



Session III A, July 23-27, 2018

31. Using a Developmental Perspective in Training Design

We know that education works best when it is intentional, scaffolded, and systematic: when we know why we are doing what we are doing. Until recently, intercultural training had few ways to achieve this. But with the Developmental Model of Intercultural Sensitivity (DMIS) as a foundation, we will examine an approach that allows for assessing the developmental readiness of our learners, selecting and facilitating activities appropriate for their developmental stage, and creating a design that methodically addresses increasingly complex learning outcomes. You will have a chance to apply the model to your own context, and will receive the DMIS manual, with exercises and activities for each stage, as well as novel exercises for teaching about the DMIS model.

Designed for: Trainers, training administrators, human relations administrators, consultants, college faculty and staff, language educators, and others who design, implement, or administer programs that have domestic or international intercultural competence as a desired outcome. People working in both profit and nonprofit organizations will be able to benefit from this workshop, as well as those seeking a follow-up to the Intercultural Development Inventory (IDI) Qualifying Seminar.

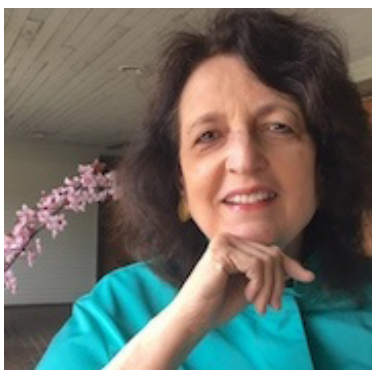
Workshop Objectives

You will have the opportunity to:

- Examine applications of the developmental perspective in both domestic and international contexts
- Identify stage-appropriate intercultural competencies
- Assess the appropriate developmental sequence for training activities
- Practice training activities suited to particular stages of development
- Adapt interventions to cultural differences
- Design effective training and education informed by developmental theory

Learning Activities

- Discussion of the Developmental Model of Intercultural Sensitivity and its application to training design and trainer development
- Presentation and discussion of advanced topics related to the DMIS
- Informal assessment of the developmental needs of participants' clients and students
- Review of resistance patterns and strategies for turning resistance into educational opportunity
- Participation in structured experiences that capture the salient themes of various stages of development
- Review of literature and training resources relevant to a developmental perspective



Dr. Janet Bennett is the executive director and co-founder of the Intercultural Communication Institute (ICI) and the ICI director of the Master of Arts in Intercultural Relations program. For 12 years, Janet was the chair of the Liberal Arts Division at Marylhurst College, where she developed innovative academic programs for adult degree students. As a trainer and consultant, Janet designs and conducts intercultural and diversity training for colleges and universities, corporations, social service agencies, healthcare organizations, and international aid agencies. She teaches in the training and development program at Portland State University and has published numerous articles on the subjects of intercultural training and adjustment processes. Janet has recently edited The SAGE Encyclopedia of Intercultural Competence.

Dr. R. Michael Paige is a professor emeritus of international and intercultural education in the Department of Organizational Leadership, Policy, and Development at the University of Minnesota, Minneapolis. A returned U.S. Peace Corps Volunteer (Turkey, 1965-1967), Michael has also lived and worked in Indonesia, Thailand, the Philippines, Kenya, Hong Kong, Japan, and Australia. In 2003-2004, he was a visiting professor at Nagoya University and at the University of South Australia. An active scholar, he has authored or edited numerous books and articles, including *Maximizing Study Abroad*; *Culture as the Core: Perspectives on Culture in Second Language Learning*; *Education for the Intercultural Experience*, and co-authored *Student Learning Abroad*. He has directed and consulted on major international education research, including the nationwide SAGE (Study Abroad for Global Engagement) study, the Georgetown Consortium Project, *Study Abroad and Its Transformative Power* (for CIEE), and the *Maximizing Study Abroad* research program.



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