SUPPORTING INTERNATIONAL ASSIGNMENTS FOR INTERCULTURAL EFFECTIVENESS: A COURSE REDESIGN

by

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ABSTRACT

Increased global mobility has resulted in a proliferation of international work, study abroad and volunteer opportunities. Yet these types of opportunities can be challenging, and the support people receive can greatly influence their ability to navigate effectively across cultures. This project examines the concept of intercultural effectiveness for the purpose of redesigning a course on supporting international assignments offered by the University of British Columbia's Centre for Intercultural Communication. With a stronger link to research across sectors and with a focus on intercultural effectiveness, the redesigned course promotes a comprehensive integrated approach to supporting individuals and groups throughout the international assignment cycle. Conceptual frameworks and models are introduced to assist course participants in analyzing contextual, organizational as well as individual factors contributing to success and intercultural effectiveness in international assignments, and in planning and developing competency-based support programming.

DEDICATION

To Paolo Bernasconi – whose enthusiasm for the course was my inspiration.

ACKNOWLEDGEMENTS

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LIST OF ACRONYMS

AUCC   Association of Universities and Colleges of Canada

CIC   **Centre for Intercultural Communication**, Continuing Studies, UBC

CIL   **Centre for Intercultural Learning**, Canadian Foreign Service Institute, Foreign Affairs and International Trade Canada

CIS   **Certificate in Intercultural Studies**, Centre for Intercultural Communication

IEP   Interculturally Effective Person

UBC   University of British Columbia

1.0 INTRODUCTION

Globalization has changed the way we think about the world and our

neighbours, and how we live, study and work together. As universities grapple

with the question of how to create global citizens, organizations struggle to

recruit, hire and retain effective international workers, leaders and volunteers.

There has been much rhetoric about global mobility, and a proliferation of

international work, study abroad and volunteer opportunities. Yet these

international opportunities can be challenging and success elusive, creating

a need for strategies to ensure that students, workers and volunteers are as

effective as possible in their international sojourns.

The project described in this paper was a redesign of a course on

supporting international assignments for intercultural effectiveness, offered by the

University of British Columbia's Centre for Intercultural Communication. The

course, offered to trainers and others who support international sojourners,

needed to be revised to incorporate new research and to better address the

changing participant profile. My personal orientation and approach to this project

are described next.

1.1 From Re-entry to Re-design: Starting Points

My personal introduction to the field of intercultural education, training and

research was through a "Re-entry Workshop" I attended in 1991 upon my return

to Canada after a two-year sojourn in Japan. Fascinated by the international transition process, I subsequently secured work in Vancouver providing "international briefings" for organizations and individuals working and studying abroad. As the regional focus was primarily Asia, my international experience and my degree in Asian Studies proved to be a good fit. That initial work has grown and changed over the years, with primary clients emerging as the Centre for Intercultural Learning in the Canadian Foreign Service Institute of Foreign Affairs and International Trade Canada (formerly the Briefing Centre of the Canadian International Development Agency), and the Centre for Intercultural Communication within Continuing Studies at the University of British Columbia (UBC).

Since 1992, I have delivered over 200 intercultural support programs – such as facilitation of pre-departure and re-entry workshops – for more than 2,500 participants from varying backgrounds. These personal and professional experiences, along with my involvement in my community of learning and practice, have informed a deeper understanding of "intercultural effectiveness" when working or studying abroad. I therefore chose this course redesign project as a practical means of consolidating and documenting my experience, as well as refreshing and strengthening my academic knowledge of the field.

I have facilitated the UBC course on *Supporting International Assignments* several times, and I provide background and history in the next section.

1.2   Background

In 1997, a course called *Training for International Assignments* was first offered through the University of British Columbia's Centre for Intercultural Communication (CIC), a unit within Continuing Studies. This was the newest elective course developed for the CIC's *Certificate in Intercultural Studies*, a professional development program established in 1995. Combining a classroom workshop followed by an online seminar, the course was initially developed as a "train-the-trainers" type course grounded in international development and international education. Since 1997, the course has undergone one major redesign (in 2003) and two names changes. The course is now called *Supporting International Assignments* and comprises forty hours of non-credit study (two days in-class workshop, four weeks online seminar) covering the theory and practice of preparing people to be effective in their international assignments. It is typically offered once a year, as an elective in now two of the CIC's programs: the *Certificate in Intercultural Studies* (CIS), and the *Certificate in International Development*. The CIS course *Foundations of Intercultural Studies* is a pre-requisite for *Supporting International Assignments*.

Historically, the *Supporting International Assignments* course attracted a good mix of participants from international development, business, government, education, and individuals generally interested in intercultural training. More recently, the majority of course participants have come from the education sector. While international development and business are key areas covered in the current course content, international education content has not

been well represented. Thus, one of the main reasons for the course redesign was to incorporate more content related to international education mobility. Another observation made was that the notion of intercultural effectiveness was inadequately addressed, in keeping with current theory and best practice.

Specifically, the content in the two-day classroom workshop component was inconsistent with the general profile of the course participants. The workshop design was developed around a business or corporate approach, and the models used were from research done by Black, Mendenhall, and Odou (1991) on expatriate adjustment (cited in Shaffer, Harrison & Gilley, 1999; see also Black, Gregersen, & Mendenhall, 1992). A PowerPoint presentation, included as Appendix A, illustrates the workshop content, last redesigned in 2003.

1.3 Scope and Focus of Project

The purpose of this project was to update and redesign UBC's course *Supporting International Assignments*. With a focus on intercultural effectiveness of sojourners, this exploration was intended to identify suitable frameworks and/or models to incorporate into the workshop in order to strengthen content and relevancy, and to address the complexity of international assignments. In essence, the course redesign was necessary in order to emphasize the core element of intercultural effectiveness so that it better reflected the goals and objectives of the course, the Certificate that the course is a part of, and the needs of the course participants.

As the inquiry proceeded, the scope of the project expanded to include a number of related lines of inquiry ranging from the rationale for supporting international assignments, to factors contributing to the success of international assignments, intercultural effectiveness, and the international transition process. While each of these lines of inquiry was explored and included in the course redesign, this paper will describe two areas which represented significant changes and additions to the workshop content: success factors in international assignments, and intercultural effectiveness and related competencies.

This paper is a brief descriptive report on the project undertaken. The paper begins with a review of literature related to the various lines of inquiry, including an overview of definitions used, selected frameworks for conceptualizing international assignments, and models of intercultural effectiveness and competency. Section three of the paper is a description of the project: the approach that was taken, and how information from the literature review was incorporated into the project. The final section provides some brief concluding remarks. Material supporting the project, including pre- and post-project PowerPoint presentations, is included in the Appendices. The reference list includes works cited in the revised PowerPoint presentation (Appendix B) as well.

1.4   Defining International Assignments and Support

In order to explore the many dimensions of international assignments, we must first define the terms used. For the purposes of this project, the following commonly understood meanings will be used: "international assignments" are

defined as sojourns abroad, and "sojourners" are considered to be those who live and work, volunteer or study in another culture for a specific period of time, and return home.

There are numerous types of international assignments and sojourners, some of which are outlined in Table 1 below. While recognizing there are some sectoral cross-overs (e.g., development assistance cooperation can actually be delivered through all sectors), this table provides a listing of the most common types of international assignments.

Table 1   Types of International Assignments

Sector	*What*	*Who (Role)*
Business	- international joint ventures - MNCs; offshore operations - International markets/clients - technical training - career development	- executives - managers - professionals - technicians - interns/trainees
Education	- degree/diploma abroad - exchange programs - field schools - internships/co-op/service learning - research collaboration - development projects	- students - faculty/teachers - researchers - non-teaching staff
Government, International, & Non-Governmental Organizations	- diplomatic missions (e.g., Embassies) - trade offices - development assistance cooperation (e.g., CIDA) - emergency relief aid - military missions - multilateral organizations (e.g., UN) - advocacy (e.g., World Vision, Médecins sans Frontières)	- diplomats - foreign service officers - sector specialists - project managers - administrative staff - volunteers - interns - aid workers - military personnel - missionaries

Elaboration on material found in 2003 PowerPoint presentation, slides 5-8 – see Appendix A.

The duration of assignments are generally considered either long-term (more than one year) or short-term (less than one year), although there are a number of variations (Collings, Scullion, & Morley, 2007). Sojourners may be on assignment in the following personal situations:

- solo (single or without partner/family)
- as couple (with spouse/partner)
- as family (with partner & child/ren)
- as accompanying partner or child
- as team / cohort (classmates)

(Adapted from 2003 PowerPoint presentation, slides 4,11 – Appendix A)

In defining "support" for international assignments, this project redesign promotes a comprehensive integrated approach, with support provided throughout the international assignment cycle. A visual representation of the ideal support programming follows in Figure 1, below. As the figure illustrates, elements of support can include interventions such as pre-departure, on-arrival, and re-entry workshops (orientations or training programs); and ongoing support (through various modes) while on assignment.

With a broader definition of international assignments and support in place, the following literature review includes further clarification of terminology relating to success in international assignments and the concepts of intercultural effectiveness and competencies.

Figure 1   International Assignment Cycle and Elements of Support
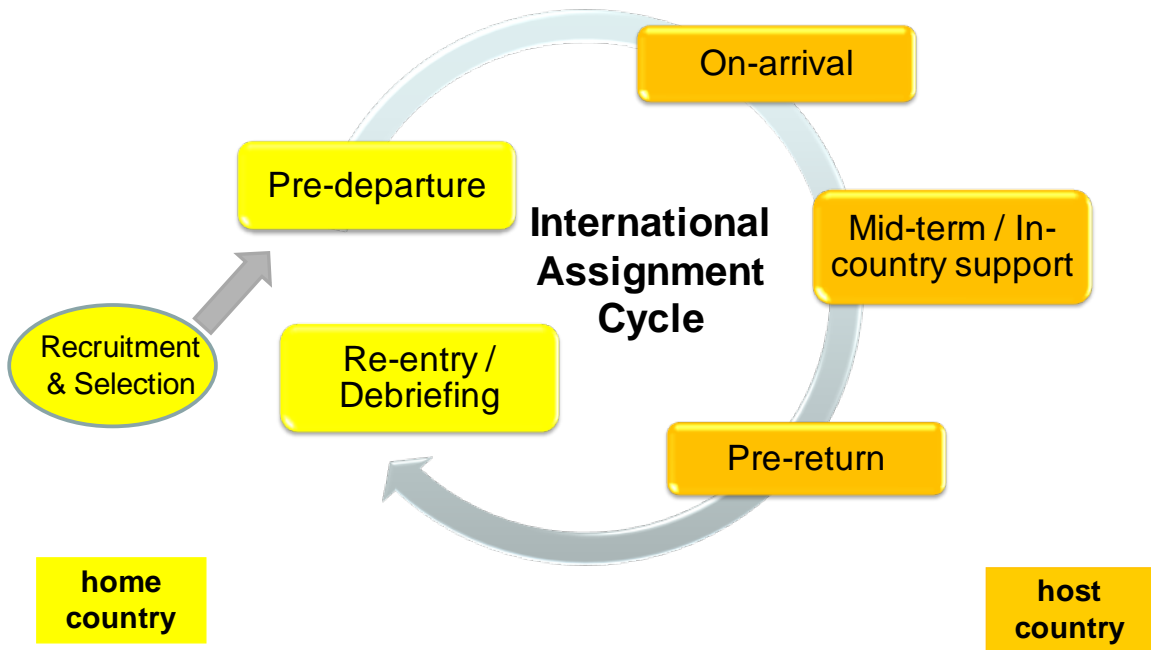
2.0 LITERATURE REVIEW

This literature review reflects the process that was undertaken to advance the project towards renewing, enhancing and strengthening the content in UBC's course *Supporting International Assignments*. As mentioned earlier, the focus is on intercultural effectiveness and related competencies in the context of international assignments. It is not meant to be a comprehensive survey: indeed, there is not one body of literature that addresses the topic in its entirety. As such, it is necessary to examine the literature in a few different disciplines.

The review begins with a definition of terms and concepts used in the project. This is followed by an exploration of international assignments and factors contributing to success. An examination of intercultural effectiveness and intercultural competencies, including a review of models that contributed to the course redesign, is the focus and brings this review to a close. The review also constitutes the methodology that was used in the project as it informed the course redesign and much of the new content that was added to the course.

2.1 Success Factors in International Assignments

For the purposes of this project, a successful international assignment is measured by whether or not the sojourner (a) completed the assignment, (b) performed effectively in their work or study, and (c) was satisfied with their experience. The level of support sojourners receive from their sending

organizations can greatly influence the success of their international assignments.

In supporting international assignments, however, the tendency often is to focus on the individual, his/his attributes, and developing their knowledge and skills. Kealey, Protheroe, MacDonald, and Vulpe (2005) identify two other key factors which are critical to the success of international projects: the organizational structure (e.g., financing, efficiency); and the environment or context such as politics and economics (Kealy et al., 2005). Similarly, Beaman (2004) argues that while "failures in international business most often result from the inability of individuals who are working abroad to understand and adapt to the local country's way of doing things" (p. 40), there are numerous reasons for failure. Thus, international assignments must be understood and supported through a multidimensional approach, considering a number of factors which contribute to success: individual ('global mindset', personality), situational (family), contextual (position, job), and cultural (Beaman, 2004).

Earley and Ang (2003) also provide a more comprehensive approach in considering "cultural intelligence" and its impact on success in international work assignments. Their model includes general and work adjustment at multiple levels: individual, family, job, organization and host nation.

The focus of both Beaman (2004) and Earley and Ang (2003) is on business, and while their models are useful, they do not easily translate across sectors. The "three factors" of success introduced by Kealey et al. (2005) is broad enough to incorporate all sectors, and is included in *Supporting*

International Assignments as a simplified framework from which practitioners can assess international assignments to examine the various factors that can contribute to or inhibit success. This framework is illustrated in Figure 2 below.

Figure 2   Three Success Factors in International Assignments
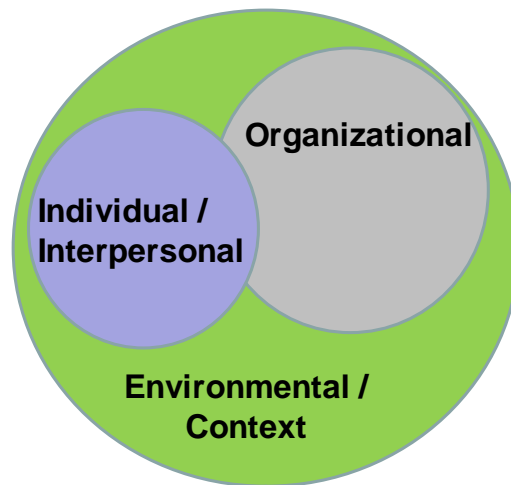
Conceptualized from Kealey et al (2005).

2.2   Intercultural Effectiveness and Intercultural Competencies: In Search of Models

A useful starting point in the discussion of intercultural effectiveness is to distinguish between the term "intercultural" and "cross-cultural". Indeed, these terms are often used interchangeably. However, the subtle distinction can be made in that cross-cultural is defined as a comparative approach to understanding two or more cultures, whereas intercultural can be seen as a dynamic approach implying interaction between cultures (Centre for Intercultural Communication, 2007, pp. 18-19).

As for "intercultural effectiveness" other related terms include intercultural competence, intercultural sensitivity, global competence (Deardorff, 2006, p. 247;

Hunter, 2004), cultural intelligence (Early & Ang, 2003; Thomas & Inkson, 2004), and international competence, to name just a few.

Intercultural competence has been defined as "the ability to communicate effectively in cross-cultural situations and to relate appropriately in a variety of cultural contexts." (J. Bennett & Bennett, 2004, p. 149). This definition was further refined by Deardorff (2004, p. 171) as: "...the ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills and attitudes." (see also Deardorff, 2006, p. 247). As these definitions can relate to both domestic and international environments, a broader notion incorporating the element of adaptation in an international assignment is necessary. Vulpe, Kealey, Protheroe, and MacDonald (2001) define the interculturally effective person as "someone who is able to live contentedly and work successfully in another culture." (Vulpe et al., 2001, p 5). While their work claims to be as universal as possible (at the same time recognizing the inherent challenges) their definition does not explicitly include "study". A summary and synthesis of the working definitions follows.

For the purposes of this project, intercultural *effectiveness* and intercultural *competence* will be used interchangeably. Intercultural *competencies* will be used to refer to the various attributes (knowledge, skills, attitudes) related to intercultural effectiveness, and the definition of intercultural effectiveness in international assignments will be: *the ability to live contentedly and communicate effectively and appropriately (based on one's intercultural*

knowledge, skills and attitudes) in order to achieve success in another culture. (adapted from Vulpe et al., 2001 & Deardorff, 2004).

Much has been written about intercultural effectiveness/competence in different disciplines and for different reasons. It is a complex concept. In the context of supporting international assignments, it is important to have a model or framework as guidance for identifying outcomes (and determining objectives) of support programs. In other words, we need to know *what* we are trying to support before we can develop a plan for support. For the purposes of this project, the challenge was to find a model that was applicable across sectors. Three "themes" were examined, consistent with course participants' backgrounds: business, education and international development.

Business-related research on international assignments is primarily focused on global management and the expatriation and repatriation of senior managers. Core skills that global managers must possess in order to succeed abroad are cited as resourcefulness, cultural adaptability, cultural sensitivity, culturally-diverse team building, and previous international experience (Howard, 1992), and core values and abilities include trust, respect, listening, observation, empathy, flexibility, informed judgment, and persistence (Gundling, 2003).

The emerging field of research on cultural intelligence identifies three key components to effective adaptation: cognitive (e.g., knowledge of self and environment); motivational (e.g., confidence, interaction and perseverance); and behavioural (Earley & Ang, 2003; Early & Mosakowski, 2004). Similarly, Thomas and Inkson (2004) cite knowledge and mindfulness (awareness of one's

assumptions and emotions), along with role-appropriate behavioural skills, as the key competencies for culturally intelligent global managers.

While some of the business literature related to global skills and competencies tends to be predictive in nature, to be used as guidance for selecting global managers, much of the international human resource management literature recognizes the importance of supporting expatriates throughout the international assignment cycle (e.g., Adler, 2002; Beaman, 2004; Stroh, Black, Mendenhall, & Gregersen, 2005). However, the models offered in the business literature are typically based on senior-level sojourners on long term assignments and are not general enough to apply to other sectors such as education.

In the field of international education, the link with intercultural effectiveness and competencies is less obvious, and the literature often frames it in terms of workforce development. For example, a British Columbia Centre for International Education report on "Preparing Graduates for the Future" includes intercultural competence as one of its five basic themes, listing over twenty intercultural competencies – expressed as "international learning outcomes and employability skills" (Stanley & Mason, 1997, p. 13). At the national level, a research paper on "Defining International Competencies for the New Millennium" is positioned in response to globalization and the transformation of the Canadian economy (Wilson, 1998). The paper includes a thorough review of competencies and provides a comparison of three key studies, categorizing the competencies by intercultural, technical/professional, and personal. In the same

year, the Association of Universities and Colleges of Canada's (AUCC) report,

"Turning the Forces of Globalization to our Advantage" identifies the country's

number one challenge and opportunity: to "Build a critical mass of human

resources with international knowledge and intercultural skills" (AUCC, 1998; see

also AUCC, n.d.). While the federal government has been slow to respond to

many of the recommendations in that report, universities and colleges across

Canada have embraced internationalization by providing opportunities for greater

student mobility and offering more internationalized curricula. AUCC's latest

report on "Internationalizing Canadian Campuses" defines internationalization as

"the process of integrating an international and intercultural dimension to the

teaching/learning, research and service functions of a university." (AUCC, 2007).

This definition demonstrates the Canadian education sector's recognition of the

central importance of intercultural competency, although in practice institutions

often don't get beyond the 'international' dimension to consider the development

of intercultural competencies.

In the United States, "global workforce development" seems to be a

common term linked to educational outcomes. Bremer, for example, draws

a strong connection between the value of international education in developing

skills for a globalized workforce, highlighting the importance of intercultural

competence in an "interconnected world" and identifying some of the attributes

found in other research: flexibility, open-mindedness, and understanding of one's

own culture (Bremer, 2006).

Of the literature reviewed, Deardorff's (2004) research was the strongest in terms of linking international education and intercultural competence. Her "Pyramid Model of Intercultural Competence" illustrates that in order to achieve competency ("behaving and communicating effectively and appropriately"), there are certain "requisite attitudes" (respect, openness, curiosity) upon which knowledge and skills can be developed; and her "Process Model of Intercultural Competence" illustrates the process inherent in reaching the desired outcomes – both internal and external (Deardorff, 2004, pp. 196-198). An article comparing studies on "intercultural competence" (related to student outcomes in higher education) and "global competence" (related to a variety of sectors including business and government) showed the results were quite similar in what each study identified as key knowledge, skills and attitudes for both intercultural and global competence (Deardorff & Hunter, 2006).

In terms of international development, Kealey's influential research on Canadian development workers during the 1980s established a foundation for further investigation in the field of intercultural effectiveness. His "concept of overseas effectiveness" describes how the three components of professional expertise, intercultural interaction and adaptability contribute to individual effectiveness abroad (Kealey, 2001, p. 13).

In the late 1990s, the Canadian Foreign Service Institute's Centre for Intercultural Learning (CIL) initiated a collaborative project building on Kealey's existing research. With a broader scope that included different types of sojourners (e.g., business, government, development workers, students), the

objective was to move beyond descriptive attributes and to identify a set of behavioural indicators that could be used for a variety of purposes such as personnel selection and pre-departure training. The results of the CIL's collaboration were published as "A Profile of the Interculturally Effective Person" (Vulpe et al., 2001). The "interculturally effective person" (defined earlier) is described in more detail in the next section.

2.2.1 Profile of the Interculturally Effective Person

Recognizing that the "interculturally effective person" (IEP) is adept in three broad areas: communication, personal and professional adaptation (Vulpe et al., 2001, p. 6), the profile identifies nine "major competencies" characteristic of the IEP. Each major competency is described through more focused "core competencies" (30 in total), and detailed behavioural indicators (133 in total) are provided for each core competency. A summary of the IEP profile follows in Table 2.

Table 2   Profile of the Interculturally Effective Person

Major Competencies		*Examples of Related Core Competencies*
1	Adaptation skills	1.1 cope with the stress of culture shock 1.2 enjoy an enriching experience overseas
2	Attitude of modesty & respect	2.1 respect for local culture 2.2 demonstrate humility
3	Understanding the concept of culture	3.1 understand how culture affects society 3.2 understand culture's influence on values
4	Knowledge of host country & culture	4.2 history, geography, customs 4.3 knowledge of host organization
5	Relationship-building	5.1 socialize with host nationals 5.2 cross-cultural management skills
6	Self-knowledge	6.1 understands own culture 6.3 manage own reactions to ambiguity

Major Competencies	Examples of Related Core Competencies
7 Intercultural communication	7.4 sufficient local language capacity
	7.5 empathize with 'other' world view
8 Organizational skills	8.2 network
	8.3 build consensus
	8.5 professionally resourceful
9 Personal & professional commitment	9.2 realistic awareness of motivations & expectations

Summarized from Vulpe et al. (2001).

Designed to be as universal as possible in its application, and developed specifically for international assignments, the strength of the IEP profile is that it includes detailed behavioural indicators for each competency. This is ideal for competency-based programming as it provides practitioners with guidelines for establishing and measuring learning objectives. A concern regarding this model, however, is that the collaboration team that developed the tool was relatively small (10 individuals) with limited diversity (e.g., all Canadians, mostly working for the CIL). Another limitation might be in the interpretation of the competencies (e.g., understanding one's own culture can be interpreted in many ways), and a possible rigidity in adhering to the categories or competencies.

2.2.2 Pyramid and Process Models of Intercultural Competence

The strength of Deardorff's (2004) research on intercultural competence is that she consulted twenty-three renowned scholars from a variety of disciplines in the intercultural field and involved them in a unique process of collaboration to try and determine a common definition, specific components, and methods for assessment. She has the end-user group, international education administrators, validate the scholars' definitions thus providing greater validity for the findings

and results. She recognizes that the research carries a "Western" bias, and that

administrators are from US post-secondary institutions. While she identifies all

but two of the scholars as US Americans, she does not recognize the potential

gender bias (only 4 of the scholars are women, although there are 4 anonymous)

of either the researchers or the administrators (whose names are not listed).

The resulting models of intercultural competence (Pyramid and Process

models, illustrated in Figure 3 and Figure 4 following) are useful for *Supporting*

International Assignments because they bring in the educational dimension, and

yet are still general enough for other sectors to relate to. While not explicitly

Figure 3   Pyramid Model of Intercultural Competence, with IEP Competencies
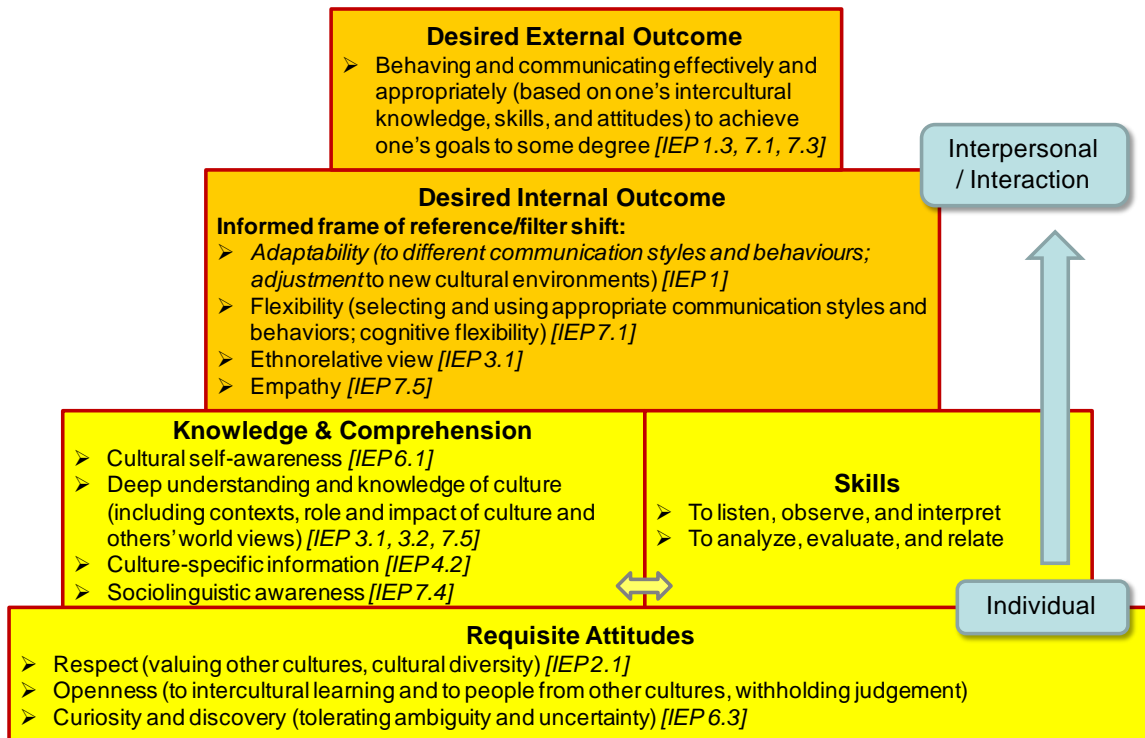
Model reproduced from Deardorff (2004, p.196), with permission from the author;
IEP competencies added from Vulpe et al. (2001).

Figure 4   Process Model of Intercultural Competence

Attitudes:
Respect (valuing other cultures): Openness (withholding judgment); Curiosity & discovery (tolerating ambiguity)

Knowledge & Comprehension:
cultural self-awareness, deep cultural knowledge, sociolinguistic awareness

Skills:
to listen, observe & evaluate; to analyse, interpret & relate

Process Orientation

Desired External Outcome:
Effective & appropriate communication & behavior in an intercultural situation

Desired Internal Outcome:
Informed frame of reference shift (adaptability, flexibility, ethnorelative view, empathy)

Individual

Interpersonal / Interaction

Reproduced from Deardorff (2004, p.198), with permission from the author.

designed for international assignments, the models include the relevant components such as adjustment to new cultural environment and knowledge of culture. When compared to the IEP (Vulpe et al., 2001), Deardorff's (2004) models include all of the core competencies except "organizational skills" and "personal and professional commitment" (which are specific to work assignments) showing that it provides a stronger basis for inclusion in the course. Figure 3 includes numbers corresponding to the IEP core competencies to illustrate how the models intersect.

Additional beneficial features of Deardorff's models are that they use an outcomes-based approach to competency and include a developmental

component: starting with the required "attitudes" at the individual level and leading to the goal of "effective and appropriate communication and behaviour" at the interpersonal level. The models are essentially the same, but the Process model is presented as the preferred model in *Supporting International Assignments* because it depicts the dynamic iterative development of intercultural competence. It also illustrates how, in some cases, behavioural outcomes can be achieved without fully developing competencies such as adaptability and flexibility.

2.3   Summary

While literature in the three disciplines examined (business, education, international development) was quite diverse, the findings were remarkably consistent in terms of the individual attributes related to intercultural effectiveness/competence, and the various factors that contribute to international assignment success.

From the literature review, useful frameworks and models – relevant across sectors – were identified which will assist course participants in analyzing, planning and developing programs around desired outcomes using a competency-based approach to supporting international assignments.

Topics covered in this review are included as key modules in the workshop portion of *Supporting International Assignments* (see Appendix D: Workshop Agenda – 2009 Revised Version, and Appendix B: PowerPoint – 2009

Revised Version), and a number of the articles and books reviewed have been included as required or recommended course reading.

The following Project Description includes examples of how the research was incorporated into the course redesign.

3.0 PROJECT DESCRIPTION

In preparation for the project, formative and summative evaluations completed by participants who attended the last three courses (2006-2008) were reviewed, as well as feedback solicited from recent participants and online facilitators specifically related to course content and materials. Overall, the feedback was positive with regard to content and structure of the course.

However, as mentioned in the Introduction, the classroom component of the course lacked a strong link to research, the concept of intercultural effectiveness was noticeably absent, and the design was structured around a business/corporate approach, which was incongruent with the majority of the participants' backgrounds and needs. Thus, this project focused primarily on the classroom component of the course, strengthening the research/theory underpinning the practice of supporting international assignments.

This section of the paper includes a brief description of the course, highlighting components that were changed significantly as a result of the project. Reference is made to the accompanying course material included in the Appendices: revised versions of the workshop PowerPoint presentation (Appendix B), Course Outline (Appendix C), and Workshop Agenda (Appendix D).

In reviewing the broader project undertaken – the course redesign – the basic structure (as described in the Introduction) remains unchanged:

Supporting International Assignments is a 40-hour blended delivery course (two-day classroom workshop plus four-week online seminar) offered as an elective in the *Certificate in Intercultural Studies* and the *Certificate in International Development* programs. Pre-requisite: Foundations of Intercultural Studies

Following is an outline of the course timeline, illustrating the blended mode of delivery:

Week one: online – Introductions of participants and online facilitation team

classroom – two-day workshop delivered by facilitator

Week two: online – Assignment #1 (conducting needs assessment)

Week three: online – Assignment #2 (designing pre-departure or on-arrival program)

Week four: online – Assignment #3 (designing in-country support and re-entry program)

Week five: online – Assignment #4 (external review of programs designed)

In order to successfully complete this non-credit Continuing Studies course, participants are required to participate in the two-day classroom workshop, complete each online assignment, and participate in the online seminar by commenting on their colleagues' assignments and responding to their online facilitator's feedback. Online facilitators review each assignment and assess participants based on the required competencies (see Course Outline in Appendix C).

In terms of the workshop component of the course, a number of significant changes were made through the redesign process. First, course learning outcomes were articulated and objectives were refined and expanded, then the course description was revised, as follows. The complete revised Course Outline can be found in Appendix C.

Course Description:
Supporting International Assignments covers the theory and practice of preparing people to be interculturally effective in their international assignments. The course explores support and training that organizations/institutions can provide to individuals and groups who are working, volunteering or studying abroad for a period of time, whether they are nationals preparing to leave home, or international sojourners arriving from abroad. Content includes success factors in international assignments, intercultural effectiveness and related competencies, the international assignment cycle and elements of support, and the international transition process.

Learning Outcomes / Goals:
By the end of this course, participants will be able design a program to support the intercultural effectiveness of sojourners on international assignments.

Learning Objectives:
Through this course, participants will have the opportunity to:
1. explore various types of international assignments, in both public and private sectors;
2. identify challenges sojourners face on international assignments and the rationales for support;
3. examine three key factors contributing to the success of international assignments, and integrate these into the design of a support program;
4. explore intercultural effectiveness and related competencies;
5. identify elements of support related to the international assignment cycle, and features of intercultural training/support;
6. review the international transition process;
7. identify appropriate strategies and resources to support sojourners in their adaptation/adjustment and interaction to enable successful completion of their international assignments; and
8. practice designing elements of an intercultural support program – with a team and individually – and respond to feedback from peers and facilitators.

Topics covered in the projects' literature review informed the redesign of the course. The Workshop Agenda (Appendix D) reflects the revised content, including modules addressing each of the learning objectives listed above.

A key outcome of the project was the development of an updated PowerPoint presentation (see Appendix B), which references much of the research covered in the literature review. A detailed lesson plan for workshop facilitators was also developed. In addition to guiding the workshop content, copies of the PowerPoint presentation will be provided to participants as course notes.

A comparison of the revised 2009 version of the PowerPoint presentation with the 2003 version (Appendix A) clearly demonstrates how the workshop has been strengthened with research from the literature review.

In particular, the workshop was strengthened significantly with research in the following two areas, corresponding to the key modules in the revised Workshop Agenda (Appendix D) and revised PowerPoint slides (Appendix B):

Module 3: Success Factors in International Assignments
(course objective #3; PowerPoint slides 17-23)

- The redesign introduces conceptual frameworks for analyzing, planning and developing a comprehensive integrated support program.

The "three success factors in international assignments" (Kealey et al., 2005) framework is used as the primary framework relevant for all sectors, with Beaman's (2004) "Multidimensional Model of Successful International Experience" and Earley & Ang's (2003) "Cultural Intelligence and Success in

Global Work Assignment" provided as comparative models for success factors

specific to the business sector.

Module 4: Intercultural Effectiveness and Intercultural Competencies
(course objective #4; PowerPoint slides 23-33)

- The redesign introduces models to assist in designing and developing competency-based support programming.

The "Process Model of Intercultural Competence" (Deardorff, 2004) is

offered as the primary model, with the IEP profile (Vulpe et al., 2001) included as

a comparative model which practitioners may find helpful in establishing

behavioural indicators and identifying specific objectives for support programs.

Other comparative models include J. Bennett (2008), M. Bennett (1993), Earley

& Ang (2003), and Howell (n.d.).

Other research conducted for this project (but not included in this paper)

resulted in strengthened modules on rationales for supporting international

assignments (course objective #2; PowerPoint slides 14-16), and on the

international transition process (course objective #7; PowerPoint slides 43-50).

4.0 CONCLUDING REMARKS

As mentioned in the Introduction, this paper represents an overview of the process involved in the project, with more detail provided in the literature that informed the course redesign, and the components that were revised. Revised course content includes a strong link to research, and emphasizes the core element of intercultural effectiveness and related competencies. As well, the workshop content was broadened, ensuring relevancy for participants from various sectors. Thus, the project advanced towards meeting its objectives of renewing, enhancing and strengthening the UBC course on *Supporting International Assignments.*

In attempting to address the various sectors, the project / course redesign became increasingly complex in considering the diverse spectrum of international assignments and many types of sojourners. Significant differences between business and education became apparent, as each sector has distinctly different rationales for supporting international assignments. Ideally, this course would specialize in only one sector. However, that is not feasible from a market perspective for Continuing Studies courses which are offered on a cost-recovery basis.

One option would be to develop a course specifically for those involved in international education and offer it as in-house training or through professional development channels. The research suggests that there is a gap, in Canada at

least, between internationalization activities and the development of intercultural competence. Much work needs to be done in creating stronger linkages in order to make intercultural development in international education an intentional process.

The next step is the piloting of the redesigned course, which will identify what needs refining in the course content and delivery. The curriculum remains a plan only, until it is brought alive in the teaching of it. It is expected that course participants will provide input for the final revisions that will make the course dynamic and relevant. The redesigned workshop component of *Supporting International Assignments* will be delivered at UBC October 16-17, 2009.

It is hoped that practitioners in intercultural education and training will be able to use this project to guide development of their own support programming.

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APPENDICES

Appendix A: PowerPoint for Workshop – 2003 Original Version

Created 2003 by Rita Chan.

Certificate for Intercultural Studies

CIS 202

Supporting International Assignments

Welcome and Introductions

- Course objectives and overview

- Participant expectations

- Guidelines

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What is Culture?

"Culture is a learned, shared, compelling, interrelated set of symbols whose meaning provides a set of orientations for members of a society. These orientations, taken together, provide solutions to problems that all societies must solve if they are to remain viable."

Terpstra and David (1985)

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◁ 3 ▷

Types of International Assignments

- Permanent Postings
- Long Term Postings
- Short Term Projects & Assignments
- Regular Commuters
- Ad Hoc
- Virtual
- Others

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◁ 4 ▷

Nature of International Assignments

- **Global Business**
- **International Business**
- **International Education Exchange Programs**
- **Students Internships**
- **NGO projects**
- **Diplomatic Postings**

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Job and Assignee Profile

- **Level**
- **Specialization**
- **Family Model**

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Level

- Senior management
- Junior management / Professionals
- Supervisory
- Technicians
- Administrative
- Trainees

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Specialization

- Start up
- Filling a Position
- Replacement
- Technology Transfer
- Career Development

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Marital Status of International Assignees

Female Single
8%

Female Married
7%

Male Single
21%

Male Married
64%
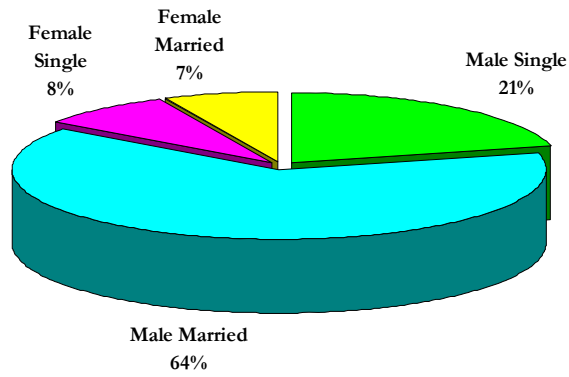
Family Mode of International Assignees

MARRIED ALONE
7%

SINGLE
13%

WITH CHILDREN
25%

WITH WIFE
55%
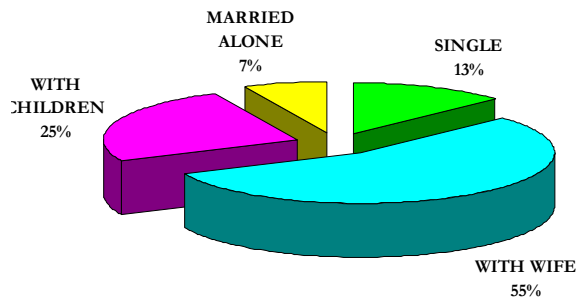
Family Model

- Single
- With Partner
- With Children
- Single Parent
- Live-in Dependent Parents
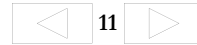
Establish Job and Assignee Profile

Exercise I

Create Profile

Dimensions of Adjustment

Dimensions of Adjustment		
Adustment to Work (Job Requirements)	Adjustment to Interacting with Individuals in the Foreign Country (Socializing withHCNs)	General Adjustment to Foreign Culture (Living Conditions Abroad)
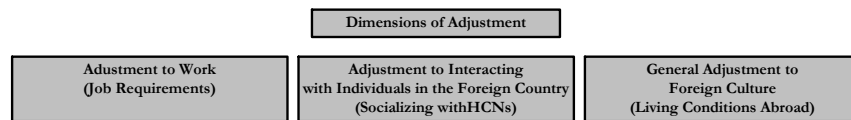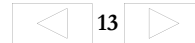
Effective Overseas Assignment

- **Adaptation and Coping Skills**
  - Ability to deal with stress
  - culture shock
  - observation and adjustment skills
  - flexibility
  - self-knowledge
- **Intercultural Communication Skills (102)**

Ways of Supporting International Assignments

- **Candidate Selection**
- **Intercultural Training**
- **Language Training**
- **Local Cultural Adaptation Support**
- **Performance Monitoring and Evaluation**

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◁ **15** ▷

Assessing Cultural Factors of Host Country

- **Language**
- **Religion**
- **Education**
- **Social systems**
- **Level of development**

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Considering Cultural Compatibility of Candidate to Host

- Relationships
- Time
- Communication
- Hierarchy
- Status Attainment

- Space
- Group
- Diversity Receptivity
- Change Tolerance

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17
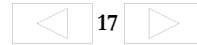
Building Template for Needs Assessment

Exercise II

Needs Assessment

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Supporting International Assignments

- **Recruitment &/or Selection**
- **Language Training / Support**
- **Pre- and On-site Intercultural Training**
- **Local Support Services for Expatriate and Family**
- **Re-entry / Relocation Orientation**
- **Evaluation**

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◁ **19** ▷

Recruitment and/or Selection

- **Profiling**
- **Screening**

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◁ **20** ▷

Types of Support to Overcome Language Barriers

- Language Training
- Working with Interpreters and translators

Types of Intercultural Training

- Pre-departure
- Country Oriented Briefing
- Country Oriented Business Briefing
- Intercultural Communication Skills
- Intercultural Management
- Pre-return or Re-entry

Modes of Training

- Classroom model
- Training Videotapes
- Simulation & Role Play
- Self-awareness
- Cultural Awareness
- Interaction approach
- Multidimensional approach

Overnight Task

CIS205 – Day 2 of Our Workshop

- **Previous Day Review**

- **Agenda for the Day**

Determinants of Expatriate Adjustment

Determinants				
Organization Factors	Non-Work Factors	Individual Factors	Job Factors	Positional Factors
Logistics Support Organization Culture Novelty Social Support	Cultural Novelty Spouse/Family Adjustment	Self Efficacy Relations Skills Perception Skills	Role Clarity Role Discretion Role Conflict Role Novelty	Hierarchical Level Functional Position
		Previous Int'l Experience Language Proficiency		
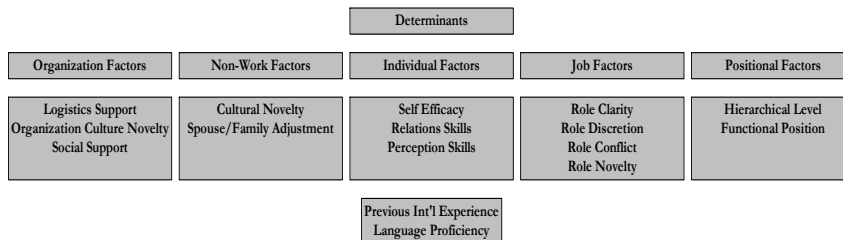
Culture Shock

What happens to people when they encounter
unfamiliar surroundings and conditions

Typical Stages of Cultural Shock

- Excitement and fascination
- Crisis or disenchantment
- Adjustment
- Acceptance or adaptation
- Reentry

Role Shock

One's traditional views of the function or specific position are suddenly obsolete.

The Adjustment Cycle

Level of Satisfaction

Very Positive, happy, excited

Adaptation, happy, satisfied

Very negative,

High stress

Pre-departure & 1-2 weeks

Re-entry

Time Period
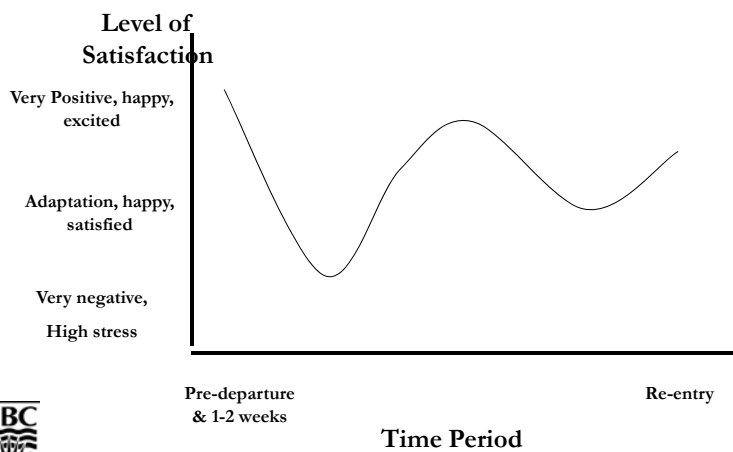
Pre-departure and On-Arrival Sessions

Getting to know
the objectives
and approach
used by our guest
speaker in his/her
facilitation sessions

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Reverse Culture Shock

- **Stages of Reverse Culture Shock**
  - Disengagement
  - Euphoria
  - Alienation
  - Gradual Readjustment
- **Positive and Negative Aspects of Culture Shock**

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Business Country Briefing Sessions

**Content and Context
Of these Sessions?**

Local Cultural Adaptation Support

- **On-arrival orientation**
- **Multicultural working environment**
- **Cultural interpreters / informants**
- **Support groups**

Keys to Success

- **Monitoring**
- **Evaluation**
- **Assessment**

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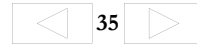
End of Slides

Appendix B: PowerPoint for Workshop – 2009 Revised Version

Revised by Catherine Price.

Communication That Works

CIS 602
Supporting International Assignments

THE UNIVERSITY OF BRITISH COLUMBIA
Centre for Intercultural Communication

Group Profile: Process

1. develop strategy for collecting info from ALL participants in room (*2 mins*)

2. collect data (*5 mins*)

3. analyze, then summarize on flipchart (*8 mins*)

4. present findings (*2 mins each*)

Thiagi (2009)

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2

Self-introductions

Hofstede (1991)

Personality

Culture

Human Nature
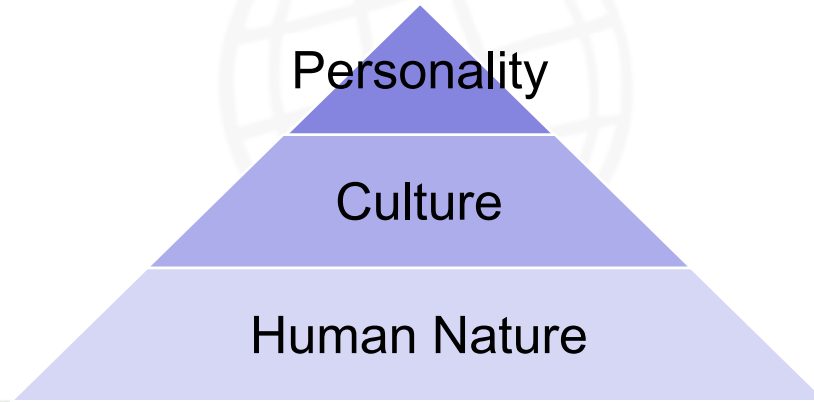
Self-introductions

- name
- from – originally? now?
- Who are you? (with reference to cultural groups)
- international assignments/sojourns
- interest in field of SIA
- other CIS/CID courses

Exploring International Assignments

international assignment = sojourn abroad

(live/work/study in another culture for a specific period of time, & return home)

Exploring International Assignments

➢ How many different kinds of "assignments" can you think of?

Exploring International Assignments

➤ Who
➤ What
➤ Where
➤ When
➤ How

Business

What

international joint ventures

MNCs; offshore operations

int'l markets/clients

technical training

career development

Who (role)

executives

managers

professionals

technicians

interns/trainees

Education

What

degree/diploma abroad

exchange programs

field schools

co-op/internships/
service learning

research collaboration

development projects

Who (role)

students
(high school/university)

faculty/teachers

researchers

non-teaching staff

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Government, International, &
Non-Governmental Organizations

What

diplomatic missions

trade offices

development assistance
cooperation projects

emergency relief aid

military missions

multilateral organizations

advocacy

Who (role)

diplomats /
foreign service officers

sector specialists

project managers

volunteers; interns

aid workers

military personnel

missionaries

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Exploring International Assignments:

➢ **Where**?

- Outgoing / Expatriation *(outbound)*
- Incoming / Inpatriation *(inbound)*
- Returning / Repatriation *(rebound!)*
- Repeating *(re-runs)*

Exploring International Assignments:

➢ **When**? (duration)

- Long term postings (1+ years)
- Short term
- Others ?

➢ How?

- solo (single or without partner/family)
- as couple (with spouse/partner)
- as family (with partner & child/ren)
- as accompanying partner or child
- as team / cohort (classmates)

❖ voluntary or involuntary?

Supporting International Assignments:

➢ Why?
- personal / professional
- organizational / institutional

Supporting International Assignments

➤ **Why**?   Personal / Professional

• Recalling your own international assignment experience (or that of someone you know)....

1. What were the challenges you/they faced?
2. What kind of support:
   - did you/they have?
   - did you wish you/they had?

Supporting International Assignments

➤ **Why**?

Organizational/Institutional rationale

1. Business?
2. Education?
3. Government, International, & Non-Governmental Organizations?

Supporting International Assignments

Goal: successful international assignment

Success measures:

1. completion of work/study assignment
2. satisfaction
3. effectiveness (performance)

International Assignments: 3 Success Factors

Organizational

Individual / Interpersonal

Environmental / Context

conceptualized from
Kealey et al. (2005)

Success Factors:
Organizational

- conceptualization & design of assignment
- funding/financing
- management & administration
- strength of partnership
- procedures (eg risk assessment & mgmt)
- communication
- organizational culture (eg, school)

Success Factors:
Environmental / Context

- history (eg, colonial legacy)
- politics
- economics
- society (eg, religion)
- power & privilege (eg, perceptions of role)
- physical/natural environment
  (eg, weather, geography)

Multidimensional Model of Successful International Experience

adapted from Beaman (2004)

Individual Factors
(global mindset; personality)

Cultural Factors
(eg, nationality)

Contextual Factors
(position; job)

Situational Factors
(eg, family)

Cultural Intelligence and Success in Global Work Assignment

individual	family	host nation
personality	spousal/children adjustment	cultural toughness novelty

CQ →

general adjustment	work performance	completion of assignment

technical competence	job design	parent org; local unit
individual	**job**	**organization**
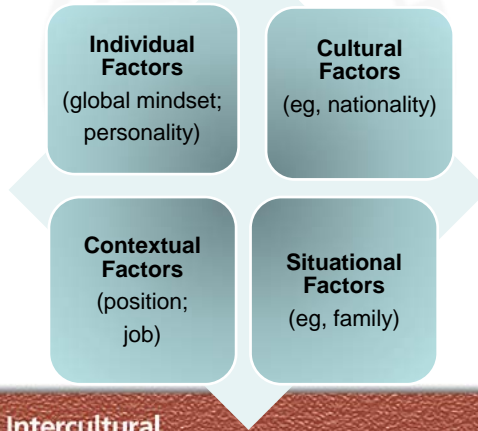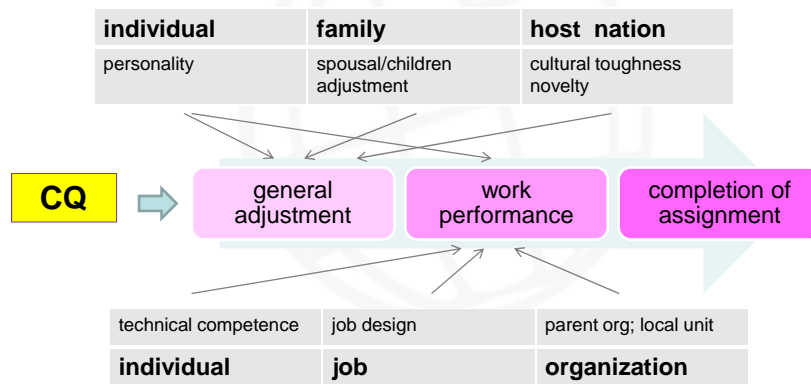
adapted from Earley & Ang (2003)

Success Factors: Individual

Concept of Overseas Effectiveness

adapted from Kealey (2001)

INTERACTION
Knowledge
Communication
Understanding

EFFECTIVENESS

ADAPTATION
Acceptance
Participation
Satisfaction

EXPERTISE
Qualifications
Commitment
Innovation
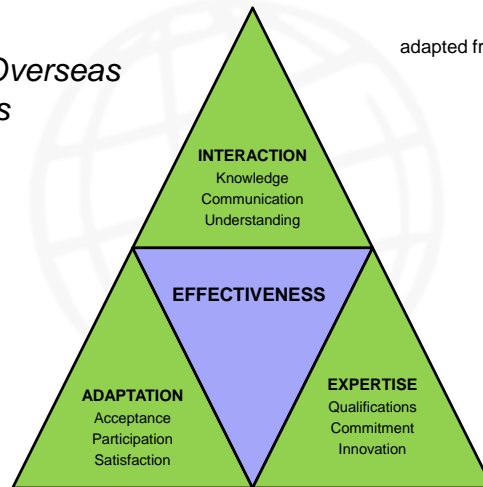
Interculturally Effective Person (IEP)

....someone who is able to live contentedly and work [or study] successfully in another culture.

Vulpe et al. (2001)

Intercultural **C**ompetence

"the ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes."

Deardorff (2004)

Intercultural **E**ffectiveness in **I**nternational **A**ssignments

...the ability live contentedly and to communicate effectively and appropriately (based on one's intercultural knowledge, skills, and attitudes) in order to achieve success in another culture.

adapted from Vulpe et al. (2001)
& Deardorff (2004)

Interculturally Effective Person

....thinking about the challenges of international assignments, what do IEPs possess to meet/overcome those challenges? What do they 'look' like?

→ Attributes?   → Knowledge?

→ Competencies?   → Skills?

→ Aptitudes?   → Attitudes?

→ Qualities?

Profile of the Interculturally Effective Person

Vulpe et al. (2001)

Knowledge	Skills	Attitudes
• self-knowledge • understanding of the concept of culture • knowledge of host country & culture	• adaptation skills • organizational skills • intercultural communication	• attitude of modesty & respect • relationship-building • personal & professional commitment

Pyramid Model of Intercultural Competence

Deardorff (2004) with permission

Desired External Outcome
Behaving & communicating effectively & appropriately... to achieve one's goals

Desired Internal Outcome
Informed frame of reference/filter shift: adaptability; flexibility; ethno-relative view; empathy

Knowledge & Comprehension
eg, self-awareness; understanding & knowledge of culture

Skills
listen, observe, interpret analyze, evaluate, relate

Requisite Attitudes
Respect; openness; curiosity & discovery

Interpersonal / Interaction

Individual

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Process Model of Intercultural Competence

Attitudes:
Respect (valuing other cultures): Openness (withholding judgment); Curiosity & discovery (tolerating ambiguity)

Knowledge & Comprehension:
cultural self-awareness, deep cultural knowledge, sociolinguistic awareness

Skills:
to listen, observe & evaluate; to analyse, interpret & relate

Process Orientation

Desired External Outcome:
Effective & appropriate communication & behavior in an intercultural situation

Desired Internal Outcome:
Informed frame of reference shift (adaptability, flexibility, ethnorelative view, empathy)

Individual

Interpersonal / Interaction

Deardorff (2004) with permission

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Comparative models of Intercultural Competence

	J Bennett (2008) in Savicki (Ed.)	Earley & Ang (2003)
	Intercultural Competencies	Cultural Intelligence
		Metacognitive (awareness)
Knowledge	Mindset: Cognitive	Cognitive (head)
Skills	Skillset: Behavioral	Physical (body)
Attitudes	Heartset: Affective	Emotional/Motivational (heart)

Developmental Model of Intercultural Sensitivity (DMIS)

Denial → Defense → Minimization → Acceptance → Adaptation → Integration

Ethnocentric Stages   Ethnorelative Stages
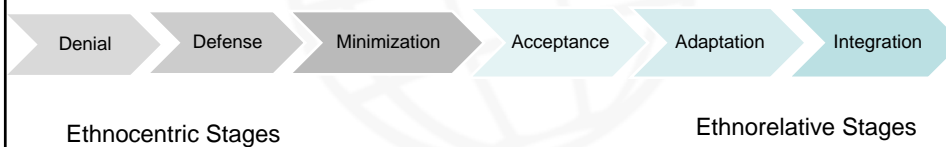
conceptualized from M Bennett (1993)

Four Levels of Cultural Awareness

4. Unconscious Competence ☺

3. Conscious Competence ☺

2. Conscious Incompetence ☹

1. Unconscious Incompetence ☺
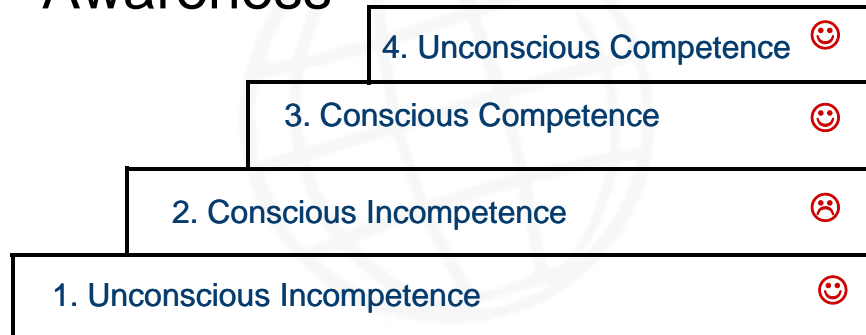
*based on work of William Howell,
found in Peace Corps' "Culture Matters"*

Supporting International Assignments: How?

On-arrival

Pre-departure

International Assignment Cycle

Mid-term / In-country support

Recruitment & Selection

Re-entry / Debriefing

Pre-return

home country

host country
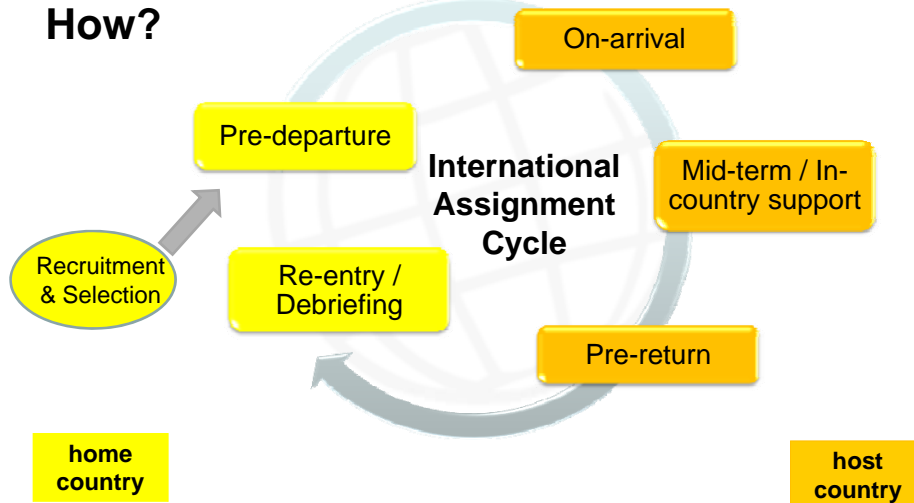
Case scenarios / Role plays

1. assign & develop case scenarios
   (all clients)

2a. identify 1-2 consultants from each team; assume roles *(consultants & clients)*

2b. needs assessment *(consultants & clients)*

3a. consultants' report & team discussion re needs & possible solutions
    (all consultants)

Case scenarios / Role plays

3b. design of support program proposal & flipchart *(all consultants)*

4. presentation of proposals & feedback
   (consultants & clients)

Supporting Int'l Assignments:
Planning Process

- Scenario: understanding the 'big picture'
- Needs assessment strategy
- Recruitment & Selection (*if required)*
- Develop goals and objectives for SIA
- Program design
- Coordination: administrative details
- Delivery
- Evaluation

Pre-departure Support

- Practical considerations (eg, visas, contracts, money, insurance, health, travel, accommodation)
- Language training
- Culture
- Intercultural communication
- Adaptation/adjustment
- Work/study preparation

In-country (on-assignment) Support

- On-arrival orientation
- Mid-term & pre-return workshops
- Ongoing in-country support:
    - Mentoring/buddy programs
    - Informal cultural interpreters / informants
    - Support groups
    - Online development & support
    - Monitoring & evaluation

Intercultural Training/Learning Considerations

Content
- Culture-general & Culture-specific
- Knowledge, Skills, Attitudes (cognitive, affective, behavioural)

Intercultural Training/Learning Considerations

Process

- Classroom and/or online
- Didactic and/or experiential
- Learning style preferences: individual & cultural
- Language: ability; interpretation

Intercultural Training/Learning Considerations

Process

- Methods: lectures, simulations, role plays, case studies, self-assessment
- Techniques: individual work, dyads, small/large group discussions

International Transitions:
the Adjustment Process

emotional state

host country sojourn   **home country** re-entry

very positive, happy ☺ — honeymoon

adjustment

recovery

OK, satisfied —

very negative, stressed ☹ —

crisis (culture shock)

reverse culture shock

timeline / duration
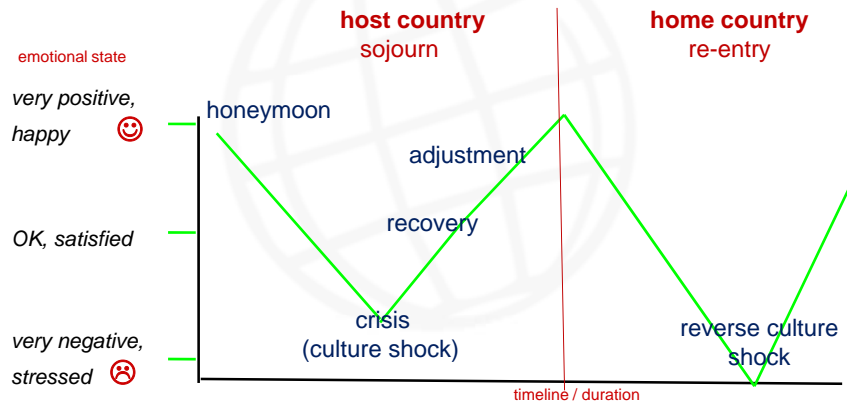
Lysgaard (1955); Oberg (1960); Gullahorn & Gullahorn (1963) as cited in Ward et al. (2001)

Exercise: chart Four Levels of Cultural Awareness

4. Unconscious Competence ☺

3. Conscious Competence ☺

2. Conscious Incompetence ☹

1. Unconscious Incompetence ☺

*based on work of William Howell,
found in Peace Corps' "Culture Matters"*

Exercise: chart DMIS

| Denial | Defense | Minimization | Acceptance | Adaptation | Integration |

Ethnocentric Stages

Ethnorelative Stages

conceptualized from M Bennett (1993)

Determinants of Expatriate Adjustment

Determinants

Organization Factors	Non-Work Factors	Individual Factors	Job Factors	Positional Factors
Logistics Support Organization Culture Novelty Social Support	Cultural Novelty Spouse/Family Adjustment	Self Efficacy Relations Skills Perception Skills	Role Clarity Role Discretion Role Conflict Role Novelty	Hierarchical Level Functional Position

Previous Int'l Experience
Language Proficiency

extension of Black et al. (1991) by Shaffer et al. (1999)

ABC Model of Culture Shock

	Theories	Processes	Outcomes
Affect	stress & coping	coping with cultural change	psychological adjustment
Behavior	culture learning	acquiring specific skills	sociocultural adaptation
Cognitions	social identification	developing, changing & maintaining identity	cultural identity & intergroup perceptions

adapted from Ward et al. (2001)

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Reverse Culture Shock

CULTURE SHOCK
is the *expected* confrontation with the *unfamiliar*

RE-ENTRY SHOCK
is the *unexpected* confrontation with the *familiar*

R Michael Paige

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Third Culture concept
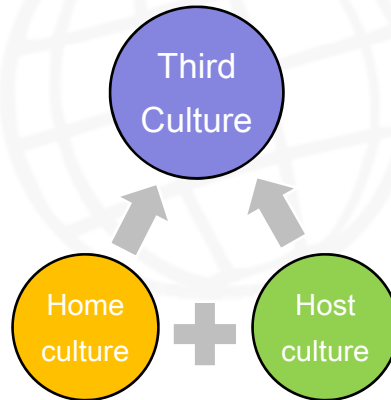
Re-entry: Coping Modes

- Resocialized
- Alienated
- Proactive

Adler (2002)

Appendix C: Course Outline – 2009 Revised Version

Revised by Catherine Price.

**University of British Columbia – Continuing Studies
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**Certificate in Intercultural Studies
CIS 602: SUPPORTING INTERNATIONAL ASSIGNMENTS**

<u>Course Outline</u>

Course Description

Supporting International Assignments covers the theory and practice of preparing people to be interculturally effective in their international assignments. The course explores support and training that organizations/institutions can provide to individuals and groups who are working, volunteering or studying abroad for a period of time, whether they are nationals preparing to leave home, or international sojourners arriving from abroad. Content includes success factors in international assignments, intercultural effectiveness and related competencies, the international assignment cycle and elements of support, and the international transition process.

Supporting International Assignments is a 40-hour blended delivery course (two-day classroom workshop plus four-week online seminar) offered as an elective in the Certificate in Intercultural Studies and the Certificate in International Development programs.
Pre-requisite: Foundations of Intercultural Studies

Learning Outcomes / Goals:

By the end of this course, participants will be able design a program to support the intercultural effectiveness of sojourners on international assignments.

Learning Objectives:

Through this course, participants will have the opportunity to:
1. explore various types of international assignments, in both public and private sectors;
2. identify challenges sojourners face on international assignments and the rationales for support;

3. examine three key factors contributing to the success of international assignments, and integrate these into the design of a support program;
4. explore intercultural effectiveness and related competencies;
5. identify elements of support related to the international assignment cycle, and features of intercultural training/support;
6. review the international transition process;
7. identify appropriate strategies and resources to support sojourners in their adaptation/adjustment and interaction to enable successful completion of their international assignments; and
8. practice designing elements of an intercultural support program – with a team and individually – and respond to feedback from peers and facilitators.

Participant Assessment

In order to successfully complete *CIS 602: Supporting International Assignments*, participants are required to:
1. participate fully in the two-day classroom workshop;
2. demonstrate a set of competencies by successfully completing the online assignments within the designated time. Assignments are graded as complete / incomplete;
3. participate in the online seminar discussion by:
   - responding to the assignment of another participant at least once each week, and
   - responding to facilitators' comments and questions.

Required Competencies

Participants are required to demonstrate the following competencies through the four online assignments:
1. An understanding of the importance of conducting a needs assessment in order to support individuals on international assignments.
2. An ability to integrate information from a needs assessment and from the research (workshop and readings) into the development of a suitable pre-departure or on-arrival orientation training program.
3. An appreciation of ongoing concerns of people on international assignments, with strategies for providing support during the sojourn and the re-entry phase.
4. A critical review of their program design which includes gathering, reflecting on, and integrating feedback into their proposal for supporting the international assignment.

Appendix D: Workshop Agenda – 2009 Revised Version

Revised by Catherine Price.

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Certificate in Intercultural Studies
CIS 602: SUPPORTING INTERNATIONAL ASSIGNMENTS

WORKSHOP AGENDA

Day One	(9:00 am – 5:00 pm)

- Welcome & Course Overview

- Introductions & Expectations: Group Profile & Self-introductions

1. Exploring International Assignments: Who, What, Where, When, How?

2. Supporting International Assignments: Why?

3. Success Factors in International Assignments

4. Intercultural Effectiveness & Intercultural Competencies

5. International Assignment Cycle & Elements of Support

6. Case Scenarios: needs assessment & consultation

- Review/preview & feedback

Day Two	(9:00 am – 5:00 pm)

- Review/preview & feedback

6. Case Scenarios (continued): design, presentation & feedback

7. Supporting international assignments:
    - Program planning process
    - Intercultural education & training/learning considerations

8. International Transitions: Culture Shock, Adaptation & Re-entry

- Workshop Wrap-up & Evaluation
    - preview of online seminar