


Summer 2011

Intercultural Competency Training For Semester At Sea

Leah Charbonneau
SIT Graduate Institute

Follow this and additional works at: <https://digitalcollections.sit.edu/capstones>

 Part of the [Bilingual, Multilingual, and Multicultural Education Commons](#), [International and Area Studies Commons](#), [International and Comparative Education Commons](#), and the [Place and Environment Commons](#)

Recommended Citation

Charbonneau, Leah, "Intercultural Competency Training For Semester At Sea" (2011). *Capstone Collection*. 2463.
<https://digitalcollections.sit.edu/capstones/2463>

This Thesis (Open Access) is brought to you for free and open access by the SIT Graduate Institute at SIT Digital Collections. It has been accepted for inclusion in Capstone Collection by an authorized administrator of SIT Digital Collections. For more information, please contact digitalcollections@sit.edu.

INTERCULTURAL COMPETENCY TRAINING FOR SEMESTER AT SEA

Leah L. Charbonneau

PIM 69

A Capstone Paper submitted in partial fulfillment of the requirements for a Master of International Education at the SIT Graduate Institute in Brattleboro, Vermont, USA.

July, 2011

Advisor: Richard Rodman

Copyright Permissions Statement

Consent to Use of Capstone

I hereby grant permission for World Learning to publish my Capstone on its websites and in any of its digital/electronic collections, and to reproduce and transmit my CAPSTONE ELECTRONICALLY. I understand that World Learning's websites and digital collections are publicly available via the Internet. I agree that World Learning is NOT responsible for any unauthorized use of my Capstone by any third party who might access it on the Internet or otherwise.

Student name: *Leah Charbonneau* Date: *June 20, 2011*

© Leah Charbonneau, 2011. All rights reserved.

TABLE OF CONTENTS

ABSTRACT.....	1
Introduction.....	2
Needs Assessment.....	9
Theoretical Foundation	15
Literature Review.....	17
Goals and Objectives	25
Program Description	26
Curriculum	28
Staffing Plan.....	33
Program Marketing	34
Student Recruitment and Admissions	35
Logistics	36
Health and Safety Plan.....	37
Crisis Management Plan	39
Budget and Budget Notes	39
Evaluation Plan	41
Conclusions/Implications.....	43
Bibliography	45
APPENDICES	51

ABSTRACT

Semester At Sea, a comparative education study abroad program, is a unique experience that provides participants an opportunity to challenge their worldview. Semester At Sea cultivates opportunities beyond the classroom to explore issues of culture and identity. However, little training is provided to give participants the tools to navigate in intercultural contexts.

The proposed Semester At Sea (SAS) Intercultural Competency Training (ICT) program will offer a semester-long intensive training program with the purpose of providing participants with a foundation in intercultural competency and sensitivity. The purpose of the SAS ICT design is to incorporate experiential educational practices and classroom learning into practical skills and concepts for participants. The training focuses on theories and lectures that give a firm background in intercultural competencies while also challenging the participants to reflect and process their own understanding of culture and community. The program is designed in a way in which participants reflect on their experiences in each country and use the training sessions to gain a greater understanding of cross-cultural encounters. The following SAS ICT project proposal provokes participants to better understand what it means to travel in foreign communities and better understand the value and importance of cross-cultural understanding.

Introduction

International education provides the arena for students to better understand themselves and the world around them. While traveling the world, students encounter a range of people and cultures that differ from their original understanding of cultural realities. These experiences allow students to question new ideas and beliefs and permit them to better understand the nature of their culture and others. Furthermore, these experiences integrate “the existing knowledge base about human learning patterns and social interaction with the perspective of the individual to create a powerful climate for personal growth and behavioral change” (Foster, 1994, p.130). “Sensitivity to cultural differences, competence in skills which allow intercultural respect and communication,” (Foster, 1994, p.130) are just a few of the skill sets and outcomes of a profound study abroad experience. An effective study abroad program should offer students the training and opportunity to connect with the cultures they encounter during their time abroad. The Semester At Sea Intercultural Training (SAS ICT) program is designed to give students this type of focused training and is the subject of the following program design.

Often the demands of intercultural competence can quickly overwhelm students studying abroad. The daily challenges of adjusting to everyday tasks can seem overwhelming, and students can feel lost in their attempts to communicate effectively in new environments. The SAS ICT program gives a structure for learning and skill-building so that students are better equipped to handle the intercultural challenges they face while studying abroad.

Semester At Sea (SAS) is a comparative education study abroad program providing “worldwide itineraries [which] offer rigorous coursework coupled with field assignments and service learning in 8-12 international destinations” (Semester At Sea, 2011). Since 1963, SAS, administered by ISE, a 501(C)(3) organization, “has educated more than 50,000 students from 1,500 institutions, and traveled to more than 60 countries” (About-Us, 2011). The President of ISE, Les McCabe, states that the mission is “to educate individuals with the global understanding necessary to address the challenges of our interdependent world” (About-Us, 2011). The core values include: “transformation of the individual through academic excellence...profound learning experiences and the value of intercultural/international exchange and diversity” (Mission and Core Values, 2011).

The Fall and Spring semesters, generally 100 to 110 calendar days long, visit ten to twelve ports. These ports range from large cities like Hong Kong and Shanghai to smaller communities like Takoradi, Ghana and Port Louis, Mauritius. Port stays range from one night to one week, occasionally splitting stays in one country between two ports. SAS operates a schedule of classes almost every day the ship is at sea. While at sea, students attend daily classes and are provided with a host of other enrichment programming, like special interest group meetings and student-life activities (About-Us, 2011). While in port, students can select from a variety of field activities available in-country or select to travel independently. These SAS-sponsored field excursions vary greatly in length and topic, ranging from service projects to adventure outdoor programs to research trips led by faculty.

In total, there are typically seven hundred participants on each of the SAS academic voyages. The typical SAS student is from a four-year American college or university and is usually between the ages of 17 and 23 years old. According to the SAS website, five percent of the study body is made up of students from outside the United States (Admission and Aid, 2011). Traveling alongside the student population is what ISE calls Lifelong Learners (LLs), a group of adult passengers ranging in age from mid-thirties to their nineties. These adult passengers have the option to take academic classes and participate in field programs in port. They are very much a part of the shipboard community and the daily life on the ship, often taking active roles in classroom discussions or student life events (Life-long Learners, 2011).

As of June, 2006, students are issued academic credit for the courses taken on the voyage through the University of Virginia in Charlottesville, Virginia (Admission and Aid, 2011). According to the SAS website, “1,500 institutions participate in the program and accept transferable University of Virginia credit” (Academic-Life, 2011). The SAS program is open to students regardless of declared major or class standing. ISE makes available \$4 million in financial aid annually, and about 40% of SAS students receive ISE scholarships or work grants each year (Admission and Aid, 2011). The typical semester voyage averages seventy to ninety faculty and staff. These members create and run the academic programming that is essential to a successful voyage. An Academic Dean and Executive Dean choose the faculty and staff for each voyage. The ship itself is operated by an organization called V-Ships, a cruise ship management and staffing organization. The crewmembers hired by V-Ships have full responsibility for

logistics of the ship, including ship security, dining, hotel management, etc. (Our-Ship, 2011).

SAS's website states that the organization is "a pioneer and leader in global, comparative education—a form of international study that focuses on surveying the world's peoples, patterns, cultures, and traditions," and that this is what sets SAS apart from other study abroad programs (Global, Comparative Studies, 2011). They also state on their website that a benefit to participating in the program is it allows one to "become aware of how interdependent contemporary societies are and what we must do to coexist effectively in the world of today...and tomorrow" (Lifelong Learners, 2011). For admission, students must be,

enrolled full-time in a degree-granting program at an accredited college/university (domestic or international)...at least one full term at the post-secondary level...demonstrate at least a 2.75 cumulative GPA...be in good academic and judicial standing at time of application...demonstrate their writing skills in a 300-500 word essay as indicated on the application. (Admission and Aid, 2011)

However, SAS does not require any specific training for students in intercultural competency prior to or during the program to participate. ISE's president states "that success at all levels in today's rapidly globalized world requires understanding of human commonalities and differences, cross-cultural perspectives, and personal characteristics of adaptability and flexibility in order to develop analytical ways of thinking about the world"(About-Us, 2011). A willingness to gain a level of fluency in

intercultural competency would seem vital for SAS participants because they constantly enter new cultural contexts and are expected to perform in an appropriate manner in order to facilitate their learning and educational maturity.

Based on their mission and core values, SAS aims to incorporate into the classroom the experiential education that occurs while in each of the ship's ports of call. A student's learning process is an outcome of classroom lectures, but lessons are evolved and applied by the experiences that occur in port. Through field programming and one-on-one exchange with the people and ports they visit, students can take theory learned in the classroom and see real-world application.

SAS impacts the communities visited, financially and socially, and SAS students are ambassadors of the program. Even though port stays may sometimes only be one night, the communities in which the port is located can often be greatly affected by the ship's visit. SAS sends approximately one thousand individuals up to twice a year to these port communities. In order to be a socially responsible organization and live up to their program goals, SAS has a responsibility to make sure the actions of their participants are in keeping with their organization's mission.

Traveling around the world to eleven ports of call gives participants the opportunity to discover and investigate a wide variety of cultures and peoples. A major concern for the program is ensuring their mission of cultural exchange and understanding is met by providing adequate training for participants. The students may interact in intercultural contexts in a positive way when they have access to educational resources and exposure to quality training programs.

SAS provides a few cultural enrichment programs that are aimed at grounding participants in intercultural awareness. These include inter-port lecturers and inter-port students, individuals chosen from upcoming ports; pre-port briefings by United States Foreign Service employees; 'country days' with culturally appropriate programming; and post-port group reflections. SAS states that these "onboard cultural enrichment programming and the interport guests enrich the already diverse learning experience" (Cultural Enrichment, 2011). These programs prepare participants with practical knowledge about social norms and with the logistics of navigating in the culture they will find themselves in while in port, while also giving participants a background in the history and influences of a culture. While these programs are important to the program and should be encouraged, they do not address several key objectives of intercultural training programs which could also be greatly beneficial to the SAS aims of creating a diverse learning experience. The objectives of intercultural competency training programs can be used to prepare participants with strategies in coping with difficult intercultural interactions and succeeding in effectively communicating across cultures.

Intercultural training program objectives facilitate skill building and awareness building through activities and discussions in an experiential context. They include encouraging awareness of ethnocentrism, appropriate unbiased ways to compare and contrast and communicate across cultures, identify and understand implicit cultural assumptions, and greater understand how one's own cultures can be perceived. They also introduce participants to learning tools that help them analyze their reactions to

new cultures and values, understand the importance of observation and awareness, as well as help them better understand cultural differences that impact individual's values and interactions (Kohls, 1994).

A SAS ICT would provide a context and background for voyage participants allowing them the ability to navigate and interact positively in intercultural situations. SAS participants embark on a semester-long voyage around the world but are not required to enter the academic program with prior experience in travel, international exchange, or challenging intercultural experiences. The SAS Intercultural Competency Training (SAS ICT) is designed to prepare students for their journey around the world as well as encourage and support them in challenges as they arise on the voyage.

The training will focus primarily on university students but will also recognize the need to include the Lifelong Learners (LLs), faculty, and staff in the training. The goal of the training program is to encourage a greater sense of cultural fluency among SAS participants. This training program will be unique to the specific needs of the SAS voyage using other intercultural competency and sensitivity trainings in the field, such as Fowler and Mumford's Cross-Cultural Training Methods and Kohl and Knight's Cross-Cultural Training Handbook as a basis. Examples of SAS participants' unique intercultural needs include participants' age, community and culture of the ship, the diversity of backgrounds, and the demands of the SAS academic schedule and objectives. The training program will be required for all SAS students in the Fall and Spring voyages and will commence during the first weeks of the voyage and continue throughout the entire semester.

The training will address multiple learning styles through training methods and various mediums such as journaling, group discussions, films, interactive activities, and case studies. The training will examine connections between participants' own culture and the range of cultures and subcultures they encounter on the voyage. Participants will examine themes such as poverty, identity, gender, globalization and social structures. Intercultural professionals in each country will lead two trainings on culture specific subjects. The program will culminate during the final days of the voyage. During this re-entry day students will be challenged to integrate their learning into practical skills at home. Some of the practical skills they can gain from the ITC include communicating effectively with diverse populations in their communities, enhanced multi-cultural group facilitation skills, increased awareness of unstated cultural assumptions, and preparing to effectively work with intercultural groups in their future careers and daily lives.

Needs Assessment

While working at the Institute for Shipboard Education office in Charlottesville, Virginia I had several meetings with Dr. Rosalyn Berne, ISE Vice President of Academic Affairs. At these meetings we discussed an informal needs assessment for the then upcoming Fall 2010 voyage. The needs assessment would evaluate student intercultural conduct and understanding while noting areas of improvement for addressing intercultural sensitivity. This meeting prior to the voyage prepared me to be more aware of student behavior and to notice the details of student development and conduct early on in the voyage. I conducted informal observations and questioning of students and would occasionally report back to Dr. Berne. The needs assessment for the SAS ICT

program was conducted through personal observation on the Fall 2010 SAS voyage. I concluded from my observations there was a need for an intercultural competence training program in order for the mission and goals of the SAS program to be achieved.

It was clear from student behavior and conduct in port that there was a great need for more initiatives and programming for intercultural competence training. I noticed low attendance in the cultural pre-port programming and information sessions held by inter-port lecturers and students as well as a general lack of interest in students' desire to learn background knowledge about the cultures they were visiting. I listened to informal student comments and discussions about these cultural sessions and took note of the low attendance numbers. Furthermore, it was apparent in the student behavior and choice of activities in port that made the observations about their lack of concern for the local cultures clear. This attitude extended beyond student behavior to also, on occasion, include the leadership teams on the ship. During the voyage, the scheduled Country/Culture Days were all cancelled and replaced with student life social activities. Additionally, even though the student attendance at each cultural pre-port was mandatory, there was no enforcement of this policy. The ship's faculty leadership often showed their own lack of intercultural competence by their conduct in port, which was noted in my needs assessment.

My observations identified a small portion of the population of students on the Fall 2010 voyage that were culturally insensitive. These students openly expressed that they were not interested in learning about the countries, communities, or cultures they encountered on their voyage around the world. Instead, the impression was that these

students openly used SAS and the *M.V. Explorer* as a 'party ship,' with no real considerations for the people and places they visited. This type of attitude was detrimental to other participants and the communities that the program visited. This is further noted in the interview section of the needs assessment.

SAS provides some students with the motivation and tools to navigate their way through cultures that enhance their intercultural competence. The lessons students learn in class and the interactions they have in the field challenge students to look beyond their known borders and comfort levels and move forward on their journey towards cultural competence. However, from my observations I have concluded that a small percentage of students refused to see the voyage as a learning and self-development opportunity. Many students reacted to cultural differences they encountered with aggressive ignorance, a stress on the familiar and same-culture segregation. These students acted with behavioral attributes that react to cultural differences in a denial or defensive stage. These behavioral traits have the potential to be serious issues; Bennett concludes that individuals at this stage can have a 'defense of privilege and identity' and can exercise power in the form of exploitation and 'denial of equal opportunity' (Bennett, 2000, p.1).

The council on International Educational Exchange states that International Education (IE) should promote "the acquisition of new skills and knowledge of other cultures as well as insight into the individual's own society and his or her role in it" (CIEE.org, 2011). An article about intercultural competence states, "A willingness to truly engage in the new culture during a cross-cultural sojourn, promotes both

transcendence and transformation of one's original mode of perceiving, knowing, and expressing about the world and interacting within it. Developing intercultural competencies aids this process" (Fantini, 2005, p.1). Students frequently did not appear to have a willingness to engage with new cultures.

Dr. Tatum, expert on race relations, states, "stereotypes, omissions, and distortions all contribute to the development of prejudice. Prejudice is a pre-conceived judgment or opinion, usually based on limited information" (Tatum, 1997, p.5). Often, cultural and racial insensitivity and prejudice is constructed by ignorance and lack of knowing. Intercultural competency training should be added to the SAS curriculum, as well as incorporated into daily lessons on the ship to further encourage SAS participants to seek out and investigate rich intercultural interactions and educational opportunities in order to suspend preconceived notions and lack of understanding that can lead to prejudice.

SAS participants who behave with disregard for diversity and respect without training in cultural awareness, "quickly label as 'wrong' the behavior of those who do things differently. [They] fail to realize the individuals from other cultures who are so important to our future" (Reynolds, 2004, p. xvii). They also hurt the overall program with their behavior academically, professionally, and socially. I discussed the need for an intercultural competency training with Dr. Berne and she agreed that an intercultural training program would be a useful additional to the programming on SAS voyages. This type of programming would be beneficial because the hope for SAS students is that they finish the end of the semester as students that are able to interact

with cultural fluency or an “appropriate application of respect, empathy, flexibility, patience, interest, curiosity, openness, the willingness to suspend judgment, tolerance for ambiguity, and sense of humor” (Inoue, 2007, p. 8).

“Adaptability and culturally appropriate social skills recur throughout intercultural communication competency research” (Williams, 2009, p. 290); thus, some of the best tools for understanding culture, especially in cross-cultural communication, are an open mind, flexibility, and willingness to understand. When students on a SAS voyage do not approach their educational experiences with an open mind, the merit of the program comes into question. The goal of SAS ICT is to provide an opportunity where all students can grow in intercultural competency, and those with a closed mind might more easily shift in attitudes and behaviors in intercultural environments. The training provides a platform for intercultural exchange to be addressed.

The needs assessment also includes a set of interview questions that were written strategically to gain insight into the specific needs of SAS. The interview questions were emailed to five undergraduate students on the Fall 2010 voyage. Two students responded to the interview questions. One of the participants was a work-study student that I supervised in the Field Office during the voyage; the other student was someone I traveled with on several SAS sponsored, in-port trips. Both students agreed to have their answers to the interview questions shared in this needs assessment and program proposal. See Appendix A for needs assessment interview questions and student responses.

Several themes were identified through the analysis of the student responses. Both students felt that the shipboard community impacted the processing of interactions, experiences, and emotions that they encountered on the voyage. This community allowed one student to be able to open up more than he normally would because of the strength of relationships he was able to form on the ship. This tight community and group unity is an important factor to take into account when designing the training program. Students will know each other very well by the end of the semester; others almost always surround them and finding time to be alone is difficult during the semester. This element should be considered in an intensive training program that requires self-reflection from its students. The tight community is a potential asset to the training because of the close relationships students are able to form and because they are more likely to discuss intercultural interactions and process events together.

Another reason the community on the SAS voyage is important to consider is because students are constantly around their professors and they have the potential to be strong influences on student behavior and attitudes. The SAS website states that because they operate a “traveling shipboard campus that allows diverse learning communities to live and learn in close quarters as they travel the world, opportunities for intensive engagement, reflection, interaction, and exchange are possible on Semester at Sea that simply aren't available with other programs” (Academic Life, 2011). However, with such close living and working environments it is important to consider the impact negative encounters may possibly make. Both students commented on

significant incidents when they noticed a faculty member or administration leader show cultural insensitivity. Faculty and staff members are rarely away from students and their ability to be interculturally competent is essential to student development. There is no guarantee that faculty or staff will be entering the SAS program with intercultural competency training as they are not tested on this during the hiring process. Therefore, it is important that attendance and participation in the SAS ICT program are encouraged for the entire shipboard community.

The interview questions also provided specific examples of serious cultural insensitivity by SAS students and the impact it had on these two students. One student stated that she felt that a good portion of students viewed the trip as a 'booze cruise'. This further proves the need of the SAS ICT program and shows how the actions of some students deeply impact others. Both students responded to a question about the impact of the program, stating that they felt they could change the world for the better and change was possible because of their experiences on SAS. These statements provide evidence that the SAS program has great potential, but an ICT program is essential to certain aspects of student success. The SAS ICT would harvest the skills, knowledge and attitudes in intercultural competency that would empower the participants to better understand the places they visit.

Theoretical Foundation

Culture is characterized as a "system of beliefs, values, and assumptions about life that guides behavior and is shared by a group of people; and these are transmitted from generation to generation, rarely with explicit instructions" (Peace Corps, 2002). Culture is defined by Clifford Geertz, an influential American anthropologist, as "an

historically transmitted pattern of meanings embodied in symbolic forms by means of which men communicate, perpetuate, and develop their knowledge about the attitudes toward life" (Geertz, 1973, p. 89). With this understanding of culture, one definition of intercultural communication is "it is the complex of abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself" (Fantini, 2005, p. 1).

Intercultural competence is the "ability to communicate effectively in cross-cultural situations and relate appropriately in a variety of cultural contexts" (Landis, Bennett, & Bennett, 2004, p. 149). Competence includes knowledge, attitude, and behavior; they must work together for cultural competence to occur. Developing sensitive communication skills is a major part of intercultural competence. Learning to see "through a perspective different from our own and achieve some understanding of these unique worlds" (Reynolds, 2004, p. xviii) are the foundations of intercultural competent global citizens.

According to Williams in his research and article on The Reflective Model of Intercultural Competency, intercultural competence can be,

defined as having three dimensions: the cognitive dimension (knowledge about cultural issues) the affective dimension (motivation or willingness to act in intercultural situations), and the behavioral dimension (skills and abilities related to intercultural situations). The cognitive dimension refers to possessing knowledge about cultural norms, values, behaviors, and issues. The affective dimension...relates to the flexibility to adapt to new situations and open-

mindfulness to encounter new values. Flexibility, adaptability, and ability to deal with stress and ambiguity are often noted as a necessity for intercultural competency. In addition, open-mindedness, respect, and cross-cultural empathy are noted by many as important to intercultural competency. (Williams, 2009, pgs. 289-290)

These dimensions are essential when designing an intercultural competency training program because learning outcomes must be designed to address a multitude of competencies.

The Intercultural Sourcebook states “according to Pusch (1993), nearly all the intercultural research identifies three general behavioral skills or abilities that are critical to being effective overseas” (Fowler, 1995, p. xiii):

1. the ability to manage psychological stress
2. the ability to communicate effectively
3. the ability to establish interpersonal relationships

Intercultural training programs are designed to develop these skills among the participants while targeting the unique needs of SAS students. Jack Levy, in the Intercultural Sourcebook, defines intercultural training (ICT) as a “cohesive series of events or activities designed to develop cultural self-awareness, culturally appropriate behavioral responses or skills, and a positive orientation towards other cultures” (Levy, 1995). It is with these skill goals and definitions of ICT that the SAS ICT program was developed.

Literature Review

The literature review focuses on not only the richness of basic intercultural competence theory, but it also addresses the specific needs of SAS participants to ensure

that training was targeted towards their unique needs. Examples of these needs include traveling in a multitude of different cultural settings, living in a close shipboard community, and interaction with faculty and staff. For the purposes of this project, the literature review identified particularly relevant and useful work, such as the Banks Typology, Cultural Intelligence Theory, popular intercultural training models and experiential education.

Banks Typology

The SAS ICT program aims to facilitate students shifting from lower stages of Dr. Banks ethnic/cultural typology to a more advanced level. The theory of Dr. James Banks, Director of the Center for Multicultural Education at the University of Washington, states that there are six stages of the ethnicity typology, and as one moves down the stages, the ability to function successfully in cultural situations increases. Lower stages of the model define different levels of culturally isolated and encapsulated persons. Individuals defined in these stages lack the skills to participate successfully in more than one ethnic or cultural group, have ethnocentric tendencies, and are generally culturally unaware. The final stage, Globalism and Global Competency, is the aim of the SAS ICT Program. In this stage, individuals have an “ideal balance of ethnic/cultural (gender, class, race), national and global identifications, commitments, literacy and behaviors, has internalized universalistic ethical values and principles of humankind and has the competencies and skills needed to take action within the world to actualize commitments” (Banks, p. 1). While some SAS participants come to the program in low levels of the typology and other participants come in with higher levels,

it is the aim of the program to help participants shift to a more advanced level no matter where they are starting from.

Cultural Intelligence Theory

As a study abroad program, SAS strives to increase participants' overall intelligence, working to achieve "academic excellence, which gives rise to transformative awareness and profound learning experiences" (Mission and Core Values, 2011). There are many different types of intelligence, including social, emotional, physical, artistic, creative, analytical, and practical or contextual. Typically, higher education programs test a student's practical or contextual intelligence, creative intelligence, and analytical intelligence.

Analytical intelligence is the ability to analyze and evaluate ideas, solve problems and make decisions. Creative intelligence involves going beyond what is given to generate novel and interesting ideas. Practical intelligence is the ability that individuals use to find the best fit between themselves and the demands of the environment. (Meunier, 2003)

While the classroom provides an opportune time to cultivate these types of intelligences, SAS provides something more to participants. SAS strives to promote "intercultural exchange and global understanding" (Mission and Core Values, 2011), and its comparative education backdrop provides the perfect opportunity for students to develop a different kind of intelligence, cultural intelligence (CQ). CQ involves "using your senses to register all the ways that the personalities interacting in front of you are different from those in your home culture yet similar to one another" (Earley,

2004) . A culturally intelligent individual is naturally more able to navigate successfully in intercultural environments.

Cultural intelligence, or CQ, is similar to emotional intelligence, which is “a set of skills hypothesized to contribute to the accurate appraisal and expression of emotion in oneself and in others, the effective regulation of emotion in emotion in self and others, and the use of feelings to motivate, plan, and achieve in one's life” (Salovey, Mayer, 1989, p. 1).

CQ and emotional intelligence both share an element, which allows a propensity to suspend judgment - to think before acting. For someone richly endowed with CQ, the suspension might take hours or days, while someone with low CQ might have to take weeks or months. In either case, it involves using your senses to register all the ways that the personalities interacting in front of you are different from those in your home culture yet similar to one another. (Earley, 2004, p. 139)

CQ and emotional intelligence are senses that “reside in the body and the heart, as well as the head” (Earley, 2004, p. 141). It is a kind of intelligence that an individual is born with. While related to emotional intelligence, Earley states that, “CQ picks up where emotional intelligence leaves off. A person with high cultural intelligence can somehow tease out of a person's or group's behavior those features that would be true of all people and all groups, those peculiar to this person or this group, and those that are neither universal nor idiosyncratic” (Earley, 2004, p. 140). While CQ is a natural trait, it does not mean that it cannot be cultivated. Unlike other aspects of personality, “cultural

intelligence can be developed in psychologically healthy and professionally competent people” (Earley, 2004, p. 146). The goal of the SAS ICT program is to cultivate and motivate such intelligence.

Intercultural Competency Training Models

The study of intercultural competence has been developed over the last few decades. The two major quantifiable cultural measurement methods in the field are the Intercultural Development Inventory (IDI), a measure of intercultural competence co-developed by Dr. Mitchell Hammer and Dr. Milton Bennett; and Bennett’s Developmental Model of Intercultural Sensitivity (DMIS). These two models are important in the field because they give a base and measurement to an often intangible competence. They are often the theoretical foundations of ICT programs because they give a context and lay out desirable outcomes to cultural competence training, such as effective communication and relationship building.

The DMIS and the IDI are organized into six progressive stages of intercultural development. Three stages are in the ethnocentric range and the other three are ethnorelative (Hammer, 1999). The ethnocentric stages or orientations (denial, defense, and minimization) are rooted in the assumption that events are interpreted from an individual’s personal cultural point of view. Ethnorelative stages or orientations (acceptance, cognitive adaptation and behavioral adaptation) are rooted in the understanding that cultures are strictly understood relative to one another, and behaviors are organized in cultural contexts (Bennett, 1993).

The Intercultural Development Inventory, or IDI, is a theory-based instrument developed by Dr. Mitchell Hammer that measures intercultural competence. The IDI

serves as a measurement for individual assessment, group analysis, organization-wide needs assessment, program evaluation, and research. This model is effective in measuring individual or group intercultural competence abilities (Developing Intercultural Competence, 2011).

The Developmental Model of Intercultural Sensitivity, or DMIS, was constructed in 1986 by Milton Bennett to serve as a “framework to explain the observed and reported experiences of people in intercultural situations” (Landis, 2004, p. 152). Underlying the DMIS model is the assumption that, “as one’s experience of cultural differences becomes more sophisticated, one’s competence in intercultural relations increases” (Landis, 2004, p. 152). It is important to understand where participants are in relation to starting their journey towards cultural competence to help facilitate their training needs.

The denial stage of the DMIS process is a part of the earlier ethnocentric stage of the model. In this stage, “other cultures are either not discriminated at all, or they are construed in rather vague ways. As a result, cultural difference is either not experienced at all, or it is experienced as associated with a kind of undifferentiated other such as foreigner or immigrant” (Landis, 2004, p. 153). The denial of difference is the “inability to construe cultural difference. Indicated by benign stereotyping and superficial statements of tolerance” (Bennett, 2000). It may also include individuals linking the “attribution of deficiency in intelligence or personality to culturally deviant behavior [and a] tendency to dehumanize outsiders” (Bennett, 2000). One could conclude from

the needs assessment that a number of SAS participants are in this stage of the development process.

At the minimalization stage of the DMIS, individuals often make sweeping cultural generalizations and downplay cultural differences. According to Bennett, at this stage there is a “recognition and acceptance of superficial cultural differences... while holding that all human being are essentially the same” (Bennett, 2000). The acceptance stage is when an individual begins to process cultural values and behavioral differences based on culture respectfully. There is an “acceptance of cultural differences as viable alternative solutions to the organization of human existence” (Bennett, 2000) at this stage.

Greater understanding of the depth and complexities of culture surfaces during the cognitive adaptation stage and skills for intercultural communication develop (Bennett, 2000). The ability to “consciously shift perspective into alternative cultural world view elements and act in culturally appropriate ways in those areas” (Bennett, 2000) begins at this stage. The final stage, integration of difference, is where individuals base their interactions and communication in cultural appropriate methods based on values, beliefs and customs (Hammer, 1999). There is an “internalization of bicultural or multicultural frames of reference” as well as a worldview that categorizes which “are seen as ‘constructs’ maintained by self-reflective consciousness” (Bennett, 2000). This is the stage that one strives for because it allows for the “ability to facilitate constructive contact between cultures” (Bennett, 2000).

Bennett's method underscores that progression through the stages is not necessarily straightforward or transparent. Individuals can either progress through the stages or, in certain contexts, can regress; movement in either direction is not necessarily permanent" (Bennett, 1993). Without the right training environment or preparation, it is possible for participants in the SAS program to regress and become less culturally competent. Regression is possible if participants go into the field and have a particularly difficult intercultural interaction; without the proper preparation, participants can regress on the developmental stages. However, with the proper practice, exposure, and training, individuals can shift from one stage to the next.

Experiential Education

The SAS ICT program is based on the principles of experiential education. According to Fowler, "Experiential learning is a hallmark of intercultural training" (Foster, 1994, p.xvii). The SAS ICT presents intercultural competence training principles and practices through experience-based training activities. "Experience-based training incorporates the content knowledge base of human interaction with individual perspective to create a powerful climate for personal growth and behavioral change". (Foster 1994, p.130). The training is made up of team building activities, group discussions, lectures, media reflections, practical communication, skill building activities, and self-reflection.

The SAS ICT was designed around experiential education principles for several reasons. The program lends itself to this method because student learning takes place while inside different countries and interacting with a multitude of different cultures.

According to Maslow, “there is a developmental pathway to growth that begins with self-awareness; trusting in others, then in taking risks” (Foster, 1994, p.132). Also, because experiential education is “holistic, not only are intellectual challenges involved, but [it] provides people with practice in dealing without the psycho emotional aspects of fear, risk, and disequilibrium, as well as the joy and excitement of mastery”(Foster, 1994, p. 129). Participants experience all these emotions frequently while studying abroad and these emotional responses can come from such a training program and while traveling the world. Thus, an ICT program supports psycho-emotional aspects that promote personal growth.

Goals and Objectives

Program Goal

The goal of the Semester At Sea Intercultural Competency Training is to provide a framework for training in the Semester At Sea program which addresses the need for participants’ development of knowledge and skills in intercultural competency. This training will begin at the onset of each voyage and will continue throughout the semester building on the experiences the students and participants have in each port.

Program Objectives

- Provide necessary theoretical framework for proper conduct in port.
- Foster a secure atmosphere that enables deep emotional processing and reflection between ports.
- Create a program which encourages active, positive participation and attendance from all possible voyage participants.

- Strive towards being compatible for all learning styles, abilities, and backgrounds.

Participant Goal

The goals for ICT program participants are to equip voyagers with the ability to solve problems in intercultural contexts; provide the tools for successfully navigating new or challenging cross-cultural situations; encourage participants toward lifelong intercultural learning; and motivation to seek new intercultural exchanges.

Participant Objectives

- Strengthen participants' tolerance towards intercultural ambiguity and their ability to analyze interactions that seem unfamiliar.
- Enhance communication skills in order to articulate their needs and the needs of others in intercultural exchanges.
- Develop skills in reflecting on past experiences and in self-assessment associated with intercultural exchanges.
- To encourage participants to make connections between formal and informal learning opportunities.
- Cultivate participants' cultural intelligence abilities and advance toward higher levels on the Banks typology, the IDI and the DMIS.

Program Description

The training will be the SAS ICT program for Spring and Fall SAS voyages. Intercultural competency trainings seek “to provide participants with an insight into how cultures differ. Once this foundation has been set, a facilitator then explores manifestations of culture in a number of settings, whether work or personal. Through

greater self-awareness, participants are encouraged to develop personal strategies that can be implemented when working across cultures” (Intercultural Training, 2011). SAS ICT program will incorporate traditional intercultural competence training curriculum while focusing and facilitating the unique needs of SAS participants.

The SAS ICT program will be open to all SAS participants on the voyage, including faculty, staff, students, Lifelong Learners, and the family members of these groups (also known collectively as ‘dependent family members’ or ‘dependents’). The ages of the participants will range from youth (dependents) to the elderly. The program will be open to all SAS participants to encourage diversity and bring together a wealth of experiences and backgrounds. SAS strives to create a strong community throughout the semester, and the training program can be a method to bring all participants together from the onset of the voyage. The training program will be required for all students receiving academic credit for the semester but will be optional for all other SAS participants.

The SAS ICT coordinator will be the Intercultural Communication (ICC) professor. The ICC professor will serve as faculty, teaching one session of ICC, and will fulfill the rest of their duty as SAS ICT coordinator as a staff member. The majority of the program will take place during the orientation period at the beginning of the voyage. The training orientation program consists of half-day sessions taking place over the first two days of the voyage. Additionally, there will be four more on-ship training sessions led by the coordinator. The other two sessions will take place in port and will

be lead by in-country agents. A final session will occur on the ship for re-entry and reflection directly prior to the end of the voyage.

Curriculum

The proposed SAS ICT program will utilize experiential education and deliver a range of opportunities for participants to practice lessons learned in the training.

Participants will have the space for reflection and analysis through journal entries and group discussions. Encouraging students to reflect on their “experiences abroad and to articulate their own outcomes, shows that students gain intercultural competence and the ability to articulate it, through specific instances and examples” (Williams, 2009, p. 304). The multiple opportunities for reflection “provides opportunities for students with different learning styles to reflect on and articulate their experiences” (Williams, 2009 p. 304).

The SAS ICT training is designed to provide a safe space and build trust among the participants. Materials and activities in the training proceed from the lowest to the highest level of emotional risk. Participants will leave the training knowing what to do with the learned skills and how it can be useful in the field. Lectures and skill building sessions will be used to present new theories and clarify processes. The training will be accessible to all learning styles through multiple mediums, hands-on activities, individual self-reflection assignments, group discussions, and various visual aids.

The major themes of the training include identity and culture, diversity, social justice, poverty, and equality. The training will be a mixture of theoretical framework and experiential processes. The major components of the training program include lectures, icebreakers, group discussions, cultural reflection activities, journal reflection

assignments, and film screenings. Each component is designed with SAS participants' needs in mind and strives to promote SAS's overall mission of intercultural understanding and the mission and goals of the training program.

Lectures

SAS ICT will have several lectures throughout the course of the program. These lectures are designed to provide the theoretical foundations of participants' learning with regard to cultural awareness. The lectures serve as a base for the lessons of that training day and will typically be delivered by the ICT Coordinator. The only exception for this will be the lectures during the in-port sessions, which will be provided by the guest lecturer. There will be several themes to the lectures, with the first lecture handling the concept of culture and identity, addressing what culture means and how it can impact perceptions. Participants' ability to comprehend cultural diversity depends on their understanding of culture, intercultural competency, and the value in interacting as a global citizen. The lecture's purpose is to encourage participants to think about why it is important to gain intercultural competency skills as they evaluate culture and its impact on perceptions. The second lecture will take place on the second day of orientation with a theme of intercultural communication and successful navigation outside the context of an individual's comfort level. This lesson is based on and adapted from Pierre Casse's theory on communications impact on intercultural exchanges in *Communications and Intercultural Interactions* (Casse, 1980).

There will be two lectures given by in-port intercultural training professionals: one given in South Africa and the other in China. These lectures will be directed by

trainers from within the country and will address specific competencies, like communication and knowledge building in intercultural exchanges. In South Africa, the lecture will be delivered by a professional from the Cross-Cultural Training Center. The lecture will discuss cross-cultural training concepts with an overview of general skill sets and guidelines for intercultural competencies. This insightful lecture will provide participants the tools and background to communicate and interact successfully in intercultural contexts. The lecture will cover the physiological stresses of being in a new cultural context and tools to rise above these challenges. It will also cover cultural intelligence theory and ways participants can increase their CQ. Finally, this lecture will cover some of the cultural makeup and diversity of South Africa and the misconceptions of Africa by the international community.

The second in-port lecture will be conducted by the professionals at Asia-Pacific Access. This lecture will cover the background behind Chinese cultural diversity and the ways their training center works with international clients to help them adjust to life in China. The lecture will take place on the last day in the port of Shanghai and will pull from participants' experiences in China, allowing them to put their experiences into cultural context. This lecture will be based heavily on Asia-Pacific Access's expertise in international relocation and the effects on immigrants. The purpose of this session is to get participants thinking about what it was like for them to be in intercultural environments while also considering what it is like for immigrants in new cultures.

Icebreakers and Group Discussion

Icebreakers are designed to create group cohesion and a sense of safety in group interaction. They are fun, creative ways for participants to get to know each other and understand where each individual is coming from. Icebreakers in this training are designed not only for participants to get to know each other but are also designed as subtle skill building activities. For example, one icebreaker asks participants to name different ways to say “hello” in various languages, thus encouraging them to not only become more familiar with each other but also preparing them to think outside of their own cultural context.

Group discussions are another way for participants to share their intercultural experiences from in-port and a way to find community in their journey towards intercultural competence. The discussions are held in small groups with one facilitator and ten participants. The members of each group sit in a circle and will have set rules on communication and safety. The discussions will initially be directed by pre-set questioning and will be allowed to flow naturally as the conversation advances. All participants will be given the opportunity to share and contribute to the conversation.

Cultural Reflection Activities

These activities will consist of role-playing, simulations, games and case studies. They all serve specific purposes and are held at the appropriate safety level for participant development. The more challenging and sensitive activities will be held in the later stages of the training. See Appendix B for training event outline and detailed activity descriptions.

Film Series

The film series is designed to provide insight on some of the current and historical contexts of the countries and cultures that the SAS program visits over the course of the semester. The films are specifically chosen to be movies that dive deep into the cultural contexts of the ports. The films range from documentaries to major motion pictures, from the United States and abroad. Some examples of the films include *Tsotsi*, *Ceremony*, and *Born into the Brothels*.

Self-Reflection Journal

The self-reflection journal allows students to process their experiences and emotions from in-port interactions and apply them to concepts taught through the training. The journal is only required for the students attending the program, and they must complete at least one entry per port and per training session. The journal is a helpful tool for students with learning styles and personality types that prefer to process through self-reflection. Students will have the option to journal in the traditional sense through notepad and pen, but will also have the ability to create a multi-media piece that expresses their reflections. The multi-media option is available to all students and the computers in the lab will be equipped for students to use for their projects. Students can use digital story-telling or other multi-media mediums for this option if they choose.

There will be guidelines for the journal and multi-media entries to ensure quality and thoughtful work. The first three entries will follow a structured guideline; students will format their entries as a cross-cultural journal. On the left side of the paper, students describe what they observe in port. The right side of the paper will contain the

student's reactions as they record what they see and try to analyze their observations from a cross-cultural perspective. The goal of this journaling is to encourage students to recognize the factors that make them feel certain ways in various situations and to see how their cultural background may influence them.

After the first three entries, the students will reflect on any difficult cultural interactions they may have faced in port and process how they dealt with them. They will also reflect on how they felt as an outsider in a new community and what their fears, expectations and challenges in port were. Finally, after the first six entries, students can continue to use either one of the two formats or use their own format to expand on these ideas and explore their own questions through the reflection journal. See Appendix C for a third section sample journal entry.

Staffing Plan

The head of the ICT program onboard will always be the ICC professor. As previously stated, their professional role will include teaching one section of ICC while also fulfilling the duties of their position as a staff member heading the ICT program.

The current and past requirements for SAS faculty employment are as follows;

An earned doctorate or highest appropriate terminal degree: A minimum of three years recent full time undergraduate teaching experience: A demonstrated record of teaching ability and ability to work with undergraduate students in a close student/faculty relationship: A significant level of international expertise experience in one of the major geographical areas of focus: A record of scholarly accomplishment in one discipline or equivalent professional experience.

(Employment opportunities, 2011)

In addition, SAS ICT Coordinator applicants should also have the following qualifications: experience in training design, experience living abroad, and a background in intercultural communication, social justice and international relations. See Appendix D for ICT Coordinator job description.

The SAS ICT program Coordinator will be a full-time position and will be assisted by two work-study students. ICT Work-study students will work two hours per day while the ship is at sea. This is typical of all other work-study students in the work-study program, which provides scholarship to approximately one hundred students per semester (Admission and Aid, 2011). The work-study students will assist in program design, planning, implementation, marketing, and evaluation processes. The work-study students chosen for this position should have experience in public speaking, intercultural communication, marketing, and training. They will be chosen based on their resume and interviewed by the ICT coordinator.

Program Marketing

The training program will be marketed to all SAS participants through the SAS website, flyers onboard, and biweekly newsletters. All SAS participants will be encouraged to come while students will be academically required to attend. The work-study students will design and display flyers and handouts around the ship starting on embarkation. The program will also be advertised on the SAS website on the Academics page under the Global Comparative Education section. The training program will enhance and underscore the comparative global education efforts of SAS and will be an easy fit into their marketing campaign. See Appendix E for marketing flyers.

To maintain participant interest, SAS ICT will also publish a biweekly newsletter. The newsletter will be developed, maintained, and advertised by the program's work-study students. The purpose of the newsletter is to keep participants informed and interested in the training program. It will be an easy way to remind participants about upcoming events and sessions. The newsletter will be published and distributed on the SAS intranet system, which is open and accessible to the shipboard community at all times. There will also be a limited number of paper copies available in the library and on the student life desk.

Student Recruitment and Admissions

Students will be required to attend all training sessions for academic credit during the semester. There will be one make up day for students if they miss a day of training due to sea sickness or other health related causes. Once students complete the trainings, they will be awarded an intercultural competency training certification (see Appendix F for sample certification). This certification will encourage students to view the program as mutually beneficial on several levels. Although students do not receive academic credit for attending sessions, they will not be considered in good academic standing if they do not attend the training. SAS has a responsibility to ensure that their program is promoting social and cultural harmony and the SAS ICT is a proactive measure to ensure participants are culturally competent SAS ambassadors. The program will be marketed as an engaging component to their overall SAS experience and personal journey.

Logistics

Logistics for the SAS ICT program will consist of finding a space on the ship for all the participants, creating break-out session groups, arranging for break-out session leaders, gathering supplies as needed, arranging for transportation for in-country trainers to get to the ship, and providing the correct documentation and logistics for trainers to board the ship. Logistical consideration will also have to be taken into account for meal times that will have to be slightly altered during orientation training schedule.

The biggest challenge will be finding the physical space on the ship for all participants to attend the training sessions. The student union has occupancy of around 500 people, leaving little room for all participants. Additionally, the number of people would make an uncomfortable seating arrangement for the audience. To combat this issue, satellite classrooms will be allotted during training sessions and participants that do not fit into the union can watch the training session on television. This type of procedure is also done for pre-port information sessions, so participants will be familiar with the process. Breakout sessions will be held throughout the ship and students will be notified ahead of time when and where they are expected to meet for those sessions. Movie nights will play in the union, in the satellite classrooms, and in the cabins on television, allowing participants to choose where they view the films.

Breakout session leaders will be composed of faculty and staff members. There will be approximately ten leaders necessary and they will be invited to lead by the executive dean and the ICT Coordinator. Leader training will be one two-hour session during faculty/staff training. The training will comprise of an introduction to the

program, how to structure group dialogue and discussions, safety concerns and lesson plans, followed by a question and answer session. The majority of the training session will be to instruct leaders on the icebreakers, activities and discussion groups that they will lead during orientation and on-ship training days and re-entry day. They will also be instructed to attend all sessions and divide themselves amongst the union and the satellite rooms. This is done so that when icebreakers take place as a whole group there will be enough of them in all the spaces to lead the groups.

Materials needed for the training will include all films for film nights, PowerPoint hookup, handouts, materials for simulations, and poster paper for each breakout session group. Transportation for in-country trainers will be through taxi service and arranged by the field programs office in advance. The funding to reimburse the transportation costs will be calculated into the program budget. The field programs office will also be in charge of submitting the trainer's identification information to the port agent and the ship security team at least two weeks ahead of docking. The Field Office Program Coordinator will be informed of this duty during training and will work with the ICT Coordinator. During the first day of training, lunch will have to run from 11:30 and end by 12:45 to ensure participants are able to eat before the training session begins. The second day, lunch will have to begin at 12:30 and run until 14:00 so that participants can have lunch after the morning training session ends.

Health and Safety Plan

The health and safety plan will mainly focus on participants' mental health and safety. A training program like SAS ICT highlights a lot of issues on race, class, gender, and equality. The training also has the potential to make participants feel vulnerable

and exposed by sharing their background, beliefs and perceptions. It is the training's mission to ensure that all participants feel safe in sharing their ideas without fear of judgment or rejection by their peers.

To ensure that the training program is an emotionally safe space for participants, breakout group leaders will be instructed on what to look for when diving deep into difficult topics to maintain safety. A safe environment “can be expressed in a variety of ways but its outcome is constant: participants feel free to experiment with their behavior, receive feedback, and analyze its effectiveness” (Levy, 1995, p. 6). The training is designed to create the appropriate level of risk participants are capable of making without jeopardizing their safety. Furthermore, group leaders will practice leading small group discussions and learn strategies on how to gradually ease into emotionally difficult topics. The training is structured in a way that materials and activities proceed from the lowest to the highest level of risk. According to Jack Levy on designing an intercultural training, the “design should take into account the need to build trust” (Levy, 1995, p. 6) by making a progression from lowest to highest risk activities. Another important aspect of designing a safe environment for training is in the program’s introduction and climate setting. The program’s goals, expectations, and mood should be set in the beginning in order for the program to have a positive influence and outlook for participants. Setting expectations and procedures early on will facilitate a more welcoming and safe space in their future programming.

Regarding physical health and safety, SAS “takes a proactive, preventative, and community-based approach to safety, health, and wellness” (Health and Safety, 2011).

SAS states that “the safety, health, and wellness of all of our participants is the primary focus of Semester At Sea... we uphold the highest quality standards in every aspect of our operations and participant services-pre-departure, at sea, in port, and in country” (Health and Safety, 2011). These practices will be upheld in the planning and execution of the SAS ICT program.

Crisis Management Plan

SAS has a documented “Crisis Management Plan in the event of an emergency. The plan provides a set of incident-specific response procedures and protocols for both the shipboard and Charlottesville, VA-based crisis management teams” (Health and Safety, 2011). This plan will be used in the training program as in other SAS programming and events. Through the provider E2Campus, SAS offers an advanced Emergency Notification System that “enables us to send notifications instantly via mobile phone text-messaging and/or via email” (Health and Safety, 2011). Participants and their families can choose to sign up for this program at any time. These services and procedures that are conducted in SAS programs will be the same for the SAS ICT.

Budget and Budget Notes

Budget considerations consist of salaries, work-study allotments, in-country training expenses, and training supplies. The SAS ICT Coordinator salary will be equivalent to the rest of the faculty positions on the ship. Since they will be only teaching one section of ICC, the remaining duties will consist of running the training program and managing their work study students. There will be two SAS ICT work-study positions available and each student will work two hours every day the ship is at sea. The work-study positions will receive the same financial aid compensation as the

other work-study positions on the ship. In-country training expenses will consist of transportation costs, program fees from Asia Pacific Assess and the Cross-Cultural Training Center, and gifts for the organizations the program partners with. Training supplies will be minimal since the resources on the ship will come from the student activities department. See Appendix G for budget notes.

The SAS ICT Coordinator salary will be a fixed rate of \$7,500 for the entirety of the semester. They will be paid in four-monthly installments throughout the course of the semester. Their personal travel expenses such as their flights to and from the ship, their visa and passport costs, and their medical insurance expenses will be covered by SAS operating costs and will not be included in the SAS ICT program budget. This is because SAS has a general budget already in place for faculty and staff benefits.

Work-study students will receive \$2,500 off tuition and program fees for their work over the course of the semester. Currently, the program fees for the Fall and Spring semesters are between \$22,395 for the economy rooms and up to \$31,495 for the junior suite rooms. The work-study positions are highly desirable to many students that are looking to cut down on these program fees and build their resume with work experience. If a work-study student fails to complete required work hours or is dismissed by their supervisor then they will be required to pay back the tuition credit for the portion of remaining semester in which they did not work. There will be two work-study students assigned to the SAS ICT program. (Admission and Aid, 2011).

The majority of the SAS ICT's budget is comprised of the in-country training fees. The two in-country training organizations will be compensated a fixed rate of

\$5,000 each for their programming provided. Other considerations include the travel allowance of \$50 for each organization to get their staff to the ship for the training sessions. As well as small gift allowance of \$20 for each organization for the ICT Coordinator to purchase thank you gifts for trainers.

Finally, the remainder of the program budget consists of training and marketing supplies. There will be a fixed \$100 budget for marketing and promotion supplies. These items might include, printer costs, paper, etc. The SAS ICT program will conclude with awarding all participants that complete the training a certificate of completion with a budget of \$600 for certificates to be printed. There are always unseen costs in planning a program so there will be a miscellaneous supplies budget of \$600 for any other costs that might arise. The budget was based on the assumptions that there will be one SAS ICT Coordinator, two work-study students, four trainers from Asia-Pacific Access and Cross-Cultural Training, and 600 SAS participants.

Evaluation Plan

The evaluation process is very important to the SAS ICT as it assures effective program structure and execution. The evaluation process will be conducted several times throughout the program. At the beginning of the program, participants will be asked to rank and evaluate themselves in regard to intercultural competency and personal communication skills. Mid-way through the training program, participants will answer another survey, assessing their cultural comfort levels half-way through the semester. They will also fill out an evaluation of how they feel about the training and any comments and feedback they may have. A mid-point evaluation is beneficial in

that if participants desire any changes, the alterations can occur before the end of the semester. Finally, an exit survey will be conducted as an opportunity to provide overall feedback on the program. See Appendix H for SAS ICT Evaluation Form and Appendix I for SAS ICT Evaluation Questionnaire.

Evaluation questions will survey the acquired skills and knowledge participants gained over their semester. The questions will also assess participants' comfort levels with the training program and ensure they felt emotionally safe and open during the sessions. The evaluation questions will also cover any suggestions they might have for program structure, operation, delivery, and content. Surveying these types of questions will ensure the program is meeting objectives and providing the right skill sets and theoretical foundations to participants. The final evaluation questionnaire will ask participants about their reactions, lessons learned, behavior and the results and impact they gained from the training program over the course of the semester. The SAS ICT Coordinator will analyze surveys, and work-study students will compile a report of major themes and any outstanding issues. The feedback will be shared in the home ISE office, and then compiled for the next semester's ICT Coordinator. Suggestions for program structure will be taken into account and decided upon by the coordinator. Participants will also be encouraged to email feedback, questions and comments to the SAS ICT coordinator at any time. Part of the coordinator's position will be to respond and interact with participant feedback. Work-study students will also be asked to contribute their feedback often to the coordinator to gain insight on the student perception of the program.

Finally, at the end of the program, students will be asked to fill out the Global Perspective Inventory (GPI). The GPI was created by “authors Larry Braskamp, David Braskamp, Kelly Carter Merrill and Mark Engberg to measure a person's global perspective. They developed the GPI with the idea that “all persons –students, faculty, staff--- are on a journey of life, in which they keep asking three major questions: How do I know? Who am I? and How do I relate to others?”(*Global Perspective Inventory*, 2011). The GPI is a survey of “64 items, including a few biographical items. It has been specifically designed to provide a self-report of a person's perspectives in three dimensions of global learning and development--cognitive, intrapersonal, and interpersonal - and views on the community and level of involvement in selected curricular and co-curricular activities” (*Global Perspective Inventory*, 2011). The GPI survey is comprised of about 60 statements of students’ views and experiences over the course of their semester; it should take students around twenty minutes to complete the survey. GPI is used in over 70 higher education institutions and third-party study abroad organizations. The inventory will be used by SAS to evaluate the program’s effect on student intercultural growth. The results will be shared amongst the ISE staff and ICT Coordinator as a measure of intercultural student development through the program. The results will be analyzed as a method to improve and quantify the program’s impact and performance.

Conclusions/Implications

The SAS ICT program is designed to challenge participants to gain more knowledge about culture and its impact on human interactions, to examine their attitudes towards cultural diversity, and shape their behavior in intercultural exchange.

The ability to communicate effectively in intercultural situations and relate appropriately in a multitude of cultural environments is paramount to participants' success on the SAS program. The SAS ICT program helps participants navigate a variety of cultural contexts and provides them with the intercultural skill set to be successful intercultural individuals and communicators.

The training process is not designed to be easy; it is meant to challenge participants to examine their views, attitudes, culture, and beliefs in an often arduous way. The program encourages participants to become aware of their own cultural conditioning and to be more cognizant of their values, generalizations and assumptions of others. The training is designed to get students thinking more about why they think the way they do, where their stereotypes have come from and what it means in their interactions with others. Once participants become aware of these questions and start to explore these concepts, they are encouraged to build skills and progress towards addressing these issues in a positive manner. Participants explore these issues in a safe space and work towards allowing their SAS experience to push them to move past their preconceived notions and stereotypes, allowing them to shift towards a richer and deeper way of understanding and interacting with diverse backgrounds and cultures. Building skill in developing and maintaining relationships with a variety of cultures is not a simple task and the SAS ICT program is designed to assist participants in such endeavors.

SAS has the potential to change participants' lives for the better providing the platform to see the world and explore major global themes through a comparative lens.

This element makes SAS unique, but it is also what presents a serious obstacle for SAS because of the short port stays and size of the program. SAS has the opportunity to challenge participants to go deeper into themes of global education and international development, but without the proper training and influence, such opportunities can easily be missed by the program's population. The SAS ICT program is designed to fill that gap in the SAS programming while presenting participants with the skills and reflection needed to fully engage the experiences and life changing moments created through traveling the world.

International Education is a platform. It is a place where both minds young and mature can make a conscience or often unconscious decision to expand in ways they never thought possible. It provides them with the opportunity to interact and learn about the world they live in new and exciting ways. However, platforms have their limitations, as they provide the opportunities but do not generate guarantees.

International Education organizations, programs, and professionals must constantly create and expand programming that allows for positive student development in order to facilitate the best possible international educational experience. One in which allows them to navigate successfully in the changing world around them. As stated earlier, "Sensitivity to cultural differences, competence in skills which allow intercultural respect and communication," (Foster, 1994, p.130) are just a few of the skill sets and outcomes of a profound study abroad experience. The programs that expand a participant's sensitivity, awareness, and competency to cultural differences and similarities are the types of programs that move international education programs from

a platform to a vessel that can carry them to higher ways of thinking. This is the kind of program that the SAS ICT program strives to be.

Bibliography

- About-Us (2011). Semester At Sea. Retrieved March 31, 2011 from <http://www.semesteratsea.org/about-us/history-and-timeline/quick-facts.php>
- Admission and Aid (2011). Semester At Sea. Retrieved March 23, 2011 from <http://www.semesteratsea.org/admission-and-aid/overview/>
- Academic-Life (2011). Semester At Sea. Retrieved March 31, 2011 from <http://www.semesteratsea.org/academic-life/academic-community/undergraduates.php>
- Ang, S. V., & Dyne (2008). *Handbook of Cultural Intelligence*. Armonk, NY.
- Banks, J. "Ethnic Cultural Typology." Retrieved March 21, 2011 from: staff.washington.edu/saki/strategies/TEthnic.doc
- Bennett, M. J. (1993). Towards Ethnorelativism: A developmental model of intercultural sensitivity. In M. Paige (Ed.), *Education for the Intercultural Experience* (21-71). Yarmouth, ME: Intercultural Press.
- Bennett, M.J. (2000). *Developmental Model of Intercultural Sensitivity*.
- Casse, P. (1980). *Training for the Cross-Cultural Mind*. Washington D.C., SIETAR International.
- Christopher, E. (2003). *Cultural Intelligence: Individual Interactions Across Cultures*, Stanford Business Books.
- Corps, P. (2002). *Building Bridges: A Peace Corps Classroom Guide to Cross-Cultural Understanding*. Classroom Resources Based on Peace Corps Volunteer Experiences. Retrieved January 13, 2011, from <http://peacecorps.gov/www/>.
- Cultural-Enrichment (2011). Semester at Sea. Retrieved March 31, 2011 from <http://www.semesteratsea.org/admission-and-aid/shipboard-life/cultural-enrichment.php>
- Employment Opportunities (2011). Semester at Sea. Retrieved January 30, 2011, from <http://www.semesteratsea.org/faculty-and-staff/overview/employment-opportunities.php>.

- Fantini, A. E. (2005). *About Intercultural Communication Competence: A Construct*. Retrieved March 31, 2011 from http://www.sit.edu/SITOccasionalPapers/feil_appendix_e.pdf
- Foster, J. (1994). Intercultural Competency through Experience Based Training. *Experiential Education: A Critical Resource for the 21st Century*. Manual of the Annual International Conference of the Association for Experiential Education. Austin, Texas, Association for Experiential Education: 130-133.
- Fowler, S. M. (1995). *Intercultural Sourcebook: Cross-Cultural Training Methods*. Boston, Intercultural Press.
- Geertz, C. (1973). *Religion as a Cultural System*. In *The Interpretation of Cultures*. New York, Basic Books.
- Global, Comparative Studies (2011). Retrieved December 30, 2010 from <http://www.semesteratsea.org/academic-life/overview/global-comparative-studies.php>
- Hammer, M. R. (1999). A Measure of Intercultural Sensitivity: The intercultural development inventory. In S. Fowler & M. Mumford (Eds.), *Intercultural Sourcebook: Cross-cultural training methods*, Vol. 2 (61-71). Yarmouth, ME: Intercultural Press.
- Health and Safety (2011). Semester At Sea. Retrieved February 1, 2011 from <http://www.semesteratsea.org/our-ship/health-and-safety/health-wellness.php>
- Inoue, Y. (2007). Cultural Fluency as a Guide to Effective Intercultural Communication. *Journal of Intercultural Communication*, 15.
- Kohls, R. & Knight, J. (1994). *Developing Intercultural Awareness*. Yarmouth, Maine, Intercultural Press.
- Landis, B., Bennett (2004). *Handbook of Intercultural Training*. Thousand Oaks, CA, SAGE.
- Levy, J. (1995). *Intercultural Training Design*. *Intercultural Sourcebook: Cross-Cultural Training Methods*. M. Fowler. Boston, Intercultural Press. 1.
- Lifelong-Learners (2011). Semester At Sea. Retrieved March 23, 2011 from <http://www.semesteratsea.org/lifelong-learners/overview/enrichment-opportunities.php>

- Meunier, J. (2003). *Human Intelligence: Practical Intelligence*. Retrieved January 5, 2011, from <http://www.indiana.edu/~intell/practicalintelligence.shtml>.
- Mission and Core Values. (2011). Semester At Sea. Retrieved January 11, 2011 from <http://www.semesteratsea.org/about-us/presidents-welcome/mission-and-core-values.php>
- Our-Ship (2011). Semester at Sea. Retrieved March 31, 2011 from <http://www.semesteratsea.org/our-ship/ship-management/about-v-ships.php>
- P.Christopher Earley, E. M. (2004). *Cultural Intelligence*. Harvard Business Review: 139-146.
- Reynolds, V. (2004). *Guide to Cross-Cultural Communication*. Upper-Saddle River, New Jersey, Prentice Hall.
- Salovey, P. & Mayer, J. (1989). Imagination, Cognition, and Personality. *Baywood Publishing Company*. Volume 9. Retrieved March 31, 2011 from <http://baywood.metapress.com/link.asp?id=duggp24e52wk6cdg>
- Semester At Sea (2011). Semester At Sea. Retrieved March 31, 2011 from <http://www.semesteratsea.org/>
- Tatum, B. (1997). *"Why Are All The Black Kids Sitting Together In The Cafeteria?" And Other Conversations About Race*. Basic Books.
- Williams, T. (2009). *The Reflective Model of Intercultural Competency: A Multidimensional, Qualitative Approach to Study Abroad Assessment*. *Frontiers*: 289-306. Retrieved on March 31, 2011 from <http://www.frontiersjournal.com/documents/FrontiersXVIII-Fall09-TWilliams.pdf>
- (2011). Council on International Educational Exchange CIEE. Retrieved March 31, 2011 from <http://www.ciee.org/index.htm#home>
- (2011). *Global Perspective Inventory*. Retrieved January 30, 2011 from gpi.central.edu.
- (2009). *Intercultural Education*. Retrieved from Informaworld.com
- (2011). *Intercultural Training*. Retrieved on January 13, 2011 from <http://kwintessential.co.uk/cross-cultural/competence-training.html>
- (2011). *Developing Intercultural Competence*. Intercultural development Inventory. Retrieved February 10, 2011 from <http://www.idiinventory.com/about.php>

APPENDICES

Appendix A: Needs Assessment Interview Questions and Student Responses.....	
Appendix B: Training Outline and Detailed Activity Descriptions.....	
Appendix C: Sample Journal Entry	
Appendix D: SAS ICT Coordinator Position Job Description	
Appendix E: Marketing Flyers.....	
Appendix F: Training Certification	
Appendix G: Budget Notes	
Appendix H: SAS ICT Evaluation Form	
Appendix I: ICT Evaluation Questionnaire	
Appendix J: List of Common Terms and Acronyms	

Appendix A: Needs Assessment Interview Questions and Student Responses

Interview questions answered by two Fall 2010 Semester At Sea undergraduate students. The interview questions were conducted via email. The questions were sent to five Fall 2010 SAS students. The following two answers are from the students that responded. One of the participants was a work-study student that I supervised on the voyage and the other was a student that I accompanied on several trips. Both individuals were exemplary students that were in good academic standing on the program. Both students agree to have their answers to the interview questions shared in this needs assessment and program proposal.

1. What impact do you think living in a tight community life the M.V. Explorer had on your ability to talk about issues and express interests/passions/concerns/problems with one another?
2. Did you feel there were any/enough of the following:
 - cultural programming
 - lectures about intercultural sensitivity issues
 - diversity in the program as a whole
 - faculty/staff who navigated through the program with intercultural competence and skills that you could look up to.
 - gaps in the program that you see that would have been helpful to remedy?
3. Were there any critical moments you can re-call where you either saw a faculty/staff member either perform remarkably in a difficult intercultural exchange or the reverse, where they performed negatively? If so, please explain if so.
4. Same question as #3 but with your peers of Lifelong learners.
5. What do you think was the single-most important thing you learned through SAS?
6. Where do you think the program can improve in regards to intercultural competency/sensitivity?
7. What impact do you think only being in a place for 1-6 days had on your overall experience and your ability to navigate comfortably in that culture?
8. Please describe any critical moments you might have had where you felt that had you had more training in intercultural competence, you might have navigated more efficiently?

Answers to questions from SAS Fall 2010 Student Jules Duffin:

1. After living on the MV Explorer for four months, I believe that in certain ways, the community is tight and in other ways, only tight in the physical sense of being on a ship but not emotionally. I felt like there was a definite divide on the ship, mostly between the students who had worked their way toward being there and the students who's parents had paid their way or money was not an issue. I fell within the first group and was thankful for it. I felt like the community I was a part of was very tight and I could talk freely with those around me. Also, I thought the idea of the discussion groups that they had on our voyage was generally good but that there were kinks that needed to be worked out (timing and finding a way to make sure students attended). I think they would be another outlet that could provide another sense of community for students.
2. I felt like for the most part, Semester At Sea did a good job of educating us about intercultural sensitivity issues and such. The country that this fell majorly short on in my opinion was Mauritius. I felt as though Semester At Sea was broadcasting that the only thing Mauritius was good for was 'beaches and beer.' I really like their approach of having interport lecturers and students to provide prospective of the countries. For the most part, I feel that the staff had good intercultural competence. Although, I did here comments every once and a while that made me feel as if they were misinformed about the students saying things like, "So, how do Mom and Dad feel about putting this trip on their credit card?" If there was one area of the education that I think could use some 'help' from Semester At Sea, it would be Global Studies. I found that, even as a dedicated student, I did not learn from that class and found myself temporarily memorizing statistics for the test but did not gain useful knowledge from the course.
3. There are only two things that come to mind for this question, one positive and one negative. During the unfortunate passing of a fellow voyager, I thought that the Semester At Sea staff and faculty did a good job under the worst of circumstances keeping the community together and handling the situation. The negative would be back to the Mauritius pre-port. Having it brushed off as if it did not have cultural significance did not seem like something Semester At Sea would do. I felt like all of the chaos that happened on that island was partially (only partially because those individuals should take responsibility for their own actions) a result of the 'stir it up' pre-port.
4. This one I can't say from personal experience but I am guessing you have heard of the term 'SASHoles' used on the ship. There were many stories told that my friends had directly experienced with students be rude and culturally insensitive in countries...only worsened after they were intoxicated. When I came on the ship, I was hoping that this would be something other than a 'booze cruise' but unfortunately, for a good portion of the students, this seems to be what it was viewed as. As far as Lifelong Learners, first I think they are a great addition to the

shipboard community. I can't say enough about my adopted family and how much I appreciated having them as a part of my life on the MV.

5. Oh gosh, how to condense this...I think the single most important thing that I learned on the MV is that you really can change the world. The MV provided representations of all walks of life, a mini-world so to say, and while six students and I worked to set up a non-profit organization, we faced our critics, we faced organizations that had more man power and more money and we faced non-believers but we also had the encouragement of those who had hope and as a result, we are an official non-profit building schools for students around the world. Change is possible if you have hope, that's what I learned.
6. As far as improvement with intercultural sensitivity, that is a hard one. As long as you have students who have not had to work for their experience and who have money to throw wherever they like, I think you are going to have the challenge of showing them how important it is to appreciate culture. There should not be an atmosphere where going to a museum in Mauritius is a joke and nothing else, where students fly to Ibiza rather than appreciating Spanish culture and where students are drunk and running around the Great Wall. I do realize that this is a double edged sword though. Semester At Sea only has a certain level of control...so I guess just finding a way to manage it would help? Maybe stricter qualifications for acceptance into the program?
7. After living through this voyage, which I loved every moment of, I think that Semester At Sea either needs to double the program time or cut the countries in half. The way that it is now, it feels like the students primary reason for enrolling is to get stamps in their passport rather than experiencing the culture. I found that it was workable though if I stayed in one city and got to know it and the people there well.
8. I believe that a lot of this voyage and the experiences you have you must learn 'in the field.' How do you explain to someone how to haggle with the shopkeepers in Morocco how they do it? Or how to dodge a cobra tamer for that matter?

Answer to interview questions by SAS Fall 2010 student Christopher Toone:

1. I feel as though it has greatly increased my ability. Living in such a tight community you really get to know the people are around and as a result begin to feel comfortable. This definitely allowed me to open up more and be more vocal than usual.
2. Cultural programming – I thought there was enough offered, but not everyone took advantage of it, especially as the voyage went on.

Lectures about intercultural sensitivity issues – There are a select few that I

remember so I'd say there was a good amount. It wouldn't hurt to have more. But again, I don't think enough people took advantage of these sessions (myself included).

Diversity in program - I thought there was great diversity in the program.

Faculty and staff – There were a couple faculty and staff that held their own with their intercultural skills and were good role models for students. By this I mean they were able to conduct themselves calmly in chaotic and stressful situations. They weren't the stereotypical obnoxious tourist, and instead traveled to get to know the country, not just to see the sights. These faculty and staff would encourage the students to do the same. With that being said, however, there were still others that failed to do handle themselves well.

3. There was one time in India when the faculty I was with did not handle chaotic situations well. When we stepped off the bus in Agra, India, we were immediately surrounded by vendors and mass amounts of people. It became clear that this faculty member was stressed and it appeared as though he started blocking himself from these vendors by positing himself behind students.
4. I was not around the lifelong learners in port often enough to witness anything like this.
5. That anyone and everyone can change the world no matter how simple the task is. The concept of Ubuntu has resonated with me. The turning point happened as I stroked the hand of a boy at the disabled orphanage in Vietnam and he rolled over for the first time all afternoon and smiled. By making his day better and changing his world, I helped to change THE world. This concept keeps me going every day.
6. By somehow making sure that people get to certain programs offered about each country. Many of the best ones that were offered were not mandatory so unfortunately many people missed out and didn't have the same level of cultural awareness as others.
7. As much as I would have enjoyed staying in some of the countries longer, I think the shortened time there worked to my advantage. It forced me to immerse myself in the culture right away. As soon as I stepped off of the ship it was important to jump right into the country and learn everything I possibly could. As a result I had several incredible conversations with locals as well as memorable moments trying to communicate with them. By the end of our stay in each country I felt like I had been there forever because I felt so comfortable with these people and traveling within the country.

8. There wasn't really any moment, but I tried to go in with a "learn as you go" mentality so that might be why I can't come up with anything.

Semester at Sea Intercultural Competency Training Program

Semester At Sea's newest training program is designed for all students on the Spring and Fall voyages. SAS IC Training program is a requirement for all SAS students earning academic credit on the semester voyages. Through hands-on training and theoretical foundations, students learn a greater sense of interconnectedness in intercultural and multicultural situations. The training will consist of exploring themes like poverty and privilege, defining culture, what shapes our world-views, and more. The training program is carefully constructed to help participants dive deeper into the questions of culture and the role it plays in our sense of self.

Participant Goal: Equip participants with the ability to solve problems in intercultural problems and provide the tools for successfully navigating situations and encourage participants towards lifelong intercultural learning, and motivation to seek new intercultural exchanges.

Orientation

During orientation, participants will gain a better sense of training requirements, structure and goals. Orientation will constitute of two half-day sessions.

Day One 13:00-17:15- Activity and Purpose

Program introduction 13:00-14:00

Opening and establishing credibility

Icebreakers: Push/Pull 14:00-14:15

Encouraging participation

Lecture: *Defining Culture* 14:15-15:00

Creating a training focus

15 minute break:

Break into small groups

Ice-breakers: "Hello" 15:15-15:30

Establishing group participation and a positive environment.

Activity: Martian Anthropology Exercise 15:30-16:30

Gaining a different perspective on American culture.

Self-reflection 16:30-16:45

To evaluate and process

Goal setting and wrap-up 16:45-17:15

Creating participant goals for the training, and set up for the next day.

Journal Assignment: Critical Incident Reflection- Have you ever felt like an “other” or treated another person or group as an “other”. What was the experience and what did it feel like? What were the outcomes of this incident?

Day Two: 08:30-12:30

Day two will continue with the previous day’s discussions and lectures, as well as building a strong foundation for the program throughout the semester.

Icebreaker: 8:30-9:00 Reflective Mirror Exercise

Eliciting awareness of the necessity of careful observation.

Lecture: Communication & Intercultural Interactions 9:00-9:45

Emphasizing the impact of communication.

Break 9:45-10:00

Break into small groups, for the first activity two pre-assigned groups will work together. See your small group leader for meeting place.

Activity: Case Study 10:00-11:30

Enhance analytical and decision-making capabilities.

Evening Session 20:00 Film: Cold Water: A film about culture shock and adaptation to American culture. Documentary on how university-level foreign students view the US and Americans. 1987, 48 minutes

On-Ship Training Sessions A9, B15, A20, B25

These sessions are designed to keep students engaged with training principles from orientation, and to explore upon the possible experiences while in port in a safe environment. The port reflections are meant to establish shared group experiences as a basis for personal reflection.

A9 - Multicultural Problem-Solving Simulation: Report on self-reflection journaling at the end of the session. *Break into small groups, for the activity three pre-assigned groups will work together. See your small group leader for meeting place.* 20:00-21:30

A20 - Reading Day: Group Activity, BaFa BaFa Participants will be divided into groups of thirty. *Break into small groups, for activity three pre-assigned groups will work together. See your small group leader for meeting place* 13:00-16:00

B15 through B25 - Port Reflections: Meet with your small group and discuss common themes and experiences from port. This session provides a time to share your experiences from port. 20:00-20:45

Film Series: On-ship at Sea

This series is designed to provide students insight into themes and issues in the ports they are about to enter.

South Africa pre-port Films:

Tsotsi: Set in Johannesburg, the film is about a teenage Tsotsi(thug). During a six-day rampage of robbery, theft, violence and murder Tsotsi faces redemption. (2005)

Red Dust: Film that explores some of the stories behind the Truth and Reconciliation Commission. 2004

Pre-Port Films for India:

Born Into Brothels: Calcutta's Red Light Kids: Documentary that explores the lives of several children of prostitutes in the city's brothels. The director of the film starts a program to provide the children with photography lessons and cameras to explore their lives in the brothels and the use the photos to help secure them education and a way out of the brothels. 2004, documentary.

Water: Set in 1938 the film examines the plight of widows forced into poverty at an ashram. It focuses on the relationships between a widow and a man who is from the highest caste. 2005

Pre-Port Film for China:

To Live: Portrays a Chinese family that is reduced to poverty and must battle with the Communist party. This film was officially banned in mainland China due to its anti-state subject matter. 1994

Pre-Port Films for Japan:

Ceremony: Japanese film about the eternal conflicts between the old and new. 1971, 122 minutes.

In-Port Training: Ports: South Africa, India & China

Train with cross-cultural professionals in these hands-on sessions.

Capetown, South Africa

Cross-Cultural Training Center

Last day in port: one hour after on-ship time. Training will run for 3 hours.

Lecture- Cross-Cultural Training Concepts by CC Trainers: 1 hour.

Simulation Exercise- Minoria-Majoria Simulation 2 hours

The purpose of this activity is to simulate the feelings associated with the donor/recipient relationships that exist in many intercultural interactions.

Wrap-Up 10 minutes

Shanghai, PRC Asia-Pacific Access Training

Last day in port: one hour after on-ship time.

Lecture- Immigrant, Chinese, Global Citizen- 1 hour

The purpose of this lecture is to discuss immigration, the Chinese culture, and the necessary to help international citizens in different cultural situations thrive.

Re-Entry/Reflection Day 9:00-10:30

"In a sense, it is the coming back, the return, which gives meaning to the going forth. We really don't know where we've been until we come back to where we were – only where we were may not be as it was because of who we've become, which, after all, is why we left." -Bernard from "Northern Exposure", upon returning from Africa

Small group discussion-9:00-10:00

Assess participant and group progress and development throughout the semester and training.

Lecture-10:00-10:30: "What it means to go there and back again". This involves recapping of the current semester and future challenges and goals.

Purpose of this lecture is to prepare participants with challenges they may face upon re-entering their home communities, and to provide them the tools to continue as global citizens.

Training Fulfillment Requirements

Students must attend all sessions to receive academic credit for the semester. Please see register if you have any questions regarding credit and attendance.

Training Event Descriptions

Activities

Activities consist of simulations, role-plays, case studies, and games.

1. **Martian Anthropology Exercise-** This activity is used as an orientation activity to get participants to detach themselves from their typical behaviors and attitudes. It is a fast-moving exercise that divides participants into pairs. The exercise is a role play where participants are teams of anthropologists from Mars coming to study the strange American culture. It places the participants in the position of being a stranger to American culture and serves as an insight into American culture, values, traditions, and beliefs. This exercise is developed by Donald Batchelder and Bill Harshbarger and adapted from Resource 11 in Developing Intercultural Awareness, more details can be found on page 63 of the book. (Kohls, 1994, p.63)
2. **Case Study: Salman Rushdie and the Satanic Verses-** This case study is designed to make participants shift frames of reference among culture groups to reach an understanding. The case study is about the controversy surrounding the book, “The Satanic Verses”. The case study is sensitive in nature because it addresses both cultural and religious elements. There are four steps to the case study procedure. The first step is to clarify goals of the case study. Secondly, participants will read case studies individually and write their own responses to the study for twenty minutes. Thirdly, participants become involved in a large group discussion of the study, including their views and reactions to the case study. Students will be provided with talking points and guidelines for discussion. Finally, students will be divided into two groups and role-play a scenario about whether or not the book should be published. This case-study process will take around an hour and a half and must be introduced as a sensitive topic. It must also be introduced as an activity in which everyone must be honest and open in their beliefs while being sensitive to the beliefs of the others in the group. This case study is adapted from Janet M. Bennett’s activity in the Intercultural Sourcebook. (Bennett, 1997, p.207)
3. **Ecotonos: A Multicultural Problem-Solving Simulation-** This simulation is designed to confront participants with the realities of problem solving in intercultural scenarios. Through the simulation, participants can discover their strengths and styles and improve their performance in intercultural contexts. The simulation will be conducted with three facilitators, so the three small groups will meet together for the simulation. The problem-solving simulation is conducted in three steps: acculturation, monocultural group problem solving, and mixed or multicultural group problem solving. Participants are given one of three different backgrounds and are given rules for their culture. The same task is assigned to the groups and they are given fifteen minutes to perform task. Then the groups will stop and spilt up and multicultural teams are formed with the purpose of solving the same

problem and asked to solve the same problem. Following the simulation, a debriefing period will be provided for participants to describe their problem-solving process and what it was like for them working together in their own culture and then working to solve the problem in a multi-cultural group. The simulation was adapted from Dianne M. Hofner Saphiere in the Intercultural Sourcebook. (citation, 117)

4. **Bafa Bafa**-This is a cross-cultural simulation activity. Two groups are given different sets of cultural rules to role play, then work out ways to communicate and solve tasks using their different cultural norms. Developed in the 1970's for the Navy, the activity has been used since then in cross-cultural and multicultural training. Bafa Bafa is a relatively non-threatening activity to stimulate discussion of sensitive issues. The activity takes around three hours to be played including debrief time. Simulation Training Systems, copyright by R. Garry Shirts. (Kohls, 1994, p.127)
5. **Simulation Exercise- Minoria-Majoria**- This simulation will be conducted by the trainers from the Cross-Cultural Training Center in South Africa. It will take place at the end of the participants' port time in South Africa. Participants will be divided into groups of sixty with two facilitators from the training center per group. The simulation divides the group into half. Some participants are the "Minorians" and the other half are the "Majorians". Each group is given different briefings, backgrounds and instructions to complete a task. Following the simulation a debriefing on the experience is held and targeted questions are raised. The simulation was developed by Tad Elrich, L. Robert Kohls, Margo Keily, and Bill Hoffman and adapted in the book, Developing Intercultural Awareness. (Kohls, 1994, p. 77).

Lectures

Lectures are designed to set the tone and theme of the training session.

1. **Defining Culture**- What does culture mean to you, and how does it define you? Where are our ideas about culture shaped? What does our background, family, friends, education, experiences mean to the way we see other cultures and our own culture? Discuss ways of self-reflection to see how our own culture is perceived by others. Why do students need intercultural competence and what does it mean? What are the implications for the future?
2. **Communication and Intercultural Interactions**- Based on the Pierre Casse's book *Training for the Cross-Cultural Mind*. Define communication and intercultural communication. Highlight Pierre Casse's five facts about communication that impact intercultural exchanges: 1. Pure communication is possible. 2. Communication happens in more ways than speech. 3. We see what we expect to see. 4. We don't see what we don't expect to see. 5. We all perceive things

differently. See Resource 10 on p.59 of Developing Intercultural Awareness, second edition by L. Robert Kohls and John M. Knight for more details. (Kohls,1994, p.59)

3. **Cross-Cultural Training Concepts-** Presented by Cross-Cultural Training Center. This activity provides a discussion on cultural intelligence theory, intercultural competency, cultural diversity in South Africa, and misconceptions of Africa by the international community.
4. **Immigrant, Chinese, Global Citizen-** Presented by Asia-Pacific Assess. Tools for foreign internationals to be successful in intercultural contexts. A look into what it's like for immigrants in a foreign land. It also provides a brief look at diversity in Chinese cultures.
5. **There and Back Again-** This is a re-entry day lecture that explores challenges participants might face upon returning home, including coping strategies and development of tools to use when facing intercultural situations back home. Also included is a summary and reflection on the training as a whole, as well as re-visiting the goals and objectives of the program and individuals.

Icebreakers

Icebreakers serve to build intercultural respect and understanding among participants. They also serve as a way for participants to get to know each other and set the tone and a sense of comfort.

1. **Push/Pull-**This activity highlights the relationship between physical sensitivity and cultural sensitivity. Participants form pairs and do a series of pushing and pulling on each other's hands, then repeating the procedure with the to a larger group, gradually noticing the differences when more people are involved. This activity is followed with a group discussion on how the exercise relates to intercultural competency training. This icebreaker comes from John Knight from the book Developing Intercultural Awareness. (citation, 72)
2. **"Hello"-**This is a light-hearted icebreaker that encourages participants to interact. The group tries to come up the word(s) for "hello" in as many different languages as possible.
3. **The Story of My Name-** Where does your name come from? Students will share the story of where your name comes from and what your name means.
4. **Reflective Mirror Exercise- Participants** are divided into random groups of twenty to thirty people forming two parallel lines that face each other. When the music starts, one person moves and the person facing him/her must follow their actions. The debriefing asks participants what happened as they tried to mirror one another and how they felt about the experience. The idea is to show participants that becoming aware of nonverbal communication cues and recording a nonjudgmental action can be difficult and uncomfortable at times. This icebreaker comes from John M. Knight from the book Developing Intercultural Awareness. (citation, 72)

Group Discussions

Group discussions are typically conducted in the small groups during orientation and on-ship sessions. They are guided conversations facilitated by a faculty or staff small group leader with approximately ten participants per group. Groups will sit in a circle and begin the session by establishing ground rules for speaking and communicating while in the discussion. Each participant will be given the opportunity to share their thoughts and experiences.

1. **Goal Setting**-This discussion is designed to have students vocalize their goals for the training on a personal and academic level. It also serves as a way for participants to get to know each other and find commonalities in aspirations.
2. **Port Reflections**- This is an opportunity for participants to share their intercultural experiences in port and challenges and success in cultural exchanges.
3. **Re-entry Day Discussion**- This session is centered around reflecting on the semester and lessons learned, as well as setting goals for the future. It is a way for participants to make sense of their experiences in port, and through the training, translate that knowledge into practical in-port application.

Appendix C: Sample Journal Entry



Japan 2011

Everyday is like another dream.

Saturday, March 3 – Kobe

3:38 pm

I met a man on the street that wanted to practice his English but I all could do is think about where he came from, who was waiting on him at the dinner table tonight, where did his kids go to school... His English was perfect and it made me feel embarrassed I only speak one language and here I am traveling the world.

7:12 pm

Tried to order dinner this evening and ended up with fried octopus on a stick, (keep in mind I'm a vegetarian). We've been talking so much about communication and intercultural competence these days it make me think about how much food has to do with the way we view the world. Why do they eat with chopsticks and I eat with a fork, spoon and knife?



Sunday, March 4 – Kyoto

5:48 pm

I got lost today. Not just in the physical sense but in the emotional, spiritual, mental kind of way, something only travel can make you do. I feel so at home here, the culture and the people make me feel at peace even though I am half way around the world from home. How will I explain this to my friends at home?

1

Appendix D: SAS ICT Coordinator Position Job Description

POSITION: SAS ICT Coordinator and Intercultural Communication Faculty Member

REPORTS TO: Executive and Academic Deans

CLOSING DATE: Open until filled

Semester At Sea and the Institute for Shipboard Education is committed to hiring candidates to serve a multicultural participant population. This position description is designed to outline but not limit primary duties, qualifications and job conditions.

GENERAL POSITION SUMMARY:

The SAS ICT Coordinator operates a dual position, one as a faculty member teaching one section of Intercultural Communication course (see SAS faculty job description for more details) and as coordinator for the Semester At Sea Intercultural Competency Training Program (SAS ICT). SAS ICT's mission is to equip participants with the ability to solve problems in intercultural contexts, provide the tools for successfully navigating situations, encourage participants towards lifelong intercultural learning, and motivation to seek new intercultural exchanges.

Primary duties for the position include developing training curriculum and program structure, facilitating the training, tracking progress of participants, work-study supervision, and working with in-country lectures to develop in-port trainings. The Training and Internship Coordinator works closely with fellow faculty, staff, and deans to carry out program goals.

ESSENTIAL FUNCTIONS:

Coordination, to include:

- Serve as a public face of the program and as a primary point of contact to the shipboard community.
- Seek out and foster relationships with in-port agents.
- Develop and sustain training design.
- Develop outreach materials to encourage participation.
- Coordinate and prepare students for the challenges they may face in port.

Workshop/Training Facilitation, to include:

- Deliver the current training curriculum and adapt it as necessary, while engaging in an ongoing process of selecting & developing innovative, relevant and engaging instructional materials; utilizing the principles of adult learning
- Support healthy group development in diverse training cohorts, emphasizing a positive community culture of inclusivity, collaboration, support, and success.
- Use clear and appropriate instruction of training curriculum that cultivates continual learning in students, and meets the needs of students with a variety of learning styles,

interests and skill levels.

- Create innovative learning situations that are student-focused and participant-driven
- Organize and schedule all training events and coordinate all logistics to maximize participation.
- Consistently and intentionally evaluate training program to ensure best practices.

EDUCATION AND/OR EXPERIENCE:

- Teaching/training/facilitation experience.
- High level of intercultural awareness and competence.
- Knowledge of adult learning cycle principles.
- Significant time living or working abroad.
- Previous experience working with study abroad programs and knowledge of international education principles.

Semester at Sea Intercultural Competency Training

Suddenly. Nothing is as it was.



Contact: IOC Professor
Contact Info: Office: 123-456-7890
Cell: 123-456-7891
email: iccpof@semesteratsea.net



Helping You Navigate Our Interconnected World

Semester at Sea. You came to "see" the world and the people in it. Navigating the endless cultures and communities in it can be more than overwhelming it can stop you in your tracks. SAS IC Training program is here to help you find your place in this world and provide you with the skill-set to interact effectively with those you encounter on your voyage of discovery. Learn competency and sensitivity when integrating in the communities we visit on this voyage and beyond when you return home again a changed person.

A Days at 17:00 in the Union



**"USA-Pest. China-Pet.
Northern Thailand-Appetizer."**

Culture is so powerful it can
affect the way even an insect is
perceived.

**You aren't the center of the world
just because you have been to the
center of the world.**



Orientation:

Two half-day Workshops

In-Port:

Country Specialist
Workshops

On-Ship:

Two short Session
Workshops

Re-entry Day:

Reflection Workshop

Culture is characterized as a "system of beliefs, values, and assumptions about life that guides behavior and is shared by a group of people; and these are transmitted from generation to generation, rarely with explicit instructions" (Peace Corps, 2002).

Therefore, **intercultural competence** is the "ability to communicate effectively in cross-cultural situations and relate appropriately in a variety of cultural contexts" (Landis, Bennett, & Bennett, 2004, p. 149).

Competence includes knowledge, attitude, and behavior and they must work together for cultural competence to occur. Developing sensitive communication skills is a major part of intercultural competence.

Hands on Experiential Education Workshops

Interactive Challenges

Push Your Personal Boundaries

Learn the tools for successfully navigating intercultural situations.



PROFESSOR X- SAS IC TRAINING COORDINATOR- is an accomplished communicator, speaker and trainer in the Intercultural and Diversity fields. Professor X currently teaches at the University of North Carolina Chapel Hill in the Communications department. Professor X specializes in domestic Diversity, Cross-Cultural communication, Conflict Resolution and Organizational Leadership. Before earning her M.A. in Cross-Cultural Studies, she studied and traveled in China, Brazil, Mexico and South Africa. Professor X's focus is on interactive training methods and transformative studies.

QUESTIONS? email Professor X at iccpofessor@mail.semesteratsea.net

APA China- Asia Pacific Access
China's Premier private relocation service
providers. Covering 13 second-tier and third-
tier cities throughout China.

January 23, 2011
Student Union
11:00
Shanghai Port



Dr. John Briggs
Training Specialist on
Chinese American
Relations.



Dr. Ruth Handson
Intercultural
Communications Specialist
and Researcher at APA.



Dr. Paul Brown
Professor at Shanghai
University, Specialist in
social justice and
international sustainable
development.

2011 Semester at Sea Intercultural Competency In-Port Series APA Intercultural Training





date
1/23/11

location
STUDENT UNION

time
07:00H

In-port Series- South Africa
Cross-Cultural Communications Training

SAS ICT

NEWSLETTER

SOUTH AFRICA FILMS

Tsotsi: A10 at 19:30

Red Dust: B10 at 19:30

INDIA FILMS

Born into Brothels:

Calcutta's Red Light Kids-
B15 at 19:30

Water: A16 at 19:30

CHINA FILM

"To Live": B23 at 19:30

JAPAN FILM

Ceremony: A25 at 19:30

STAY IN TOUCH WITH SAS ICT!

This newsletter is a way for students to stay in touch with the SAS ICT program. Distributed every two weeks over the course of the semester. Assembled by the ICT work-study students and uploaded onto SAS intranet system.

The semester is moving right along we have made our Atlantic crossing and already ported in Spain and Morocco! The SAS ICT program is here for you to support you intercultural journey throughout the semester. Upcoming events include, South Africa film nights and in-port training sessions and don't forget about your journal reflections due next session.

South Africa Film Series

Tsotsi: Set in Johannesburg the film is about a teenage Tsotsi(thug). During a six-day rampage of robbery, theft, violence and murder Tsotsi faces redemption. 2005.



Red Dust: Film that explores some of the stories behind the Truth and Reconciliation Commission.2004

South Africa In-port Training

Last day in port one hour after on-ship time. Training will run for 3 hours. Lecture- Cross-Cultural Training

Concepts by CCTrainers 1 hour. Simulation Exercise-
Minoria-Majoria Simulation 2 hours



ICT Trainer Spotlight: Professor X

Professor X specializes in domestic Diversity, Cross-Cultural communication, Conflict Resolution and Organizational Leadership. She is a world traveler and has lived in over five countries.

*Questions about the SAS ICT program? email Professor X at:
icoprofessor@semesteratsea.net*

Appendix F: Training

Certification



Appendix G: Budget

SEMESTER AT SEA INTERCULTURAL COMPETENCY TRAINING BUDGET



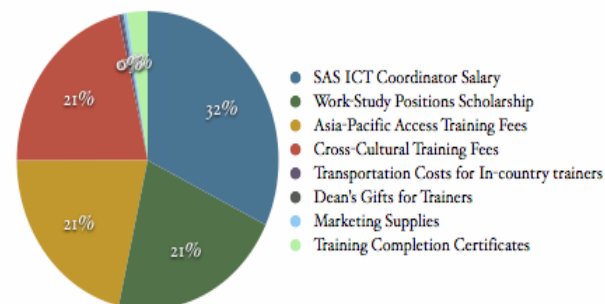
Budget

Description	Per Person Cost	Fixed Costs	Total Cost
SAS ICT Coordinator Salary		\$7,500.00	\$7,500.00
Work-Study Positions Scholarship	\$2,500.00		\$5,000.00
Asia-Pacific Access Training Fees		\$5,000.00	\$5,000.00
Cross-Cultural Training Fees		\$5,000.00	\$5,000.00
Transportation Costs for In-country trainers	\$50.00		\$100.00
Dean's Gifts for Trainers	\$20.00		\$40.00
Marketing Supplies		\$100.00	\$100.00
Training Completion Certificates	\$1.00		\$600.00
Miscellaneous Supplies Costs	\$1.00		\$600.00
			\$23,940.00

Assumptions:

- 1 SAS ICT Coordinator
- 2 Work Study Students
- 4 Trainers from Asia Pacific
- 4 Trainers from Cross-Cultural
- 600 SAS participants

Budget Overview



Appendix H SAS ICT Evaluation Form

I am a: • Student • Staff/Faculty • Crew Member

Please indicate your impressions of the items listed below.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.) The training met my expectations.	•	•	•	•	•
2.) I will be able to apply the knowledge and skills learned.	•	•	•	•	•
3.) The training objectives for each topic were identified and followed.	•	•	•	•	•
4.) The content was organised and easy to follow. I felt I had a firm grasp on content.	•	•	•	•	•
5.) The materials distributed were pertinent and useful.	•	•	•	•	•
6.) The trainers were knowledgeable.	•	•	•	•	•
7.) The quality of instruction was good	•	•	•	•	•
8.) The trainer met the training objectives.	•	•	•	•	•
9.) Class participation and interaction were encouraged.	•	•	•	•	•
10.) Adequate time was provided for questions and discussion.	•	•	•	•	•

• How do you rate the SAS ICT overall?

Excellent •••

Good ••

Average ••

Poor ••

Very Poor •••

• What aspects of the training could be improved?

• Other comments or suggestions?

INSTRUCTIONS

Please circle your response to the items, rating aspects of the workshop on a 1 to 5 scale, using 'N/A' if the question is not applicable.

1=Strongly disagree; 2=Disagree; 3=Neither agree nor disagree; 4=Agree; 5=Strongly agree

WORKSHOP CONTENT (Circle your response to each item.)

1. I was presented with the objectives of this workshop, and felt they were followed.

1 2 3 4 5 N/A

2. The program lived up to my expectations.

1 2 3 4 5 N/A

3. I feel the content was relevant to my overall learning with SAS.

1 2 3 4 5 N/A

TRAINING DESIGN (Circle your response to each item.)

4. The training objectives were clear to me.

1 2 3 4 5 N/A

5. The training activities stimulated learning and interest.

1 2 3 4 5 N/A

6. The activities in this training gave me sufficient feedback and practice.

1 2 3 4 5 N/A

7. The difficulty level of this training was appropriate.

1 2 3 4 5 N/A

8. The pace of the training was appropriate, and I felt I could manage all tasks presented.

1 2 3 4 5 N/A

TRAINING FACILITATOR (Circle your response to each item.)

9. The instructor was well prepared.

1 2 3 4 5 N/A

10. The instructor was helpful.

1 2 3 4 5 N/A

11. The trainer was interesting and knowledgeable
1 2 3 4 5 N/A

TRAINING RESULTS (Circle your response to each item.)

12. I accomplished the objectives of this training.
1 2 3 4 5 N/A

13. I will be able to use what I learned in this training.
1 2 3 4 5 N/A

14. The training was a good way for me to gain more intercultural competency skills.
1 2 3 4 5 N/A

15. How would you improve this workshop? (Check all that apply.)

☐ Provide better information before the training.

☐ Reduce the content covered in the training.

☐ Increase the content covered in the training.

☐ Improve training organization and delivery.

☐ Allot more time for the training.

☐ Shorten the time for the training.

☐ Add more media to the training.

16. What other improvements would you recommend?

17. What is most valuable about thing you learned through the training program?

18. Please provide feedback about the in-port trainers and programming.

19. Please provide feedback about the break-out session groups.

20. Do you feel you have gained useable skills from this training session? If so, please elaborate on what skills and where you might use them in the future.

Appendix J: List of Common Terms and Acronyms

APA	Asia Pacific Assess
CQ	Cultural Intelligence
DMIS	Development Model of Intercultural Sensitivity
ICT	Intercultural Training
IDI	Intercultural Development Inventory
IE	International Education
ISE	Institute for Shipboard Education
GPI	Global Perspective Inventory
Participants	Students, Staff, Faculty
SAS	Semester At Sea
SAS ICT	Semester At Sea Intercultural Competency Training
Students	Denoted specifically to indicate undergraduate students receiving academic credit for the semester.
Voyagers	Students, Staff, Faculty, Crew