a mail to the [office](#) requesting the item you would like to see and indicating why you feel you would be a qualified reviewer for it.

Upon acceptance of your offer the item will be delivered to you for review.

Guidelines for producing your review are found on the home page of the Newsletter. Reviews must be submitted to the office 10 days before the first of the month in which the Newsletter will appear.

Unless otherwise noted, when you have submitted your review, the item you review is yours to keep. You may also publish your review elsewhere once it has appeared in the SE newsletter.

Items currently available for review

Aneas, Assumpta et al., *Competencia Global: 50 actividades de formación para lograr éxito en negocios internacionales*. 2004. Madrid: Diaz de Santos.

Diamond, Jed, *The Irritable Male Syndrome*, 2004. Rodale Press

Lieberman, Simma, et al., *Putting Diversity to Work: How to Successfully Lead a Diverse Workforce*. (Workbook, 118 pages)

Simons, George and Eun Y. Kim, *The Cultural Detective USA*. 2004: Kansas City, Mo., Nipporica Associates.

Williams, Mark A., *The 10 Lenses: Your guide to living and working in a multicultural world*. (Paperback trade book, 248 pages)

3. 3. Members

- [3.1 Experiences](#)
- [3.2 Welcome new members](#)
- [3.3 Opportunities](#)
- [3.4 Services](#)

Your updated membership list is an important working tool

Don't forget to inform the [SE Office](#) of your updated contact information. Please include the address of your website (URL) if you would like other SIETARians to visit you there. Every 3 months, you will receive the updated membership list. In between times, the new listings will be published here. Thanks for keeping us up to date.

3.1 Experiences

- [3.1.1 Sabine Amend](#)
- [3.1.2 Monica Reppas-Schmid](#)

This section of the newsletter invites you to share with your SIETAR colleagues firsthand experiences that you have had in intercultural work or living.

3.1.1 Sabine Amend



Sabine Amend

A Letter from an Interculturalist

Dear colleagues,

As interculturalists, we often read relevant research to further our learning, and in our trainings we are committed to communicating in a balanced way with our clients about different cultures. Sometimes, I feel, we do not have or take the time to share our very individual and personal intercultural learning journeys. Thus, this format – a letter from a SIETAR Europa member living in the US. What I share is my personal perspective, limited and snapshot- like.

Living in a small town in Northern Colorado holds a few surprises for a city-dweller used to the cities in Europe and East Asia. “So, you are not bi-lingual then, are you?” is the comment by a staff member of the local community mediation services. For a moment, I don’t know what to say (*what, I am not bi-lingual???, I am TRI-lingual, actually, shouts an insulted voice in my head*), then I have learnt a new concept: “Bi-lingual” here means that you speak English and Spanish, and the person I speak to represents the close to 30% of the community who speak Spanish as their mother tongue. *She* is bi-lingual, I am not.

Working with monolingual people in the community is different again. Normally, they notice my accent, and then find it so comfortable that they can communicate in English with me that they soon forget that I am not a native speaker. Quickly, and also on the basis of my looks (I am a white Northern European) it is assumed that somehow I have a right to belong here.

These dynamics carry over into my work situations as an interculturalist. As a participant in a mediator training during a small group exercise, I share my unease about being considered “one of us” by most Anglo-Americans, because I perceive this as not in tune with my identity (European/international) and my experiences and situation as a recent immigrant. When the speaker for our small group summarizes the group results and the issue of immigration gets mentioned to the whole group, all eyes turn to the woman in our small group who looks Indian (South Asian). The fact is, her family has been living in Colorado for three generations. Ouch!

Training some internal trainers for a diversity program for a local city government, these issues surface again: Overall, the participants are quite unfamiliar with their own cultural blinders, be they about being White, Latino, male, female, or American. They experience “aha” moments during our 2-day workshop, and bravely struggle with their thoughts, frustrations and ideals. Language skills, both in English for Hispanics, and in Spanish for English- speaking city employees, remain a hot topic. The sharing of different and strong views becomes a great opportunity to practice their listening skills, and to overcome some fear of conflict.

At the end of the training, the participants feel that charting a path towards cross-cultural communication that is neither silent or frustrated withdrawal nor hurt or angry attack is still a big challenge. At the same time, there is hope that progress can be made by using some of their new facilitation and communication tools. Some of the frustration about not being able to build bridges has shifted into a more confident yearning for respectful, honest and empowered ways of relating.

I share this yearning, as I begin this New Year.

With best wishes,

Sabine

Sabine Amend is a former SIETAR Europa Board member and continues to support SE by working on the communications committee. Reach her at dialog@kultur-und-management.com

3.1.2 Monica Reppas-Schmid

Intercultural Coach

***"An encounter with another culture is an encounter with the self."* Monica Reppas-Schmid**

Monica Reppas-Schmid is not one to perpetuate stereotypes - in fact, she works hard to dismantle them. There is one generalisation she stands by, but only to be utilised to enhance the lives of expat women living in Switzerland. She believes that how women work is decidedly different than men. Women are partial to sharing - natural networkers, and they need interpersonal contact to thrive.

On this basis, she has created a workshop geared toward helping expat women focus on matters that are going to improve the quality of their life. "What do I do now that I'm in Switzerland?" is the name of her workshop and its aim is to turn the challenge of overseas living into a period of opportunity - a chance to discover or rediscover dreams and goals that have been offset by living an international lifestyle.

She agrees that it's a double whammy - having children and moving abroad. Personal ambitions can be put on hold while the kids are young. Reppas -Schmid is trying to ensure that living abroad isn't necessarily going to compound the problem.

"Women more and more these days are searching for a balance". There is a trend to balance both work and children and if they don't have something for themselves they start to fall apart and not have the energy for the kids. Additionally, you lose a lot of energy in cultural adjustment and change."

This Swiss intercultural coach had an early introduction to international living. Born in Bolivia to a Swiss father, and a German mother, her family moved to Peru when she was three and then to Switzerland when she was eleven. She credits her diverse personal and academic background when questioned about her interest in intercultural training. Her studies seemed a natural progression of the influences of a global upbringing. (She holds a masters degree from the U.S. in intercultural relations)

When Patricia Massy, a mother with a burning desire to write, moved to Switzerland, she used the opportunity to follow her dream. This isn't denying the fact that it took her a full year to get her family settled. She faced most of the same obstacles and cultural adjustments as every new expat but once she found her footing, she put pen to paper. After dropping her kids off at school, she would do any "emergency shopping" that needed to be done and then step into her own world of creative expression.

She had a book written before entering Reppas-Schmid's workshop but didn't have the energy and confidence after the move to send it to a publisher. She now has a children's book out to a publisher for consideration and has ambitions for others now underway. The group helped her to get organised with a schedule and workspace to keep up with her goals. It also allowed her to keep her motivation strong by bouncing ideas for future pieces of work, off other group members. An integral aspect of these workshops is that the women continue to meet even after the workshop has been completed. With the tools learned, they continue to support and encourage one another in what fast becomes a close-knit group of friends.

Of course, not everyone knows what they want to do with their life, their needs may be a bit more vague or undergoing change and Reppas-Schmid may delve into such things as what someone liked to do as a child and extrapolate on their ideas to create practical goals. Her approach is a transformed version of Barbara Sher's book "Wishcraft" which ultimately helps people to focus on what they want out of life. Within the group dynamic of her workshop, they walk away with powerful tools to make real changes in their lives.

Another team member, Laura Heselton recounts her experience, "I went to my first workshop with the hope of meeting other like-minded individuals who wanted to re-evaluate what they were doing for a living, or rather what they were doing about living . I wanted to go beyond the transient lifestyle issues, the displaced person hang-ups and all the other difficulties associated with being a foreigner. I wanted to hear about endless possibilities where there were no constraints and to be surrounded by supportive people helping each other to see that anything is possible."

For those who may have already taken something like the "Living in Zurich" Workshop at the American Women's Club, are starting to get their footing but don't quite feel the time is right for this workshop, Reppas-Schmid offers help on another level. Her "Living Cultures" workshop helps individuals or groups understand cultural differences as well as their own approach to the "newness" of a foreign country. If anyone is interested in finding out which workshop fits them the best, they can call Reppas-Schmid at "Living Cultures" for a free informal telephone consultation.

This article has been published in this Magazine:

New Stork Times, Wässerwiesstr. 11, 8712 Stäfa Switzerland

Call for more info on this as well as the dates for the next workshops

Tel: 01 991 8767

email: reppas-schmid@livingcultures.biz

read about these programs at www.livingcultures.biz

3.2 Welcome new members

Here are the new members of SIETAR Europa since the last issue of the SIETAR Europa Directory. To avoid unauthorized use of email addresses, they will appear only in the next edition of the directory. Should you want to contact one of the new members before the new directory appears, please email the [office](#):

Assumpta Aneas (SIETAR Europa)

Congratulations. It's official, Assumpta Aneas, SIETAR Europa member from Spain, has successfully defended her thesis, *Competencias interculturales en la empresa* at the University of Barcelona. In her work, she developed and tested an intercultural skills model focused on Spanish organizations and multicultural workers. To date, hers is the only research of intercultural competence in the Spanish workplace.

In addition Dr. Aneas has completed her editing of the Castilian version of [Global Competence](#). *Competencia Global: 50 actividades de formación para lograr éxito en negocios internacionales* will appear in 2004 from Diaz de Santos Publishers in Madrid, and be distributed in Spanish-speaking countries worldwide. This project stemmed from

her teaching of Career Adviser, Social Workers and HHRR Consultants who were assisting companies with hiring and successfully integrating minorities into the Spanish workplace.

Patricia Glasel (SIETAR France)

Patricia Glasel is a Cross-cultural Training Consultant for all the major companies working in that field (Cendant, IOR, Berlitz). A French national, Ms GLASEL has been living in Chicago, Illinois, for the past three years and has recently returned to France in summer 2003. While in Chicago, she trained managers going to leave abroad and conducted classes for the Alliance Française.

Prior to this, Ms Glasel worked in Madrid, Spain, where she established and managed a children's fashion business, working with Indonesian suppliers. In addition, she served as a sales manager for a computer company in Paris, where she was responsible for sales and customer relations for an import-export company raw materials between Africa and Europe. She also lived and worked in Bangkok for the French trade Commission at the French Embassy in Thailand.

She received her M.B.A. degree in International Business from the Institut Supérieur du Commerce in Paris, France and earned additional credits in Psychology of training and Development, Organizational behavior, Public speaking at Northwestern University in Chicago. In total, Ms Glasel has lived in 11 countries. In addition to her native French, she is fluent in English and Spanish.

Tatiana Damarad (SIETAR Europa)

For about twelve years I have been leading international projects and intercultural teams on pan-European level. I worked with the European Commission (Brussels, Belgium), with the Council of Europe (Strasbourg, France) and with the European Centre for Nature Conservation (Tilburg, the Netherlands).

I studied International Politics (MA) and Social Psychology (Certificate). I continue my education with the courses in Cultural Anthropology and Intercultural Communication.

At present, I - Belarussian national and native Russian speaker - am settling down in Brussels and establishing my own business in the intercultural field, which is focussed on cultural specifics of Russian speaking countries. I'm interested in cross-cultural research, consulting work and training.

Joining SIETAR Europe, I expect to get more involved into discussion on latest trends in the intercultural field. I expect to establish new contacts and partnerships and to generate common project proposals.

3.3

Opportunities

- [3.3.1 Call for facilitators](#)
- [3.3.2 Passeport Culturel Cultural Passport](#)
- [3.3.3 Poste à pourvoir](#)
- [3.3.4 House in Houston](#)

Listed here are several opportunities for work, jobs, housing, etc. See the [SIETAR Europa Documentation Centre](#) for a more exhaustive listing.

3.3.1 Call for facilitators

Needed 40-50 skilled facilitators and graphic recorders

The city of Barcelona is holding a world culture conference in 2004. As one part of this event, there will be an interfaith dialogue with the heads of many religious traditions and youth from around the world discussing the issues of clean water, 3rd world debt, religious violence and support for refugees. The Dalai Lama has already accepted an invitation to be one of 400 participants at one dialog. Other dialogs will include up to 800 participants. Click [here](#) to see a list of the full list of dialogues taking place at Barcelona 2004.

Glen Sebera is part of the core design committee brought in for intercultural consulting while designing the dialogue process. One aspect he brought to the design is the need for the facilitators to proportionately represent the cultures of the participants from Africa, Asia, Europe, and South America.

The planning group is currently looking for 40-50 skilled facilitators and graphic recorders to assist with the actual events next summer and may also participate in the test runs of the process in Israel and Kenya in the spring with smaller groups of 100. He is also looking for individuals with whom to discuss ideas of intercultural design of this magnitude with a high potential for both learning and conflict.

The facilitation committee is accepting applications for volunteers on a rolling basis with phone interviews being held each month and decisions being made at the beginning of each month until the positions are filled. If you are interesting in volunteering for this interfaith dialog project please contact Glen Sebera at glen@rencongroup.com and he will help you get in touch with the facilitation committee.

Expressing your interest

Please look at the web links in the invitation below to see if there is an interest in this project. We are currently looking for large group and small group facilitators, graphic recorders and logistics people. If you are not personally interested or available, take a few moments to think of whom in your network might be interested and capable of this work.

Inviting others

PLEASE, when forwarding this invitation to others in your network, make contact with and copy cpwrglen@yahoo.com to indicate the particular thread of contact(s) that brought you this invitation. It is important to know how you heard of this work if you are applying.

Glen is not part of the selection committees and is not representing this organization; He is consulting for them and is letting others know about this opportunity.

Model Invitation to pass on to others who may be interested

The SIETAR Europa office suggested that we contact you to tell you about possible involvement on a project with the Council for the Parliament of World's Religions. There will be an international meeting in Barcelona, Spain in July 2004 that many are supporting with our large

group design and process skills.

You are part of a small universe of people with very particular skills who are invited to think about joining a group of awesome facilitators, graphic recorders and logistics people who will be supporting an even more awesome group who will attend interfaith dialogs through the Parliament of the World's Religions between July 7 and 13, 2004.

The Council is a group of people who have committed to supporting and expanding interreligious communication as a way to create a more just, peaceful, and sustainable world based on the teachings of their religious / spiritual traditions. It is not a group representing established religious organizations, although many individuals from established religious groups participate in the work.

You can learn about the Parliament and its history from the The Parliament [website](#):

There will be two events in Barcelona where our skills are needed: The Assembly, a meeting of 400 invited participants from various sectors around the world, and The Parliament, an open gathering of 8,000-12,000 people. There will be five gatherings—The Assembly (held July 5-7, before the Parliament) and 4 gatherings during the Parliament. Within the Assembly, there will be 4 groups of 100 people each, and in the Parliament, there will be 400 in each gathering. We are also testing our dialog design before July in Israel and Kenya.

Each gathering will explore one of the following critical issues: access to clean water, religious violence, cancellation of third-world debt, and supporting refugees. Participants will be asked to create and commit to simple and profound acts to be carried out in their home communities, and will learn ways to promote the involvement of their communities in order to sustain action over time.

You can find more information about the intention and background of this work in a draft Concept Paper and learn about possible volunteer opportunities, the time commitment, and what you can do if you are interested in getting involved, at the [CPWR Assembly Volunteers website](#).

If you decide to fill out an application, please answer the question "How did you find out about this site?" with my name and contact me to let me know you have applied. Anyone whom you refer should answer the question with both my name and the SIETAR office.

The facilitation committee will be reviewing applications on the first of each month. Each volunteer is interviewed before mid-month. You will hear from the facilitation committee around the first of the following month.

We hope that you will seriously consider participating and letting others know about this opportunity who may be interested. We are particularly interested in facilitators from Africa, India, Latin America and South East Asia. We are currently looking for ways to fund people from those areas who otherwise could not attend. Matching the geographic and cultural diversity of the Parliament participant group is a high priority for us.

Please consider participating in this international team.

If you have specific questions, you may reply directly to:

T. Glen Sebera

Design Team

cpwrglen@yahoo.com

3.3.2 Passeport Culturel Cultural Passport

Une opportunité frappe à la porte des écrivains interculturels entrepreneurs- Etes vous intéressé?

Opportunity knocks for enterprising intercultural authors—Are you ready?

A French publisher has contacted SIETAR Europa asking us to find competent authors to launch a new intercultural series of vademecum



Un éditeur français a contacté SIETAR Europa en nous demandant de trouver des écrivains capables de lancer une nouvelle série interculturelle de guides sous forme de livres de poche destiné aux hommes et femmes d'affaires qui partent travailler à l'étranger.

Cette série de *Passeport Culturel* est présentée en détails ci-dessous : Il s'agit de 30 pages manuscrites en interlignes simples qui abordent :

- le milieu politico-historico-socio-culturel
- les coutumes sociales
- les comportements professionnels
- les dynamiques culturelles

L'éditeur s'est engagé à concevoir une série de volumes de la plus haute qualité et riche en expériences culturelles. C'est la raison pour laquelle il a contacté SIETAR pour notre grande expérience dans le domaine.

Certains guides contiennent les connaissances de base et les rubriques habituelles 'à faire' et 'à ne pas faire', le guide en question comportera bien plus qu'une simple recette de cuisine. Il apportera aux hommes d'affaires les 'pourquoi' et les 'comment' de penser et d'agir de telles ou telles manières. A vous de leur montrer ce qu'il y a en dessous de l'iceberg!

Identifié comme membre de SIETAR, vous avez la possibilité de devenir un auteur tout en faisant la promotion de SIETAR et en rendant public vos propres compétences aux clients potentiels.

Voici les éléments que vous devez connaître avant de commencer ce projet :

- les contrats seront formulés avec les mentions habituelles et celles relatives aux droits d'auteur.
- Nous vous suggérons de travailler en partenariat -avec une personne appartenant à cette culture, et l'autre étrangère à cette

handbooks for business destinations.

This *Cultural Passport* series is described in detail in the specifications sheet below. These are small volumes (about 30 manuscript single-spaced pages) that need to say a lot about:

- Political, historical, social background
- Social customs
- Business behaviours
- Cultural dynamics

The publisher is committed to the highest quality information and cultural interpretation and has for this reason contacted SIETAR to provide our professional expertise for the series. While the "passports" will contain basic knowledge and the usual do's and don'ts for the business traveler, our ability to give a brief but effective presentation of the values and beliefs that underly these will set the series aside from the many "cookbook" approaches on the market. We are challenged to go below "the tip of the iceberg!"

As an author you will be identified as a SIETAR member and will be promoting SIETAR's professional reputation as well as your own competence to the business public. Here is what you need to know to get started.

- Contracts will be issued with standard conditions and royalties as is customary in publishing.
- We suggest you consider working in pairs, one author being from the culture under question and one being from outside, but with considerable experience in that culture. This is not absolutely necessary but previous experience tells us that this can greatly enhance the quality of the final product.
- The original manuscripts may be in either French or English. They will be translated into the corresponding language.
- To express your interest in this project, please send an email as soon as possible to the SE office (office@sietar-europa.org) expressing your interest in being an author and bearing your full contact information.

culture mais néanmoins experte du sujet en question. Ce n'est pas absolument nécessaire mais les projets précédents ont prouvé que l'expérience de l'un contribue à l'expérience de l'autre et rend les deux plus productifs.

- Le projet peut être rédigé en français ou en anglais pour ensuite être traduit dans l'autre langue.

- Si vous êtes intéressé par ce projet et que vous pensez être l'auteur recherché, adressez votre candidature et coordonnées complètes par email au bureau SIETAR EUROPA (office@sietar-europa.org).

- Votre biographie ou CV (1 page A4) devra détailler votre cursus scolaire et vos expériences. Décrivez vos compétences et vos expériences qui vous feront devenir l'écrivain idéal recherché pour ce projet.

- Si vous avez un co-équipier(e) pour ce projet, indiquez également les coordonnées complètes de celui-ci (ainsi que son CV). La lettre de motivation est alors de préférence à rédiger en commun.

Vous qui vraiment maîtrisez le domaine interculturel aurez le challenge de transmettre aisément et clairement vos connaissances aux non-professionnels. Nous attendons avec impatience vos candidatures.

Fiche technique

Passeport Culturel[®]

1 - Le champ et la définition de la collection Passeport Culturel[®]

Ces livres rassemblent des informations utiles et compréhensibles pour permettre aux hommes et femmes d'affaires d'atteindre leurs objectifs professionnels et de s'adapter à des cultures qui leur sont étrangères. Ces ouvrages se veulent très pragmatiques, notamment grâce à l'élaboration par les auteurs de cas concrets et l'appui de nombreuses illustrations.

> **Disponibilité** dans des points de vente presse

> **Format passeport français** 11 x 18 cm

> **Sortie mondiale** de la plupart des titres (traductions lancées en simultané en Angleterre et aux Etats-Unis)

> **Qualité éditoriale** : les auteurs sont des

- Attach a one page biography or CV, that very explicitly details the education and experience that makes you competent to author such a publication. Why are you the right person to do this job?
- If you have considered a teammate for the work, please note this person's name and contact information, or write your letter of interest and send you CV's together.

Mastery of a field of knowledge, including the intercultural field, includes the ability to make what we know simple and useable to non-professionals. This is the challenge. We are asking you to you to meet it. We look forward to hearing from you.



Specifications sheet

Cultural Passport[®]

1 – The scope and specifications of the Cultural Passport[®] series

These books bring together useful and comprehensive information that allow business men and women to achieve their professional objectives as they adapt themselves to cultures that are foreign to them. The books are highly practical tools, precisely because the authors illustrate them with cases that provide concrete applications and numerous examples.

> **Available** at bookshops and news stands

> **French passport format** 11x18 cm

> **A worldwide launch** of most titles (We will launch translations simultaneously in the USA and the UK)

> **Editorial quality** : the authors will be intercultural consultants and trainers, university professors, French grandes écoles (e.g., HEC,

consultants d'entreprise de formation en interculturel, des professeurs d'université et des grandes écoles françaises (HEC, ESSEC, ESCE, ISC ...).

> **Lien Internet** : tous les passeports sont liés à un site Internet sur lequel il sera possible de trouver d'autres cas/exercices corrigés, afin d'évaluer ses connaissances sur la culture en question.

Une extension de ces passeports culturels sous forme de CD ROM interactifs est également prévue.

2 - Vingt-quatre ouvrages de référence

Les Passeports Culturels[©] visent à couvrir la quasi-totalité des destinations des entreprises françaises, à savoir :

- Brésil
- Russie
- Espagne
- Portugal
- Pays-Bas
- Etats-Unis
- Etats-Unis : le Sud

Et aussi :

- Vietnam
- Malaisie
- Indonésie
- Taiwan
- Corée du Sud
- Philippines
- Japon
- Singapour
- Birmanie
- Mexique
- Maroc
- Turquie
- Arabie Saoudite

[Allemagne, Angleterre, Chine, et Italie sont en cours]

3.- La périodicité

Pour installer d'emblée physiquement la collection, l'objectif est de publier entre quatre et six titres par mois.

4.- Prix unique

Un ouvrage indispensable, pour la modique somme de 9€00

ESSEC, ESCE, ISC ...).

> **Internet links**: all the passports will be linked to an Internet site where it will be possible to find additional cases, exercises, and solutions so that the reader can evaluate his knowleges of the culture in question.

An extension of these cultural passports in interactive CD-ROM format is forseen.

2 –Twenty-four reference works

The Cultural Passports[©] aim to cover a full range of destinations common to French enterprises, viz.:

- Brazil
- Russia
- Spain
- Portugal
- The Netherlands
- USA
- USA : the South

In addition :

- Vietnam
- Malaysia
- Indonesia
- Taiwan
- South Korea
- Philippines
- Japan
- Singapore
- Burma
- Mexico
- Marocco
- Turkey
- Saudi Arabia

[China, Germany, Italy and the UK are already underway]

3.- Publication schedule

To enable the physical layout of such a collection, we intend to publish between four and six titles a month.

4.- Single Price

An indispensable guide for the modest price of 9€00

3.3.3 Poste à pourvoir

L'Agence intergouvernementale de la Francophonie constitue une réserve de recrutement pour le poste suivant:

Directeur au Siège de l'Agence (Paris). Au sein de la Direction des langues et de l'écrit, le titulaire du poste aura pour mission de concevoir, de proposer, de mettre en oeuvre et d'assurer le suivi des programmes de coopération multilatérale francophone dans le domaine du renforcement de la langue française, des langues partenaires et de l'édition.

Date limite de réception des dossiers : 15 janvier 2004

Pour toute [information](#)

3.3.4 House in Houston



A colleague in Houston Texas is going to spend a sabbatical year in France and wishes to lease her condominium in Houston. (completely furnished with linens, dishes, pots and pans, e computer fax, etc.) The residence will be available from January 15th 2004 for a lease of one year. If you are interested contact George Simons of the SIETAR Europa Board Communications Committee, or send a [email](#) to the office. You will find full information about the home at [Buyer Full Page](#).

3.4 Services

- [3.4.1 Membership renewal](#)
- [3.4.2 Doc Centre](#)
- [3.4.3 Multicultural calendar](#)

This section is reserved for member services and resources that are made available to SIETAR members and other interested interculturalist.

3.4.1 Membership renewal

**A letter from Christine Longé
SIETAR Europa Office Secretary**

Dear Members and interested readers,

If you have already renewed your [SIETAR membership](#), thank you. If you have not, please do so as soon as you can.

- If you are a direct member of SIETAR Europa or an Associate, please go to the [sietar-europa.org](#) site [membership page](#) and renew your membership online. You will find full instructions there for sending us your form by email, mail or fax.
- If you are a member of a local SIETAR, your membership may be on a different timetable, so look carefully at your local site. You may in some cases renew directly on your [local site](#) or, if not, by contacting your local group for timetable and enrollment procedures. It is not necessary to send your renewal form to SIETAR EUROPA Office. Please send it to your local group!

If you are unclear about your choices, please [contact me](#) by [Email](#) or phone.

Best regards,
Christine Longé, Secretary

3.4.2 Doc Centre

Visit the SE Online Documentation Centre

In addition to the semi-monthly Newsletter, SIETAR Europa provides you with a vast collection of resources in the [SIETAR Europa Documentation Centre](#). Here we are constantly updating:

- **Online and published resources** of all kinds. We are constantly adding to the lists, links, and bibliographies all new information we receive that can be useful to research, training and practice.
- **Congresses, conferences and other intercultural events.** This includes calls for papers and participation in professional gatherings as well as workshops, seminars and training programs offered by SIETAR members and others.
- **Opportunities for jobs, internships, collaborations, etc.** Here you can post both requests for assistance or offer your own opportunities to others. While there are some current postings in the newsletter editions, the Doc Centre will have regular updates of offerings and opportunities.

3.4.3 Multicultural calendar

A free 2004 Multicultural Calendar is now available for downloading from the **International Training and Development, LLC** website at <http://www.thediversitycenter.com>.

4. 4. Activities

- [4.1 Les conférences du CERI](#)
- [4.2 CIC's 16th interdisciplinary professional development seminar](#)
- [4.3 La politique américaine](#)
- [4.4 Barcelona 2004](#)
- [4.5 Diplomacy](#)

This area lists projects and activities, e.g., research, discussions, presentations, trainings, etc., being conducted by SIETAR members or to which SIETAR members have been invited.

Also, be sure to check the SE Documentation Centre [Events Calendar](#) regularly for a current list of cultural events and opportunities worldwide.

4.1 Les conférences du CERI

Le CERI a le plaisir de vous inviter, les :

- 6 janvier prochain, de 17 à 19 heures, à la conférence-débat intitulée :
"L'Europe face aux migrations"

- 7 janvier prochain, de 17 à 19 heures, à la conférence-débat intitulée :
"La politique américaine vue de l'Inde, du Pakistan et de l'Afghanistan"

Lieu : 56 rue Jacob, 75006 Paris

Entrée libre dans la mesure de places disponibles. Pas de réservations.

See related topics and documents

• http://www.sietar-europa.org/about_us/Newsletter/Jan04/Jan04mmp/LinkedDocuments/CONF=060104.pdf

4.2 CIC's 16th interdisciplinary professional development seminar

We are pleased to announce CIC's 16th interdisciplinary professional development seminar, combining intercultural theory and research with training methodologies and practical exercises.

Amsterdam, The Netherlands, March 29 - April 3, 2004

- **Multicultural communities**
- **Advanced cross-cultural training**

Guest lecturers:

- Professor Peter Nelde, director of the Research Centre for Multilingualism, Catholic University, Brussels
- Professor Jan Pieter van Oudenhoven, University of Groningen

Join other cross-cultural professionals in a small-group colloquium; learn from experts in related disciplines, and revitalize your international project teams and programmes with new concepts and strategies.

For details, fees and application, we invite you to visit:

<http://www.cic-amsterdam.com/html/sem.htm>

opr contact Jorge Díaz, Course Administrator, Tel: 31 20 6242212

E-mail: jorgediaz@cic-amsterdam.com

Academic credit is offered through The College of Extended Learning, Communications Department, California State University Northridge, USA.

We look forward to seeing you in March,
Bernadette van Houten and Jorge Diaz

4.4 Barcelona 2004

Forum Barcelona 2004

<http://www.barcelona2004.org/eng/forum2004/>

A new and creative space for reflection and experimentation in relation to the main cultural and social conflicts that humanity is faced with at the outset of the 21st century.



The Forum is a festive journey designed to bring the three main themes to life: cultural diversity, sustainable development and conditions for peace. For 141 days, this will be the place where visitors experience cultures and entertainment from around the world through large- and small-scale exhibitions, workshops, markets, performances, games and more.



The main events associated with Forum Barcelona 2004 will take place by the sea in newly constructed facilities located in a space shared with the municipality of Sant Adrià de Besòs.

See related topics and documents

· [Call for facilitators](#)

4.5 Diplomacy

**2nd International Conference
on Intercultural Communication & Diplomacy
Organisational and Professional Cultures and Diplomacy
Malta - 13 - 15 February 2003**

INTRODUCTION

The practice of diplomacy increasingly involves handling not only differences in national cultures, but different organisational and professional cultures at the same time. The Second International Conference on Intercultural Communication and Diplomacy (Malta, 13-15 February, 2004) will focus specifically on organisational and professional cultures and diplomacy. Diplomats today function in an increasingly multilateral environment: more often than in the past they are required to interact with a multitude of international organisations, ranging from the UN down to specific interest lobby groups. Simultaneously, diplomats are more and more involved in communicating directly with the domestic public; again with a multitude of groups.

FEATURED SPEAKERS

- a. Keynote Speaker - Professor Geert Hofstede (Maastricht University and Institute)
- b. Dr Nadia Boyadjieva (Plovdiv University)
- c. Professor Marie-Therese Claes (ICHEC Brussels Business School and the University of Louvain)
- d. Dr Eduardo Gelbstein (DiploFoundation)
- e. Dr Kostadin Grozev (Sofia University)
- f. Professor Dietrich Kappeler (DiploFoundation)
- g. Daniel J. Kealey (Canadian Foreign Service Institute)
- h. Jovan Kurbalija (DiploFoundation)
- i. Doug MacDonald (Centre for Intercultural Learning, Canadian Foreign Service Institute)
- j. Ambassador Kishan S Rana (DiploFoundation)
- k. Dr Biljana Scott (Centre for Linguistics and Philology, Oxford University)
- l. Raymond Seguin (Canadian Foreign Service Institute)
- m. Professor Paul Sharp (Alworth Institute for International Studies, University of Minnesota, Duluth)
- n. Thomas Vulpe (Centre for Intercultural Learning, Canadian Foreign Service Institute)
- o. Dr Geoffrey Wiseman (School of International Relations, University of Southern California)
- p. Dr R.S. Zaharna (American University, Washington DC)

WHO SHOULD ATTEND?

This conference will be of interest to:

- a. diplomats from all countries and all departments of ministries of foreign affairs, embassies and consulates
- b. diplomats and officials of international organisations
- c. specialists in intercultural communication
- d. students of diplomacy, international relations, political science, intercultural communication, management, etc.
- e. academics in the fields of diplomacy, international relations, political science, intercultural communication, management, etc.
- f. journalists, religious authorities, NGO employees, and international organisation employees who work with diplomats regularly
- g. business people

REGISTRATION

For more information about the conference, program details and registration forms please visit our conference website or email us at conference@diplomacy.edu.