

# **Summer Institute for Intercultural Communication**

## **Directory of Selected Resources**

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

# **The Development of the Field of Intercultural Communication**

**by**

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

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

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

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

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

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

Another major event that occurred in the early sixties was the creation of the Peace Corps. Thousands of young people were being sent around the world to be part of cultures and communities that were unknown to them. Just as new methods for preparing American diplomats to work abroad had been necessary, so were new ways of preparing these volunteers. Early preparation emphasized area studies and was conducted on college campuses, giving rise to the term “university model” for lecture and country-information based programs. When this proved to be rather ineffective<sup>2</sup>, the Peace Corps adopted an experiential training approach (1965). Materials were gathered, processes

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

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

tested, and the first manual, *Guidelines for Peace Corps Cross-Cultural Training*, was produced in 1970 by Albert Wight and Mary Anne Hammons. Peace Corps training techniques were refined at The Center for Research and Education (CRE) in Denver, which became a focal point for early efforts of cross-cultural trainers to define themselves as professionals. The Peace Corps became a bit of a boot camp for cross-cultural trainers and provided a strong impetus for creating and refining training techniques. Many of those who had their first cross-cultural experience in the Peace Corps or were involved in training volunteers became leaders in the intercultural field.

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

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

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

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

children experienced as they lived on the margin of two cultures. She would eventually conduct research on 900 Americans between the ages of 25 and 85 who had spent some of their childhood abroad.

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

<sup>5</sup> Ibid. p. 9.

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

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

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

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

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

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

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# An Introductory Guide to Intercultural Books

(Revised 2016)

**This bibliography is divided into six sections:**

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

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

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# Intercultural Training and Assessment Tools

## How to Select an Assessment Instrument

**Measurement** is the systematic application of pre-established rules or standards for assigning numbers or scores to the attributes or traits of something of interest. Measurement supports intercultural work because it provides us with data, which allows us to do many sophisticated things not otherwise possible. Assessment instruments help us to:

- Clarify needs
- Structure program design
- Measure program impact
- Support selection decisions
- Prepare cultural competence initiatives more precisely
- Promote individual development

- **Establish your goals:**

What do you want to use the assessment instrument for?

1. Needs assessment and analysis
2. Pre- and post-measurement of program impact
3. Individual development
4. Team development
5. Coaching
6. Selection
7. Re-entry
8. Career advising/academic advising

- **Consider questions about the quality of the assessment instrument:**

1. Is it reliable—free from *random* error?
2. Is it valid—free from *systematic*, built-in error?
  - a. Content validity—Does it measure what it says it will measure?
  - b. Predictive validity—Can it help me learn about things I am interested in?
  - c. Convergent validity—Is it consistent with other similar measures?
  - d. Face validity—Does it seem to the participants as if it measures what it says it will measure?
  - e. Differential validity—Is it free from cultural bias?
3. Is it too transparent? Can participants manipulate their scores through perceived social desirability?
4. How were items developed? Are they based on a well-recognized theory or model?

- **Consider questions about the logistics of using the instrument:**
  1. Do I need to be certified/qualified to use it?
  2. What knowledge, skills, and attitudes do I need to master to use it effectively?
  3. How long does it take for participants to complete the instrument?
  4. What is the cost per person, and the cost of materials and training for certification?
  5. Is it available in the appropriate language for my group?
  6. Is the translation professional and accurate?
  7. Is it available in the preferred language online as well as in paper-and-pencil formats?
  8. Is it self-scoring or are there additional fees for processing the results?
  9. Are there 360-degree versions?
  10. What is the track record of this instrument with my audience?
  11. Are there research studies reporting results from using it with my typical audience?
  12. Are there publications suggesting approaches for using it?
  13. Does it include sufficient information for participants to understand their profile, and to develop goals?
  14. Is it accompanied by support materials for the educator that include data on its development, strategies for communicating its results, and activities for enhancing learning based on results?
  15. To use the instrument ethically:
    - a. Must I conduct coaching interviews?
    - b. Is it best used to gather aggregate data?
    - c. Is it effective for pre- and post-testing?
    - d. Is it effective for individual feedback without interviews?
  16. Is it possible to talk to other users about its effectiveness?
  17. Is information available on the usual consulting fees for conducting assessments using this instrument?

Janet M. Bennett, Ph.D., and Michael Stevens, Ph.D. 2011



## Frequently Used Assessment Tools

*(Revised 2016)*

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

### **Aperian Global**

[www.aperianglobal.com/](http://www.aperianglobal.com/)

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

- **GlobeSmart Profile<sup>SM</sup> (GSP)** is an effective, statistically validated tool used to discover individual work-styles and how they compare with other cultures and colleagues. Available in 13 languages, it provides advice to bridge differences and leverage similarities.
- **GlobeSmart Teaming Assessment<sup>SM</sup> (GTA)** improves team performance by identifying top strengths, weaknesses, and priorities along seven elements of global team performance.
- **GlobeSmart Leadership Assessment<sup>SM</sup> (GLA)** examines global leadership strengths and areas for improvement based on ten behaviors that define great global leaders.
- **Global Readiness Development Assessment<sup>SM</sup> (GRDA)** is a facilitated process using validated instruments and a behavioral interview to assess the readiness of an employee being considered for an international assignment.
- **GlobeSmart Innovation Assessment<sup>SM</sup> (GIA)** explores the extent to which an organization employs truly innovative practices in its global strategies and processes.

### **Argonaut**

[www.argonautonline.com](http://www.argonautonline.com)

Coghill and Beery International

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

membership, and tasks. Consultants can use Argonaut as a survey tool, as a format for coaching, or as part of an action plan.

### **Beliefs, Events, and Values Inventory (BEVI)**

[www.thebevi.com](http://www.thebevi.com)

Craig N. Shealy

The Beliefs, Events, and Values Inventory (BEVI) is an accessible, adaptable, and powerful analytic tool that can be used as an independent or dependent measure in a wide range of applied settings, evaluative contexts, and research projects. The BEVI helps individuals understand better what they believe and value about themselves, others, and the world at large and reflect upon how such beliefs and values may, or may not, be conducive to learning, personal growth, relationships, and the pursuit of life goals. The BEVI seeks to understand "who the person is prior to participating in a learning experience, how the person changes" as a result of the experience, and how these factors interact to produce a greater or lesser likelihood of learning and growth. The specific conceptual framework for the BEVI is called Equilintegration or EI Theory, which "explains the processes by which beliefs, values, and 'worldviews' are acquired and maintained, why their alteration is typically resisted, and how and under what circumstances their modification occurs" (Shealy, 2004, p. 1075). The BEVI is designed to investigate how overall response patterns predict various processes and outcomes, from the beliefs and values associated with ethnocentrism, religious tolerance, partisanship, and gender-based practices and policies, to issues of openness, self-access, and emotional attunement. As a web-based inventory, the BEVI typically requires between 35 and 45 minutes to complete.

### **Connective Leadership/Achieving Styles Inventory (ASI)**

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

Connective Leadership Institute

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

### **Cross-Cultural Adaptability Inventory (CCAI)**

[www.ccaiassess.com](http://www.ccaiassess.com)

Colleen Kelley and Judith Meyers

The CCAI is a self-assessment tool used extensively in training, consulting, and program evaluation that is designed to address a person's ability to adapt to any culture. It

is designed to respond to several needs or practical concerns that are expressed both by culturally diverse and cross-culturally oriented populations and by the trainers and professionals who work with them.

### **Cross Racial Identity Scale (CRIS)**

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

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

### **Cultural Intelligence Scale (CQS)**

[www.culturalq.com/](http://www.culturalq.com/)

Cultural Intelligence Center

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

### **Cultural Mapping Assessment**

[www.knowledgeworkx.com](http://www.knowledgeworkx.com)

KnowledgeWorkx

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

### **Cultural Perspectives Questionnaire (CPQ)**

[www.imd.org](http://www.imd.org)

IMD

Lausanne, Switzerland

This 79-question online questionnaire measures 11 variations of four cultural orientations: Relationships, Environment, Nature of Humanity, and Activity. It is a tool for

understanding management behaviors and characteristics related to culture. It can be used to diagnose and address problems or to identify ways to leverage higher performance.

### **Diagnosing Organizational Culture**

[www.pfeiffer.com](http://www.pfeiffer.com)

Roger Harrison and Herb Stokes

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

This supports organizations in investigating their own cultural climates and determining how they can be structured for future success. The Trainer's Package contains all the information, guidance, and support materials needed to lead a senior team through each step of the program's advanced, results-oriented design. The workshop is designed to help participants:

- Identify their organization's cultural orientation
- Discover their own preferences for cultural orientations
- Understand the various cultural orientations and the advantages and disadvantages of each
- Learn how they can influence the culture in their organization

### **Diversity Awareness Profile (DAP)**

[www.wiley.com/WileyCDA/WileyTitle/productCd-0787995541.html](http://www.wiley.com/WileyCDA/WileyTitle/productCd-0787995541.html)

Karen Stinson

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

### **Global Competence Aptitude Assessment (GCAA)®**

[www.globalcompetence.org](http://www.globalcompetence.org)

Global Leadership Excellence, LLC

The Global Competence Aptitude Assessment (GCAA)® is a unique online instrument based on original worldwide research of the skills necessary for global effectiveness. Used around the world by corporations, government, and academia, the GCAA® objectively measures the eight components of global competence that were identified in the research and which comprise the Global Competence Model™. Results are presented for each dimension as well as in their appropriate overall readiness category: Internal Readiness, which measures personal traits and attitudes, and External Readiness, which assesses global knowledge and people skills. The assessment delivers immediate individual analytical and interpretative feedback reports as well as segmented group reports. Such diagnostics provide objective insight that can supplement hiring selection, promotion criteria, and the creation of effective personal development plans, as well as identifying individuals who are appropriate for global projects or international assignments. In addition, the GCAA® is used to evaluate the effectiveness of international ed-

educational programs, student learning outcomes, and students' growth and maturation, as well as their degree of readiness for the global workforce. A 360° feedback version is also available.

### **Global Mindset Inventory (GMI)**

<http://globalmindset.thunderbird.edu/home/global-mindset-inventory>

Global Mindset Leadership Institute

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

### **iChangeWorld**

[www.ichangeworld.com/index.html](http://www.ichangeworld.com/index.html)

David Matsumoto

iChangeWorld is an international organization providing tools and locally deployed management consulting services. Their solutions support the performance improvement efforts of companies and consulting practitioners. It provides two assessment tools that add measurement to organizational development efforts linked to business issues: the Intercultural Adjustment Potential Scale (ICAPS), and the Organizational Alignment Assessment (OAA).

- **Intercultural Adjustment Potential Scale (ICAPS)** The ICAPS is a scale that predicts the degree to which a person will successfully adjust to living, working, and playing effectively in a new and different cultural environment. Five scores are generated, a total score and four scores corresponding to the four psychological skills necessary for adjustment. These are Emotion Regulation, Openness, Flexibility, and Critical Thinking. This tool examines strengths and weaknesses prior to departure to maximize intercultural experiences. It can be used for assessment, training, coaching, or evaluation, or used as a research instrument for measuring cross-cultural adaptability.
- **Organizational Alignment Assessment (OAA)** The Organizational Alignment Assessment (OAA) is an agile web-based survey that provides key information to align organizational culture with strategy, process, leadership, and the market. The OAA contains results from 13 key areas in a detailed and easy-to-understand report that is broken down by department, location, level, and function, allowing an accurate assessment of key growth opportunities.

### **Intercultural Awareness Profiler (IAP)**

<http://www2.thtconsulting.com/tools/>

Fons Trompenaars

- **The IAP** is an international cross-cultural assessment tool that measures an individual's cultural values on seven key cultural dimensions, and also the organization's corporate culture. It is available in several languages. The IAP can be used

- (a) as a means of identifying the similarities and differences between the candidate's values and the receiving hosts' values, (b) as a means of gaining a deep and nuanced understanding of the critical, cultural value dimensions most relevant to the successful implementation of the participant's mission in their new culture, (c) as a means of determining assignee training and development needs, and identifying strategies or recommendations in order to bridge cultural differences, and (d) as an input into the overseas candidate selection process.
- **The Intercultural Competence Profile (ICP)** is an online tool that provides an overall assessment of your current intercultural competence, showing your approach to dealing with cultural differences. ICAD stands for InterCultural Competence and Development. This is the combination of training workshops and learning processes based on the ICP tool.

### **Intercultural Conflict Style Inventory (ICS)**

[www.hammerconsulting.org](http://www.hammerconsulting.org)

[www.icsinventory.com](http://www.icsinventory.com)

Mitch Hammer

The Intercultural Conflict Style Inventory (ICS) measures how people respond to conflict in terms of two core aspects of conflict style: directness versus indirectness and emotional expressiveness versus emotional restraint. The ICS consists of 18 paired statements that represent alternative responses to conflict. The ICS can be self-administered and self-scored. The ICS and accompanying *Interpretive Guide* and *Facilitator's Manual* are available from Hammer Consulting LLC, PO Box 1388, Ocean Pines, MD, 21811. Phone: (800) 960-7708 or (410) 641-6227. Fax: (866) 708-8831. E-mail: [ICS@hammerconsulting.org](mailto:ICS@hammerconsulting.org).

### **Intercultural Development Inventory (IDI)**

[www.idiinventory.com](http://www.idiinventory.com)

Mitch R. Hammer, IDI LLC.

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

### **Intercultural Readiness Check (IRC)**

<http://www.ibinet.nl/index.php?mod=irc>

Ursula Brinkmann and Oscar van Weerdenburg

The Netherlands

The IRC assesses a person's suitability for working in a multicultural setting on four dimensions: intercultural sensitivity, communication, commitment, and management of uncertainty. The IRC can be used as a means of determining training and development needs, identifying strategies/recommendations to bridge cultural differences, and as part of selection process. The IRC is available in English, German, French, Dutch, Japanese, and Spanish, with norm scores for a wide range of countries and industries. Respondents

can access the IRC online and receive practical and in-depth feedback, including input for detailed action plans and follow-up learning.

### **Intercultural Sensitivity Inventory (ICSI)**

<http://intercultural.org/training-and-assessment-tools.html#ICSI>

D.P.S. Bhawuk and Richard Brislin

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

### **International Personnel Assessment (iPASS)**

[http://www.international.gc.ca/cil-cai/hr\\_services\\_rh.aspx?lang=eng](http://www.international.gc.ca/cil-cai/hr_services_rh.aspx?lang=eng)

Foreign Affairs and International Trade of Canada

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

- **Behavioural-Based Interview (BBI)** evaluates candidates on competencies that have shown to be critical for intercultural effectiveness. The interviewer evaluates to what extent the candidate has demonstrated the required competencies.
- **The Intercultural Adaptation Assessment (IAA)** measures a candidate's ability to judge intercultural situations. The test presents the candidate with challenging incidents that might be encountered on an international assignment. In response to each situation, the candidate is presented with four or five possible actions that can be taken to deal with the situation described. The candidate must choose the most effective response to each situation.

### **International Training and Development, LLC**

<http://www.diversityinclusioncenter.com>

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

- **DiversiScan™** is a tool to increase leadership's ability to scan the environment to identify challenges, needs, and opportunities that are critical to a company's success in a diverse world. It sharpens an organization's vision and ability to recognize diversity-related indicators within the typical organization.
- **Diversity Leadership 360°™** is an assessment tool that measures the key behaviors that each leader in an organization needs to possess and demonstrate for diversity to be successfully valued and managed. This instrument is used by organizations to continually improve and to hold leaders accountable for inclusion.
- **Diversity Competencies Assessment™** is a 65-item assessment tool that measures the many distinct skills and areas of expertise that contribute to diversity competency, in particular, the ability to value and leverage diversity. It is a self-scoring instrument and can be implemented with leaders and employees at all lev-

els as a stand-alone intervention with individuals or groups. It can be used as a skills-based module in an organization's existing diversity education effort or as a framework for subsequent skill-building training in seven skill areas.

### **ITAP International**

[www.itapintl.com](http://www.itapintl.com)

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

- **The Culture in the Workplace Questionnaire™** was developed under license from Dr. Geert Hofstede, a pioneer in cross-cultural research who created this questionnaire to illustrate culturally dependent work preferences. It is an online instrument that consists of 60 questions. The responses provide a profile using Hofstede's dimensions of individualism, power distance, certainty, achievement, and time orientation. The results create an individual profile that is matched against country averages and can be compared with up to 15 selected countries. It can be used to assist with global assignments, global work teams, and overall work-place interactions that are impacted by employees from different countries.
- **The Global Team Process Questionnaire™** measures human processes on global teams. It provides a benchmark for the global team's current effectiveness. Against that baseline, companies can measure change over time (by repeating the application of the GTPQ), identify areas for improvement, compare team results to industry averages, and, by correlating results with existing performance measures, measure team process to determine return on investment.

### **Kozai Group**

[www.kozaigroup.com](http://www.kozaigroup.com)

<http://intercultural.org/kozai.html>

Alan Bird, Mark Mendenhall, Gary Oddou, Joyce Osland, and Michael Stevens

The Kozai Group assists global organizations to develop effective human resource strategies to support their business objectives. They help clients create effective policies and practices for the selection, development, training, and reintegration of globally mobile personnel. They have two assessments to support intercultural work: the Global Competencies Inventory (GCI) and the Intercultural Effectiveness Scale (IES).

- **Global Competencies Inventory (GCI)** is designed to assess competencies critical to interacting and working effectively with people who are from different cultures. The inventory measures 17 competencies in three categories of intercultural adaptability: perception management, relationship management, and self-management. This instrument can be used as part of an assessment process for succession planning, selection, career planning, team building, coaching, or professional development.
- **Intercultural Effectiveness Scale (IES)** is an instrument used by profit and non-profit organizations, including government agencies and educational institutions, especially in international education. It was developed specifically to evaluate the competencies critical to interacting effectively with people who are from different



cultures. However, the competencies assessed are equally applicable to evaluating how well people work with those who are different from them on a range of dimensions, including gender, generation, ethnic group, religious affiliation, and so forth. The IES focuses on nine competencies in three categories of intercultural effectiveness. These three dimensions are combined to generate an Overall Intercultural Effectiveness score in the individual feedback report.

### **Learning Styles Inventory (LSI)**

<http://learningfromexperience.com/tools/kolb-learning-style-inventory-lsi/>

David Kolb

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

### **NEO PI-R**

<http://www.hogrefe.co.uk/neopir.html>

The NEO PI-R is a personality assessment tool based on the Big Five Model of personality, which consists of five critical dimensions that account for major individual differences in personality. The Big Five is one of the few personality models that is valid across cultures. Research has shown clear links between overseas assignment success and certain Big Five clusters of traits. The NEO PI-R enables executives to understand how ingrained behavior patterns affect their management style, and it also builds an awareness of automatic behavioral tendencies. The NEO PI-R is administered by Hogrefe Ltd, the UK arm of the Hogrefe Group, Europe's leading publisher of psychology journals, books, and psychometric assessments.

### **Peterson Cultural Style Indicator (PCSI)**

[www.AcrossCultures.com](http://www.AcrossCultures.com)

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

### **PICO Profiler**

<http://www.pico-global.com/Profiler/ProfilerHome.aspx>

- **The PICO Profiler** is an online instrument intended for those who live or work in an intercultural environment. It is used to create a PICO Profile, an individualized analysis of how the user adapts to the challenges of interacting with people from

other cultural backgrounds. The PICO Profiler is used as an educational tool for intercultural training and coaching and as a self-assessment tool.

- **PICO Deep Culture Survey** collects information about cultural values from people in different countries. This survey is testing the idea that people will tend to answer these questions differently based on unconscious cultural assumptions.
- **The Intercultural Language Learning Profiler (ILL-P)** helps English learners reflect on their feelings about their foreign language self and intercultural identity. Learners take a short questionnaire which produces a profile of their "Intercultural Language Learning Self."

### **Polaris® Global Leadership Competency Model and 360° Assessment Survey**

[www.espritgloballearning.com](http://www.espritgloballearning.com)

Carolyn Feuille and Bruce Griffiths

These pioneering tools, developed by Esprit Global Learning in collaboration with Organization Systems International, assess the essential competencies for global leaders' success across cultural borders. The Polaris® Global 360° provides individual managers with multi-rater feedback on essential global leadership competencies from as many as 17 respondents. It is designed as a professional development tool for managers with global responsibilities. Organizations can also use the Polaris® Global 360° to identify candidates for expatriate assignments. The assessment is conducted with a debriefing by a certified coach, an action plan, and a development guide, the Polaris® Global Leadership Competency Dictionary.

### **Survey on Intercultural Relocation Adaptability (SIRA)**

[www.grovetwell.com/expat-360-assessment.html](http://www.grovetwell.com/expat-360-assessment.html)

Richard Mansfield and Cornelius Grove

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

### **TMC**

[www.tmc corp.com](http://www.tmc corp.com)

TMC, a consulting and learning solutions company, helps organizations to leverage differences and similarities for maximum performance to reduce risk and enhance innovation and effectiveness. They have developed the following assessment tools: the Cultural Orientations Indicator ® (COI), and the Inclusive Leadership Profile (ILP).

- **Cultural Orientations Indicator ® (COI)**

The COI is a statistically valid online cultural assessment that measures a person's work style preferences against 10 dimensions of culture, generating an analysis of cultural gaps by comparing the user's COI cultural profile with national and re-

gional cultural profiles. The COI assessment is available in 13 different languages.

- **Inclusive Leadership Profile™ (ILP)**

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

### **The International Profile (TIP)**

[www.chariscorp.com](http://www.chariscorp.com)

- **The International Profiler (TIP)** is a questionnaire and feedback process that helps professionals reflect on where their strengths and limits are for working internationally. TIP is an online questionnaire that is used to generate personal feedback profiles that portray the way individuals typically work with people from cultural backgrounds different from their own. The information from TIP is interpreted and fed back by a trained and licensed Charis consultant. The participant receives a detailed feedback book; personal development plans and coaching can be provided. TIP feedback can be done on a one-to-one basis or as part of a training session with a group.
- **The Engineering Trust™ Scale (ETS)** is a personal assessment tool to measure how people decide to trust across cultures. It identifies four personal trust strategies, predicts how others are motivated to trust, and enables teams to build trust, engagement, and collaboration across cultures.
- **International Team Trust Indicator (ITTI)** is an assessment for intact teams that assesses trust levels and trust deficits within existing teams, along 10 culturally sensitive trust criteria.
- **Organization Trust Index (OTI)** is a validated assessment that measures trust levels in five dimensions, and offers comparisons of data with eight countries. Areas of strength and weakness are identified that can be used to develop plans to build or reinforce trust in the organization.

### **Tucker International, LLC**

[www.tuckerintl.com](http://www.tuckerintl.com)

Michael Tucker

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

- **International Mobility Assessment (IMA)** is a self-assessment process for international assignment candidates and their families. It is designed to be used early in the process of international assignment decisions so candidates can decide for themselves if they are ready to take on the challenges of living and working in another country. There are two interactive assessments available online, one for families and one for singles.
- **Overseas Assignment Inventory (OAI)/International Candidate Evaluation (ICE)** are linked self-response instruments. Together these instruments assess:
  - Motivations for seeking or accepting an international assignment
  - Expectations about such an assignment
  - Attitudes and attributes that contribute to intercultural adjustment
  - The OAI and ICE are available in English, French, and German, and can be used in booklet form or by means of the Internet.
- **The TAP® Tucker Assessment Profile** is an assessment instrument and developmental coaching process used by companies to select and/or develop their expatriate personnel. It measures an individual's motivations, expectations, and 12 other competencies required for successful intercultural adjustment. The assessment is based on the 14 competency model, featuring scales that predict intercultural adjustment over time, which is highly correlated with expatriate performance.
- **The Global Leader TAP® Tucker Assessment Profile (GLTAP)** is a leadership development instrument and feedback process measuring nine key competencies essential for global leadership success. This assessment is used by companies to assist in the development of their global leaders.
- **The Survey of Global Business Experience (GBE)** is an assessment instrument that measures the following three critical areas of global leader success. The GBE employs a unique 20-point scale that measures the three success areas with very high reliability.
- **The Survey of Expatriate Training and Development (SETD)** contains highly reliable scales that measure six factors that have proven to differentiate between expatriates who adjust well to their countries of assignment and those who do not. These factors account for some 45% of successful expatriate job performance.
- The SETD Feedback Guide helps expatriates to benchmark themselves against the database and to deepen their intercultural adjustment during the remainder of their assignment.

### **Worldprism Profiler**

[www.tmaworld.com](http://www.tmaworld.com)

Terence Brake

This is an in-depth profiling tool that allows users to identify their own cultural orientations, compare themselves with others, and identify appropriate strategies for working effectively with differences. There are three levels of users for the Worldprism Profiler: first, individuals who manage and/or interact with different cultures through various business roles; second, cross-border teams who can increase awareness of differences among members; and third, organizations who want to profile their dominant organizational culture.

# An Introductory Guide to Selected Training and Teaching Resources

(Revised 2016)

Many of the publications in this section contain simulations and different training and educational exercises. The following section, “Simulation Games for Intercultural Learning,” includes annotated descriptions of several simulations and a list of distributors.

**This bibliography is divided into two sections:**

1. General Training
2. Intercultural/Diversity Training

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# Simulation Games for Intercultural Learning

## ***An Alien Among Us***

Source: Intercultural Press

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

## ***The Albatross***

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

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

## ***Bafa Bafa***

Source: Simulation Training Systems

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

## ***Barnaga***

Source: Nicholas Brealey Publishing

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

## ***The New Commons Game***

Source: Richard Powers

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

## ***Conducting Planning Exercises***

Source: Simulation Systems

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

***Death of a Dissident***

Source: American Forum for Global Education

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

***Diversafari***

Source: Executive Diversity Services or  
Intercultural Communication Institute

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

***Diversophy: Understanding the Human Race***

Source: George Simons International

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

***Ecotonos***

Source: Intercultural Communication Institute

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

***Fire in the Forest***

Source: American Forum for Global Education

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

***It's Not My Problem***

Source: Simulation Technologies

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

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

Source: Center for Creative Leadership

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

***The Owl***

Source: Beyond Experience, 2nd edition O/P

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

***Randömia Balloon Factory***

Source: Nicholas Brealey Publishing

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

***Redundancia: A Second Language Simulation***Source: Nipporica Associates  
or Intercultural Communication Institute

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

***Rockets and Sparklers***

Source: Nicholas Brealey Publishing

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

***Simulation Games by Thiagi***Source: Diversity Simulation Games by Thiagi  
Sivasalilam Thiagarajan "Thiagi"

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

***Star Power***

Source: Simulation Training Systems

Participants have a chance to progress from one level of society to another by acquiring wealth through trading with the other participants. Groups are formed based on economic status and develop their own cultural characteristics. When the most "successful" are allowed to change the rules of the game, conflict usually results. Demonstrates how groups develop a "culture," but most importantly, enables many participants to deal with their assumptions about the uses and abuses of power.

***Where Do You Draw the Line***

Source: Simulation Training Systems

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

## Distributors

### **American Forum for Global Education**

120 Wall Street Suite 2600  
New York NY 10005  
Web: [www.globaled.org](http://www.globaled.org)

### **Center for Creative Leadership (USA)**

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

### **Center for Creative Leadership (Europe)**

Avenue de Tervueren 270  
Tervurenlaan  
B- 1150 Brussels, Belgium  
Phone: +32 (0) 2 679 09 10  
Fax: +32 (0) 2 673 63 06  
Email: [ccl.europe@ccl.org](mailto:ccl.europe@ccl.org)  
Web: [www.ccl.org](http://www.ccl.org)

### **Center for Creative Leadership (Asia)**

238A Thomson Road #16-06/08  
Novena Square Tower A  
Singapore 307684  
Phone: +65 6854 6000  
Fax: +65 6854 6001  
Email: [cclasia@ccl.org](mailto:cclasia@ccl.org)  
Web: [www.ccl.org](http://www.ccl.org)

### **George Simons International**

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

### **Nicholas Brealey Publishing**

3-5 Spafield St., Clerkenwell  
London EC1R 4QB UK  
+44 207 239 0360  
+44 207 239 0370  
Web: [www.nicholasbrealey.com](http://www.nicholasbrealey.com)

### **Simulation Training Systems**

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

### **Workshops by Thiagi**

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

## Professional Associations for Gaming and Simulations

### **Association for Business Simulation and Experiential Learning (ABSEL)**

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

### **North American Simulation and Gaming Association (NASAGA)**

Email: [info@nasaga.org](mailto:info@nasaga.org)  
Web: [www.nasaa.org](http://www.nasaa.org)

### **Simulation and Gaming Association - The Netherlands (SAGANET)**

Email: [info@SAGANET.nl](mailto:info@SAGANET.nl)  
Web: [www.saganet.nl](http://www.saganet.nl)

**Digital Games Research Association (DiGRA)**

Email: [coordinator@digra.org](mailto:coordinator@digra.org)

Web: [www.digra.org](http://www.digra.org)

**Federation of European Simulation Societies (EUROSIM)**

Web: [www.eurosim.info](http://www.eurosim.info)

**International Simulation and Gaming Association (ISAGA)**

Eugenijus Bagdonas (President)  
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Web: [www.isaga.info](http://www.isaga.info)

**Japan Association of Simulation and Gaming (JASAG)**

Phone: (03) 5389-6278

Fax: (03) 3368-2822

Email: [secretary@jasag.org](mailto:secretary@jasag.org)

Web: [www.jasag.org](http://www.jasag.org) (Japanese)

**Society of Simulation & Gaming of Singapore (SSAGSg)**

c/o Department of Information Systems  
School of Computing, National University of  
Singapore

Building "Computing 1", #03-68

Law Link

Singapore 117590

Email: Online Form

Web: [www.ssagsg.org](http://www.ssagsg.org)

**Swiss Austrian German Simulation and Gaming Association (SAGSAGA)**

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Web: [www.sagsaga.org](http://www.sagsaga.org)

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

Email: [Alison.Parrett@nottingham.ac.uk](mailto:Alison.Parrett@nottingham.ac.uk)

Web: [www.simulations.co.uk/sagset](http://www.simulations.co.uk/sagset)

# Useful and Interesting Web Sites

(Revised 2016)

**This list is divided into sections:**

1. Culture-Specific Information
2. Expatriation
3. General Intercultural Education
4. International Business
5. International Education
6. Travel
7. US Domestic Diversity and Inclusion
8. Civil Rights Organizations

## 1. Culture-Specific Information

[www.ajc.org](http://www.ajc.org)

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

[www.al-bab.com](http://www.al-bab.com)

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

[www.bcwnetwork.com](http://www.bcwnetwork.com)

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

<http://www.cetel.org/res.html>

The Center for Educational Telecommunications (CET) is a not-for-profit organization devoted to producing, publishing and consulting in the area of multiculturalism, with a special interest in Asian and Asian American concerns.

[www.cushcity.com/main.htm](http://www.cushcity.com/main.htm)

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

[www.engagingamerica.org](http://www.engagingamerica.org)

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

[www.euroamerican.org](http://www.euroamerican.org)

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

[www.lanic.utexas.edu](http://www.lanic.utexas.edu)

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

[www.huffingtonpost.com/entry/memoirs-and-autobiographies-written-by-latinas-every-woman-should-read\\_us\\_56e72d69e4b065e2e3d7025b](http://www.huffingtonpost.com/entry/memoirs-and-autobiographies-written-by-latinas-every-woman-should-read_us_56e72d69e4b065e2e3d7025b)

HuffPost Latino Voices. 11 Memoirs and Autobiographies written by Latinos Every Woman should Read.

[www.memory.loc.gov/ammem/browse](http://www.memory.loc.gov/ammem/browse)

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

[www.mideastweb.org/mewcultlinks.html](http://www.mideastweb.org/mewcultlinks.html)

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

[www.nativeweb.org](http://www.nativeweb.org)

Links to resources for indigenous cultures around the world

[www.thetaskforce.org](http://www.thetaskforce.org)

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

[www.waytorussia.net](http://www.waytorussia.net)

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

<http://www.firstnationsfilms.com>

First Nations Film – Since 1998 - creates and distributes award-winning television documentary films for, by, and about Indigenous people - Sharing Our Stories! These exclusive programs are distributed to broadcasters, schools, libraries, universities, and other individuals and institutions throughout the world.

## **2. Expatriation**

[www.aportableidentity.com](http://www.aportableidentity.com)

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

[www.easyexpat.com](http://www.easyexpat.com)

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

[www.escapeartist.com](http://www.escapeartist.com)

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

[www.expatexchange.com](http://www.expatexchange.com)

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

[www.expatexpert.com](http://www.expatexpert.com)

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



[www.expatsfocus.com](http://www.expatsfocus.com)

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

[www.expatriates.com](http://www.expatriates.com)

An online community and resource center, similar to craigslist, for expatriates.

[www.expatswomen.com](http://www.expatswomen.com)

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

[www.figt.org](http://www.figt.org)

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

[www.liveabroad.com](http://www.liveabroad.com)

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

[www.tckids.com](http://www.tckids.com)

TCKid is an active global community of Third Culture Kid (TCK) adults and youth across geographical boundaries.

[www.tckworld.com](http://www.tckworld.com)

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

[www.transition-dynamics.com](http://www.transition-dynamics.com)

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

[www.transitionsabroad.com/index.shtml](http://www.transitionsabroad.com/index.shtml)

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

[www.workpermit.com](http://www.workpermit.com)

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

### **3. General Intercultural Education**

[www.awesomelibrary.org](http://www.awesomelibrary.org)

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

[www.dialogin.com](http://www.dialogin.com)

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

[www.diversophy.com](http://www.diversophy.com)

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

[www.interculturalrelations.com](http://www.interculturalrelations.com)

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

[www.new-paradigm.co.uk/Appreciative.htm](http://www.new-paradigm.co.uk/Appreciative.htm)

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

[www2.pacific.edu/sis/culture](http://www2.pacific.edu/sis/culture)

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

<http://www.peacecorps.gov/www/lesson-plans/>

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

[www.thiagi.com](http://www.thiagi.com)

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

## **4. International Business**

[www.aperianglobal.com](http://www.aperianglobal.com)

Aperian Global, a global consulting, training and web tools firm, offers a free newsletter and research-based articles on topics such as global leadership, teamwork, innovation, and outsourcing. Aperian has developed a battery of online assessments for intercultural work, and GlobeSmart, an industry-leading web tool that provides practical information for conducting business in over 80 countries.

[www.executiveplanet.com](http://www.executiveplanet.com)

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

[www.geert-hofstede.international-business-center.com](http://www.geert-hofstede.international-business-center.com)

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

[www.getcustoms.com](http://www.getcustoms.com)

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

[www.globaledge.msu.edu](http://www.globaledge.msu.edu)

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

[www.global-excellence.com](http://www.global-excellence.com)

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

[www.knowledge.insead.edu](http://www.knowledge.insead.edu)

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

[www.pimnetwork.org/member-schools/resources](http://www.pimnetwork.org/member-schools/resources)

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

[www.thunderbird.edu](http://www.thunderbird.edu)

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

## **5. International Education**

[www.amideast.org](http://www.amideast.org)

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

[www.ciee.org](http://www.ciee.org)

Council on International Educational Exchange has been in pursuit of its mission, "to help people gain understanding, acquire knowledge, and develop skills for living in a globally interdependent and culturally diverse world." It provides information regarding international education programs, training, teaching, host and connection, etc.

[www.cies.org](http://www.cies.org)

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

[www.eaie.org](http://www.eaie.org)

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

[www.eduref.net](http://www.eduref.net)

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

[www.forumea.org](http://www.forumea.org)

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

[http://globaled.us/SAFETI/about\\_safeti.asp](http://globaled.us/SAFETI/about_safeti.asp)

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

[www.iiepassport.org](http://www.iiepassport.org)

IIEPassport offers a comprehensive search tool for study abroad programs.

[www.rainbowsig.org](http://www.rainbowsig.org)

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

[www.mesa.arizona.edu](http://www.mesa.arizona.edu)

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

[www.nafsa.org/ppc-pubs](http://www.nafsa.org/ppc-pubs)

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

[www.studyabroad.com/b/default.aspx](http://www.studyabroad.com/b/default.aspx)

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

[www.studyabroad101.com](http://www.studyabroad101.com)

Comprehensive online collection of student reviews on study, volunteer, travel and work abroad programs.

[www.un.org/Pubs/CyberSchoolBus](http://www.un.org/Pubs/CyberSchoolBus)

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

## **6. Travel**

[www.miusa.org](http://www.miusa.org)

Web site for Mobility International USA - empowering people with disabilities around the world by ensuring their inclusion in international exchange and

international development programs. Includes links to international exchange programs, books, videos, and related web sites.

[www.travel.state.gov](http://www.travel.state.gov)  
U.S. State Department updated travel advisory information, passport and visa procedures and general travel notices.

## **7. U.S. Domestic Diversity and Inclusion**

[www.advocate.com](http://www.advocate.com)  
A national gay and lesbian newsmagazine that addresses the latest issues and breaking stories shaping the lives of gay and straight America. Some international news is included.

[www.ahead.org](http://www.ahead.org)  
Association on Higher Education and Disability

[www.diversitycentral.com](http://www.diversitycentral.com)  
A major source for in-depth information regarding diversity issues. Articles are indexed and can be accessed back to 1985.

[www.diversityinc.com](http://www.diversityinc.com)  
An online magazine serving as a one-stop resource of information on how diversity affects employees, suppliers, and customers. Includes daily diversity news and updates, recruiting and retaining a diverse workforce, and more.

[www.diversityweb.org](http://www.diversityweb.org)  
Home of *Diversity & Democracy*, AAC&U's periodical publication on diversity, global learning, and civic engagement in higher education.

[www.diversityworking.com](http://www.diversityworking.com)  
A diversity job board and diversity recruitment for employers managing diversity in the workplace. It hosts a global database of over 250,000 active and non-duplicated jobs from diversity-minded employers.

[www.diversityjournal.com](http://www.diversityjournal.com)  
Bi-monthly online journal, whose prime focus is senior leadership involvement, best practices, workforce diversity strategies and recognition of employee contribution. Subscription fee.

[www.umd.edu/diversity/](http://www.umd.edu/diversity/)  
Diversity Database of University of Maryland.

[www.tolerance.org](http://www.tolerance.org)  
A project of the Southern Poverty Law Center. This site provides information and activities directed toward fighting hate and promoting tolerance. Especially useful for K-12 teachers, children, and parents.

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

## **8. Civil Rights Organizations**

- AACU/UM Diversityweb - [www.diversityweb.org](http://www.diversityweb.org)
- Affirmative Action and Civil Rights (University of Colorado) - [ucblibraries.colorado.edu/govpubs/us/affact.htm](http://ucblibraries.colorado.edu/govpubs/us/affact.htm)
- African American Web Connection - [aawc.com](http://aawc.com)
- American-Arab Anti-Discrimination Committee - [www.adc.org](http://www.adc.org)
- American Civil Liberties Union - [www.aclu.org](http://www.aclu.org)
- American Association of University Women - [www.aauw.org](http://www.aauw.org)
- Anti-Defamation League - [www.adl.org](http://www.adl.org)
- Association on Higher Education and Disability - [www.ahead.org](http://www.ahead.org)
- American Society on Aging - [www.asaging.org](http://www.asaging.org)
- Asian American Resources - [www.dartmouth.edu/~hist32/Books/Topic.htm](http://www.dartmouth.edu/~hist32/Books/Topic.htm)
- Balch Institute for Ethnic Studies - [www.balchinstitute.org](http://www.balchinstitute.org)
- By Any Means Necessary (BAMN) - [www.bamn.com](http://www.bamn.com)
- Center for the Study of White American Culture - [www.euroamerican.org](http://www.euroamerican.org)
- Committee on Institutional Cooperation - [www.cic.net](http://www.cic.net)
- Cooperative Artists Institute - [www.tribal-rhythms.org](http://www.tribal-rhythms.org)
- Disability.Gov - [www.disability.gov](http://www.disability.gov)
- Diversity Database - [www.umd.edu/diversity](http://www.umd.edu/diversity)
- European Centre for Minority Issues - [www.ecmi.de](http://www.ecmi.de)
- Great Lakes ADA Center - [www.adagreatlakes.org](http://www.adagreatlakes.org)
- Office for Multicultural Learning of Santa Clara University - [www.scu.edu/cml/about](http://www.scu.edu/cml/about)
- Multidisciplinary Program in Inequality & Social Policy - [www.ksg.harvard.edu/inequality](http://www.ksg.harvard.edu/inequality)
- National Association for the Advancement of Colored People - [www.naACP.org](http://www.naACP.org)
- National Association for Equal Opportunity in Higher Education - [www.nafeonation.org](http://www.nafeonation.org)
- National Association for Multicultural Education - [www.nameorg.org](http://www.nameorg.org)
- National Coalition Building Institute, NCBI - [www.ncbi.org](http://www.ncbi.org)
- National Gay & Lesbian Task Force - [thetaskforce.org](http://thetaskforce.org)
- National Organization for Women - [www.now.org](http://www.now.org)
- Office of Minorities in Higher Education is now ACE's Center for Advancement of Racial and Ethnic Equity - [www.acenet.edu/](http://www.acenet.edu/)
- Poverty & Race Research Action Council - [www.prrac.org](http://www.prrac.org)

- Proutist Universal - [www.prout.org](http://www.prout.org)
- Russell Sage Foundation - [www.russellsage.org](http://www.russellsage.org)
- Simon Wiesenthal Center - [www.wiesenthal.com](http://www.wiesenthal.com)
- Southern Poverty Law Center - [www.splcenter.org](http://www.splcenter.org)
- The Women's Education Equity Act Program - [www.ed.gov/programs/equity/index.html](http://www.ed.gov/programs/equity/index.html)
- Tolerance.org - [www.tolerance.org](http://www.tolerance.org)
- Tribal College Journal of American Indian Higher Education - [www.tribalcollegejournal.org](http://www.tribalcollegejournal.org)
- United for a Fair Economy - [www.faireconomy.org](http://www.faireconomy.org)

# **Career Planning in the Intercultural Field**

## **The Changing Realities of the World of Work**

Internationally and domestically the world of work is quickly changing. The current economic crisis has forced organizations to consolidate and downsize, and intercultural jobs are not always seen as essential until a crisis occurs. However, as the economy improves, there are likely to be opportunities for consulting or contract work.

The labor market has been changed dramatically in the past few decades and will continue to evolve throughout the 21<sup>st</sup> century. One major shift is in the composition of workers in the labor market. Statistics from U.S. Bureau of Labor Statistics illustrate some of the changes in the United States. The labor force is aging. The number of people 25 to 34 years old is expected to decline by almost three million in the next seven years, while the number of people 45 to 64 will grow faster than any other age group. There are increases in the number of workers of Asian and Hispanic origin, and a corresponding decrease in the proportion of white (non-Hispanic) workers. These dynamics will increase the need for everyone in the workforce to learn more about diversity and intercultural communication.

William Bridges (1994), an executive management consultant, anticipated many of the changes we have experienced in the labor market already, insisting that the modern world is on the verge of a huge leap in creativity and productivity. He recognizes that while there will always be enormous amounts of work to do, “it will not be contained in the familiar envelopes we call jobs.” He equates today’s struggle to find jobs like fighting over deck chairs on the Titanic. Not only are jobs disappearing as a result of downsizing, restructuring, or layoffs, but the job concept itself is losing ground. The traditional, structured job, with job descriptions and responsibilities, is no longer adaptive and is being phased out. The trend is for employers to reduce full-time staff and look for specialized temporary help when the need arises. Futurist Tom Peters warns that the transformation of today’s employees into “business people” rather than “job-holders” will be “utterly wrenching” and that it will take decades. The result of these changes is that many companies now prefer to hire consultants, part-time employees, life-of-project employees, or contract workers for specialized needs, especially in intercultural fields.

As traditional jobs with defined work descriptions are gradually being replaced by teams gathered for short-term work projects, management as we know it is also changing. Bridges quotes survey experts who say that 75% of middle-managers are gone. There are now “project managers” and “employee coaches.” Computers do the chores and control is in the hands of the people who manage information and feedback systems.

Bridges has a lot to say about getting through this transition period when people still think in terms of traditional work. This transition will be difficult because health, pension, and other benefits are still locked into jobs. We have depended on jobs for identity, social circles, and security. Bridges indicates that the U.S. government’s concern about “creating jobs” is unrealistic. This is trying to hold on to a reality that is



disappearing instead of planning for what will replace it. The concept of “jobs” inhibits change and growth, but it is necessary to think in terms of what work needs to be done.

Bridges’ “new rules” to survive the rocky road to change include the following:

- Education will continue to be important; however, the skills and knowledge needed will be constantly changing. People must be able to think, communicate, and solve problems.
- Look for “work that needs doing” and offer your services as an external vendor. Find ways to solve problems. Discover the essential things that you can do that technology cannot.
- Manage yourself as if you are a business: “Me, Inc.” This includes sales, quality, development, customer service, marketing, and so forth.
- Watch for new opportunities where you can use and develop your skills and knowledge. More and more we are finding that people draw from many sources and on various resources to develop their own unique careers.
- Create your own benefit program. Learn about health care, retirement, and investments.
- Teach your children flexibility, how to cooperate with each other, and to be self-starting, self-sustaining, creative, and have a clear sense of self—with dreams.

## Considerations

- **What type of organization would you like to work in—public sector (nonprofit or government) or private (corporate)?** Don’t rule out government jobs. Diversity programs in state and local governments are becoming increasingly important. In addition, intercultural communication work is ongoing in both the criminal justice and health care systems. In the U.S., one of the fastest growing industries is health care.
- **What do you want to spend your time doing?** You may want to do full-time training or you may prefer doing a variety of tasks. Most trainers start off performing other, more traditional functions and train for only a portion of their time. As they get more experience and expertise, the proportion of time spent training may increase.
- **Do you want to work independently or as part of a larger organization?** Some trainers work as independent consultants, which can be very challenging. Others prefer to work within an organization or department in a larger corporation or institution that provides training services.

- **What industries are expected to grow?** In the U.S., the fastest growing areas for jobs are in computers and health care. Increases are also anticipated in the transportation industry and social services. All of these are potential areas for intercultural training and management. The number of jobs in the “job training and related services” occupations are expected to increase over the next 10 years, with an increase in 23% for all training and development specialists (all specializations, *Occupational Outlook Handbook, 2010-2011 ed.*). More traditional job training would benefit from the addition of an intercultural perspective as the workforce becomes increasingly diverse.

## Decision-Making in the Career Process

So, once you know who you are, the options, and what the experts recommend, how do you decide what to pursue? There are many different styles and techniques for decision-making, but think about what has worked for you in making big decisions in the past. Many people find writing or talking about their choices helps to clarify things. It is also helpful to network. Talk to everyone you can who’s doing anything in the field. Make yourself known, and sometimes opportunities will present themselves. You might also learn that you’re not interested in some of the options. A great way to do this is “informational interviewing” —interviewing not for a specific job opening, but rather to gather information about a field and its general conditions and opportunities.

There are numerous resources to help you in the process of decision-making:

- **The Internet:** The Internet is a wonderful resource when you are looking at career options, job listings, or exploring communities where potential jobs are located. See the listings in the “Additional Resources” section at the end of this guide or use search engines to find web sites.
- **College career centers:** Alumni and community members are sometimes welcome to use the resources of college and university career centers. They frequently have a wealth of resources as well as counselors for assistance.
- **Books:** There is an ever growing collection of books related to the career search process. Ask at your local bookstore or library.
- **National and international associations:** Associations have publications as well as conferences where you can talk to people about what it is they really do in their job. Some associations have job listings and systems for conducting job interview at conferences.
- **Professional career counselors:** Counselors are trained to help you in this process. You may find it helpful to consult with one.

## Additional Resources

### General Career Guides

- Boldt, Laurence. *How to Find the Work You Love*. Rev. ed. New York: Penguin, 2004.
- Boldt, Laurence. *Zen and the Art of Making a Living*. Rev. ed. New York: Penguin, 2009.
- Bolles, Richard N. *The Three Boxes of Life and How To Get Out of Them: An Introduction to Career-Life Planning*. Berkeley, CA: Ten Speed Press, 1975.
- Bolles, Richard N. *What Color is Your Parachute? 2015: A Practical Manual for Job-Hunters and Career-Changers*. Rev ed. Berkeley, CA: Ten Speed Press, 2014.
- Bridges, William. *Creating You & Co.: Learn to Think Like the CEO of Your Own Career*. Reading, MA: Addison-Wesley, 1997.
- Edwards, Paul, and Sarah Edwards. *Finding Your Perfect Work: The New Career Guide to Making a Living, Creating a Life*. Rev ed. New York: Penguin/Tarcher, 2003.
- Hall, Douglas T. *The Career Is Dead--Long Live the Career: A Relational Approach to Careers*. San Francisco, CA: Jossey-Bass Publishers, 1996.
- Sineta, Marsha. *Do What You Love, the Money Will Follow*. New York: Paulist Press, Dell Books, 1989.
- Sonnenblick, Carol, Michael Basciano, and Kim Crabbe. *Job Hunting Made Easy*. New York: Learning Express, 1997.
- Tieger, Paul, and Barbara Tieger. *Do What You Are: Discover the Perfect Career for You Through Secrets of Personality Type*. 5<sup>th</sup> ed. New York: Little, Brown, 2014.
- Yates, Martin. *Knock 'Em Dead 2015: The Ultimate Job Search Guide*. Rev ed. Holbrook, MA: Adams Media, 2014.

### Career Transitions

- Bridges, William. *Transitions: Making Sense of Life's Changes*. Rev. ed. Reading, MA: Addison-Wesley, 2004.
- Charland, William. *The Complete Idiot's Guide to Changing Careers*. New York: Alpha Books, 1998.
- DiMarco, Cara. *Career Transitions: A Journey of Survival and Growth*. Scottsdale, AZ: Gorsuch Scarisbrick, 1997.
- Hansen, Lorraine Sundal. *Integrative Life Planning: Critical Tasks for Career Development and Changing Life*. San Francisco, CA: Jossey-Bass Publishers, 1997.
- Helfand, David P. *Career Change: Everything You Need to Know to Meet New Challenges and Take Control of Your Career*. 2<sup>nd</sup> ed. Lincolnwood, IL: VGM Career Horizons, 1999.
- Lore, Nicholas. *The Pathfinder: How to Choose or Change Your Career for a Lifetime of Satisfaction and Success*. Rev ed. New, NY: Touchstone, 2012.
- Schlossberg, Nancy K., and Susan Porter Robinson. *Going to Plan B: How You Can Cope, Regroup, and Start Your Life on a New Path*. New York: Simon & Schuster, 1996.
- Smye, Marti. *Is It Too Late to Run Away and Join the Circus?: A Guide for Your Second Life*. Rev. ed. New York: McMillan, 2002.
- Weinstein, Bob. *"So What If I'm 50?"* New York: McGraw-Hill, 1996.

## International Careers

- Bell, Arthur H. *Great Jobs Abroad*. New York: McGraw-Hill, 1997.
- Carland, Maria Pinto, and Michael Trucano, eds. *Careers in International Affairs*. 8<sup>th</sup> ed. Washington, D.C.: Georgetown University Press, 2008.
- Griffith, Susan. *Teaching English Abroad 2015: Your Expert Guide to Teaching English Around the World*. 14<sup>th</sup> ed. Oxford: Vacation-Work, 2015.
- Harlow, Victorie, and Edward Knoppman, eds. *American Jobs Abroad*. Detroit, MI: Gale Research, 1994.
- Kocher, Eric, with Nina Segal. *International Jobs: Where They Are, How to Get Them*. 6<sup>th</sup> ed. Reading, MA: Addison-Wesley Publishing, 2003.
- Krannich, Ronald, and Caryl Krannich. *Almanac of International Jobs and Careers*. Manassas Park, VA: Impact Publications, 1998.
- Krannich, Ronald, and Caryl Krannich. *Complete Guide to International Jobs and Careers*. 2<sup>nd</sup> ed. Manassas Park, VA: Impact, 1992.
- Krannich, Ronald, and Caryl Krannich. *International Jobs Directory: 1001 Employers and Great Tips for Success!* 3<sup>rd</sup> ed. Manassas Park, VA: Impact Publications, 1999.
- Krannich, Ronald, and Caryl Krannich. *Jobs and Careers with Nonprofit Organizations: Profitable Opportunities with Nonprofits*. 2<sup>nd</sup> ed. Manassas Park, VA: Impact Publications, 1999.
- Milner, Toby. *The Directory of Work and Study in Developing Countries*. 3<sup>rd</sup> ed. Oxford: Vacation-Work, 1997.
- Rabe, Monica. *Culture Shock!: Living and Working Abroad*. Eugene, OR: Wipf and Stock, 2009.
- Seelye, H. Ned, and J. Lawrence Day. *Careers for Foreign Language Aficionados and Other Multilingual Types*. 2<sup>nd</sup> ed. Lincolnwood, IL: VGM Career Horizons (NTC Publishing Group), 2001.
- The Editors of Transitions Abroad Publishing. *Work Abroad: The Complete Guide to Finding a Job Overseas*. 4<sup>th</sup> ed. Amherst, MA: Transitions Abroad, 2002.

## Books that Identify Trends in the Workplace

- Bridges, William. *The Character of Organizations*. Rev. ed. Palo Alto, CA: Consulting Psychologists Press, 2000.
- Bridges, William. *Job Shift: How to Prosper in the Workplace Without Jobs*. Menlo Park, CA: Addison-Wesley, 1994.
- D'Amico, Carol, and Richard Judy. *Work Force 2020: Work and Workers in the 21st Century*. Indianapolis, IN: Hudson Institute, 1997.
- Dent, Harry S., Jr. *Job Shock*. New York: St. Martin's Press, 1995.
- Fox, Matthew. *The Reinvention of Work: A New Vision of Livelihood for Our Time*. San Francisco, CA: HarperSanFrancisco, 1994.
- Rifkin, Jeremy. *The End of Work: The Decline of the Global Labor Force and the Dawn of the Post Market Era*. New York: Putnam, 1994.

## **Working as a Consultant**

- Bellman, Geoffrey M. *The Consultant's Calling: Bringing Who You Are to What You Do*. Rev. ed. San Francisco, CA: Jossey Bass, 2001.
- Bermont, Hubert. *How to Become a Successful Consultant in Your Own Field*, 3<sup>rd</sup> ed. Rocklin, CA: Prima Publishing, 1997.
- Cook, Mary F. *Consulting on the Side: How to Start a Part-Time Consulting Business While Still Working at Your Full-Time Job*. New York: John Wiley and Sons, 1996.
- Holtz, Herman. *The Concise Guide to Becoming an Independent Consultant*. New York: John Wiley and Sons, 1999.
- Holtz, Herman. *The Consultant's Guide to Proposal Writing*. 3<sup>rd</sup> ed. New York: John Wiley and Sons, 1998.
- Kishel, Gregory, and Patricia Kishel. *How to Start and Run a Successful Consulting Business*. New York: John Wiley and Sons, 1996.
- Lewin, Marsha D. *The Consultant's Survival Guide: 14 Ways to Sustain Your Business in a Tight Economy*. New York: John Wiley and Sons, 1997.
- Salmon, Bill, and Nate Rosenblatt. *The Complete Book of Consulting*. Ridgefield, CT: Round Lake, 1995.

## **Working in Education**

- Garshick, Ellen, ed. *Directory of Professional Preparation Programs in TESOL in the United States and Canada, 1999-2001*. Alexandria, VA: TESOL, 1999.
- Gebhard, Jerry G. *Teaching English As a Foreign or Second Language: A Self-Development and Methodology Guide*. 2<sup>nd</sup> ed. Ann Arbor, MI: University of Michigan Press, 2006.
- Mueller, Sherry Lee. *Working World: Careers in International Education, Exchange, and Development*. Rev. ed. Washington, D.C.: NAFSA, 2008.
- Paige, R. Michael, ed. *Education for the Intercultural Experience*. 2<sup>nd</sup> ed. Yarmouth, ME: Intercultural Press, 1993.
- Young, Nancy, with G. Althen. *The Handbook of International Student Advising*. 3<sup>rd</sup> ed. , Portland, OR: Intercultural Interaction, 2013.

## **Journals/ Newspapers**

- American Demographics: Consumer Trends for Business Leaders*. Intertec, PO Box 10580, Riverton, NJ 08076-0580, Phone: (800) 529-7502, Web: [www.demographics.com](http://www.demographics.com)
- Cultural Diversity at Work*. (bi-monthly) and *the Diversity Networker* (monthly). 13751 Lake City Way NE, Seattle, WA 98125, Phone: (206) 362-0336, Fax: (206) 363-5028, Web: [www.diversityhotwire.com](http://www.diversityhotwire.com)
- Gender Journal: Men and Women Working Together*. (quarterly) National Association of Gender Diversity Training (NAGDT), 4621 East Abraham Lane, Phoenix, AZ 85050, Phone: (480) 473-0426, Fax: (480) 473-0427, Web: [gendertraining.com](http://gendertraining.com)
- International Employment Hotline*. (monthly) and *International Career Employment*

*Weekly*. International Careers, 1088 Middle River Road, Stanardsville, VA 22973, Phone: (800) 291-4618, Fax: (804) 985-6828, Web: [www.internationaljobs.org](http://www.internationaljobs.org)

*International Journal of Intercultural Relations (IJIR)*. Elsevier Science Ltd., P.O. Box 945, New York, NY 10159-0945, Phone: (212) 633-3730 or (888) 437-4636, Fax: (212) 633-3680, Web: [www.elsevier.co.jp/inca/publications/store/5/3/5](http://www.elsevier.co.jp/inca/publications/store/5/3/5)

*Managing Diversity*. (monthly). The Jamestown Area Labor Management Committee (JALMC), P.O. Box 819, Room 340, 1093 East Second Street, Jamestown, NY 14702-0819, Phone: (800) 542-7869, Web: [www.jalmc.org/mg-diver.htm](http://www.jalmc.org/mg-diver.htm)

*Training and Development Magazine*. American Society for Training and Development, 1640 King Street, Box 1443, Alexandria, VA 22313-2043, Phone: (703) 683-8100, Fax: (703) 683-8103, Web: [www.astd.org/virtual\\_community/td\\_magazine](http://www.astd.org/virtual_community/td_magazine)

*Transitions Abroad: The Magazine of Overseas Opportunities*. P.O. Box 1300, Amherst, MA 01004-1300, Phone: (413) 256-3414, Fax: (413) 256-0373, Web: [transitionsabroad.com](http://transitionsabroad.com)

## OTHER READINGS

Handy, Charles. *The Age of Unreason*. Boston, MA: Harvard Business School, 1990.

Institute for Corporate Diversity. *Diversity in Corporate America: The Comprehensive Desk Reference*. Burnsville, MN: Institute for Corporate Diversity, 1997. Contact the Diversity Training Group, 11654 Plaza America Drive, Suite 740, Reston, VA 20190, Phone: (703) 478-9191, Fax: (703) 709-0591, Web: [www.diversitydtg.com/books/divcorp.html](http://www.diversitydtg.com/books/divcorp.html)

## INTERNET RESOURCES

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

### Self Exploration:

- Career Center, University of Missouri, Career Interests Game: [web.missouri.edu/~cppcwww/holland.shtml](http://web.missouri.edu/~cppcwww/holland.shtml)
- The Keirsey Temperament Sorter and Keirsey Temperament Theory: [www.keirsey.com](http://www.keirsey.com)

### Information About Educational Options:

- Petersons: [www.petersons.com](http://www.petersons.com)
- The Collegiate Websource: [www.gocollege.com](http://www.gocollege.com)

### Information About Jobs:

- **Careers Online Virtual Careers Show**: [www.careersonline.com.au](http://www.careersonline.com.au)  
Around 1000 job descriptions from Australia and the U.S., sorted into interest area groups.
- **Occupational Outlook Handbook**: [stats.bls.gov/ocohome.htm](http://stats.bls.gov/ocohome.htm)  
Produced by the United States Bureau of Labor Statistics.

- **JobSmart/JobStar:** [jobsmart.org/tools/career/spec-car.htm](http://jobsmart.org/tools/career/spec-car.htm)  
Hundreds of descriptions of occupations and extensive linkages to other sources.
- **America's Career InfoNet:** [www.acinet.org/acinet](http://www.acinet.org/acinet)  
Developed by the Department of Labor, Education, and Training Administrations, with links to states.
- **Career Magazine:** [www.careermag.com/index.html](http://www.careermag.com/index.html)  
Includes a diversity section.
- **The Riley Guide:** [www.dbm.com/jobguide/internat.html](http://www.dbm.com/jobguide/internat.html)  
An extensive database of resources, including information on international employment, listings by country and region, sources of international information, and a large number of links to other useful sites. It also has links to resources specifically for women, minorities, and other diverse groups.

#### **Information About International Jobs and Living Overseas**

- Escape Artist: [www.escapeartist.com/going/home/htm](http://www.escapeartist.com/going/home/htm)
- Expat Exchange: [www.expatsexchange.com](http://www.expatsexchange.com)
- Expat Forum: [www.expatforum.com](http://www.expatforum.com)
- American Citizens Abroad: [www.aca.ch](http://www.aca.ch)
- The Expat Club Newsletter: [www.artinliving.com](http://www.artinliving.com)

#### **U.S. Government Sites (also check state and local governments):**

- The Peace Corps: [www.peacecorps.gov](http://www.peacecorps.gov)
- The United States Information Agency: [www.usia.gov](http://www.usia.gov)
- The State Department (Foreign Service jobs): [www.state.gov](http://www.state.gov)
- AmeriCorp VISTA: [www.cns.gov/americorps](http://www.cns.gov/americorps)

#### **Publishers:**

- Impact Publications: [www.impactpublications.com](http://www.impactpublications.com)  
A large and comprehensive career book “superstore” and publisher with many books focused on international careers.
- Transitions Abroad: [www.transitionsabroad.com](http://www.transitionsabroad.com)  
This web site for *Transitions Abroad* magazine includes a bookstore and links to other resources for study, work, and travel worldwide.

#### **Professional Organizations:**

- American Society for Training and Development (ASTD): [www.astd.org](http://www.astd.org)
- NAESA: The Association of International Educators: [www.nafsa.org](http://www.nafsa.org)
- Teachers of English to Speakers of Other Languages (TESOL): [www.tesol.org](http://www.tesol.org)
- Society for Human Resource Management: [www.shrm.org](http://www.shrm.org)

**Remember to also use search engines to find sites for and about specific organizations, schools, and communities.**