

Special points of interest:

- IAIR is an interdisciplinary organization.
- There are currently 242 members.
- The next IAIR conference will be in Bergen, Norway, 2015.

In this issue:

Call for Proposals: Fellows' Day Workshop 1

Sharon Glazer 2

Larissa Kus 3

Ying (Candy) Lu 4

Thomas Mattson 4

Anand Chandrasekar Narayanan 4

Dennis Nigbur 5

Abayomi (Yomi) Shomoye 6

Balosa: Reflections 7

IAIR Information 8

Series Editor's Letter

In this month's issue of WWA, IAIR Scientific Committee Chair David L. Sam announces a call for proposals for the 2015 Fellows' Day Workshop, which will be held during the 9th Biennial Congress of IAIR in Bergen, Norway. Please read his call below for details, noting that the deadline for IAIR Fellows to submit Workshop proposals is **August 31st, 2014**. As you make travel plans for IAIR 2015 in Bergen, keep in mind that, although the Fellows' Day Workshop is organized by and for Fellows, Workshop attendance

is open to Full Members.



This month's issue presents the stellar profiles of eight more Academy members. Also featured is the first member-submitted reflection piece on the study of intercultural relations. IAIR student member

David Balosa (doctoral student, U. of Maryland, Baltimore, MD, USA) reflects on the role of language teaching and learning on enhancing understanding of human dignity. The invitation remains open for any member to submit his/her own short think-piece (150-300 words) on the past, present, and/or future of the study of intercultural relations.

In High Regards,

Kelly McKay-Semmler, IAIR Secretary and WWA Series Editor

Call for Proposals: Fellows' Day Workshop

The following is a message from IAIR Scientific Committee Chair David L. Sam.

Dear Academy Fellows,

On behalf of the Scientific Committee for the 9th International Congress of the International Academy for Intercultural Research to be held in Bergen, Norway, June 28 - July 2, 2015, (IAIR 2015), and on behalf of the local organizers, I want to invite one or several of you to come up with a proposal for organizing the Fellows' Day Workshop, to be held in the



David L. Sam, IAIR Fellow and Chair, Scientific Committee

morning and afternoon of June 28, 2015.

The idea behind the Fellows' Day Workshop is to give Fellows of the Academy the opportunity to come

together for a day-long interactive workshop (from 9:00am - 4:00pm) and delve deeply into a topic of mutual interest together. The workshop is not meant simply as a series of presentations, but rather to encourage exchange of ideas between the presenters and the participants—hence the word, “workshop,” in the program's name.

It is the decision of the Board that the Workshop should be organized by, and for, Fellows, but that it should be open to participation by interested full

Call for Proposals, cont.

members (not students). Although it would be good to have a Workshop that is closely related to the conference theme, "Realizing the Potential of Cultural Diversity in Society and at the Workplace," the proposal is not limited to the conference theme. Any topic on Intercultural Relations is equally eligible for consideration. A Fellow, or Fellows, interested in organizing the Fellows' Day Workshop, should send to the Scientific Committee Chair David L. Sam (david.sam@psysp.uib.no) an abstract of 300+ words by August 31, 2014.

The abstract should include:

- 1) A title, a brief description of the topic, and the rationale for the Workshop
- 2) Specifics of the Workshop:
 - a) The name, affiliation, and complete contact information for the organizer
 - b) Participants' roles (e.g., chair, presenter, discussant, etc.), their names, affiliations, and email addresses
 - c) For presenters, include presentation titles and short abstracts
 - d) Format: A specific plan regarding how the day will be organized (e.g., allocating each two-hour segment for a paper presentation, followed by a panel discussion, followed by an open discussion involving audience participation)

In order to encourage maximum conference attend-

ance, we would like to announce the title of the Fellows' Day Workshop early, and for that reason, we have set the submission deadline for Fellows' Day Workshop proposals to be August 31, 2014. I do hope that many of you will take on the task of organizing a Fellows' Day Workshop, and I look forward to receiving your proposal.

Sincerely yours,

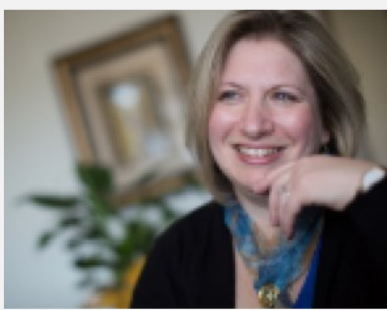
David L. Sam, PhD
Professor of Cross-Cultural Psychology
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Chair of 9th IAIR Congress,
Bergen 2015:

www.IAIR2015.com

IAIR Members

Sharon Glazer



*Sharon Glazer,
IAIR Fellow*

A confluence of various life events has led me to my path and interests in cross-cultural organizational psychology. First, as a third culture kid (TCK), born and raised in the USA to immigrant parents who were born in Eastern

Europe during and right after the Holocaust and lived their formidable years in Israel, I came to embrace cultural similarities and differences at a

very early age. My summers were enjoyed in Israel, walking to the beach on my own and going out with friends until well-past midnight already at the age of 12. In comparison to my life in Baltimore, in Israel I felt a sense of autonomy and responsibility. In the USA my parents were afraid for my safety; in Israel they felt secure that a community (despite being in a major coastal city) would look out for me. I regularly wondered about these differences. I was

no less a responsible person. Culture and environment clearly played a role in their different parenting practices.

Second, unlike many U.S. children, I grew up with 4 languages, and I noticed how family and friends' behaviors changed depending on the language spoken. It was a strange observation I made already at the age of 8 or 9. Third, from the time I was 3 years old, our house was like an "absorption center." My parents would often

Sharon Glazer, cont.

host visitors, even strangers who had no place to go, for weeks. By the time I was in high school, the international bug was engrained and I became active in the AFS program, hosting students for weeks and weekends at a time. I also participated in a 3-week exchange to Italy. Although I could not attend any of the Italian language classes prior to our departure, I returned speaking Italian better than any of my other 30+ classmates.

By the time I went to college I was quite confident that I wanted to be an international political science major. Well, that was until I tried to do some work with politicians and quickly realized that politics is too dirty, and I don't like deception. I wanted to engage in work that would help people without compromising my integrity. So, I pursued psychology and found my way to industrial and organizational psychology in graduate school. What better way to make a difference in people's lives

than in the part that takes up more than half their waking hours and often spills over to their nonwork waking hours?

During my studies, I noticed how much of a cross-cultural understanding of work behaviors was missing from the business world. This awareness, augmented with my experiences abroad, lead me to realize that the perception and manifestation of job stress differed across cultures—even when people had similar occupations. How could this be? What drove those differences? These questions lead me to my main research program on occupational stress across cultures, studying potential moderators, including individual differences, social support, personal values, and temporal perspective, of the relationship between work stressors and both organizational and personal strains (e.g., turnover, organizational commitment, anxiety, and well-being). In fact, at my first IAIR meeting, held at

Kent State University in 1998, I presented a paper on organizational commitment and values across cultures. In 2000, I was awarded an Honorable Mention from IAIR for my dissertation on job stress across cultures. I also serve as a consulting editor for the IJIR. When I am not engaging in research, I'm engaging in research. I love to travel and interact with people from different cultural backgrounds. And, so, in a sense it is still research. I also love dancing, cooking, and entertaining friends (from around the globe, of course). Most of all, I love to observe my children at play and to realize how much of psychology truly requires an eye for individual differences and cultural context.

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Larissa Kus

Living amongst multiple cultures speaking multiple languages has been part of my life since an early age as my family moved from Ukraine to Estonia when I was 3.5 years. My interests in different intercultural experiences brought me later to study/live in the USA, Germany, and New Zealand. I studied for my PhD at the Centre for Applied Cross-Cultural Research (CACR) at Victoria University of Wellington, for me, my most memorable social and cross-cultural learning experience. My PhD supervisor, Colleen Ward, introduced me to IAIR, and with her encouragement, I participated at my first IAIR conference in Gröningen in 2007. Since, I was lucky to attend IAIR conferences in Honolulu and Reno. Currently, I am back in Esto-



**Larissa Kus,
IAIR Full Member**

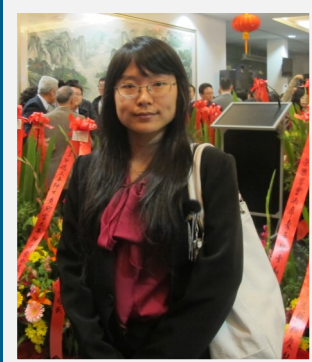
nia working as a postdoctoral re-

searcher (through the Mobilitas programme) at the Institute of International and Social Studies, Tallinn University. My research is focused on how societal changes and views of the past affect current intergroup relations and subjective well-being of migrants. Besides enjoying doing research, I very much like outdoor activities, especially tramping, baking cakes, and sausages.

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Ying (Candy) Lu



**Ying (Candy) Lu,
IAIR Full Member**

Dr. Ying Lu (Candy) is a lecturer in international business and international human resource management at the Department of Marketing and Management, Macquarie University, Australia. Her research interests are in the areas of cross-cultural management, international human resource management, organisational psychology and occupational health and safety. Candy obtained her PhD

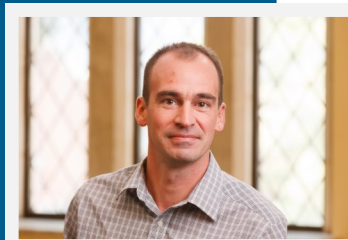
degree from Monash University in 2012. Utilising both quantitative and qualitative methods, her thesis investigated the acculturation strategies of Chinese professionals in Australia and the impact of the strategies on their job satisfaction, affective commitment and work engagement. Candy is interested in how immigration and acculturation affect immigrant employees' [attitudes towards work](#) and their psychological well-being in host countries. She became a member of the Academy in 2012, after having a paper accepted by

the International Journal of Intercultural Relations. She hopes to attend the IAIR 2015 conference that will be held in Norway. Outside of her professional activities, Candy enjoys playing table tennis and watching movies.

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Thomas Mattson



**Thomas Mattson
IAIR Full Member**

I earned my PhD from the University of Hawai'i at Manoa with a degree in international management. I am currently an assistant professor of management at the University of Richmond.

My current research focuses on information systems and technology-related topics. As such, I

do not study culture in the same manner as many of the members of the Academy, but I still consider myself a researcher of different cultures. I primarily investigate occupational cultures and how individuals within and between different occupational cultures interact in online environments and/or interact with dif-

ferent information systems. I investigate in-group and out-group interactions similar to many cross-cultural researchers, but the groups and subgroups that I investigate are not typically based on national boundaries.

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Anand Chandrasekar Narayanan

As an electrical and electronics engineer in India, I stumbled into the world of organizational behaviour when I moved to Singapore and joined Nanyang Technological University. There has been no turning back since. I continue to enjoy my journey in the intercultural field, seeking

answers to interesting questions, meeting and interacting with wonderful people. I am a senior research faculty with the Center for Creative Leadership (CCL) in Singapore while simultaneously seeking to complete my doctoral dissertation from the University of Hawaii at

Manoa. I view my research as happening at the intersection of the areas of leadership development, positive psychology, and Indian psychology. In addition to my research on understanding the meaning of generosity in the Indian context and its relationship to leadership development, I de-

Anand Chandrasekar Narayanan, cont.

velop assessment instruments, and evaluate the impact of leadership development efforts.

My involvement with the Academy began when I was introduced to IAIR by Vijayan Munusamy. My involvement with IAIR has grown steadily, and I am now its webmaster. I knew very little about managing a website when I started, but thanks to the trust that Dan Landis and other Board members placed in me, I have enjoyed managing the IAIR website for about three years now while learning in the process.

I am never far away from research, spending most of my “leisure” time



**Anand Chandrasekar Narayanan,
IAIR Full Member and Webmaster**

in a search into myself. Aided in this re-search by the learning and teaching of the Bhagavad Gita and other Hindu philosophical texts, my wife, and my quickly-growing-up daughter, life indeed is research in progress.

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Dennis Nigbur

Like many researchers, I have professional interests informed by personal history. Growing up in Germany with its central position in European geography, history and politics, how could I not be sensitive to how people relate to other nations and to their own group’s burdens and accomplishments? In a changing former industrial heartland, a melting pot of economic migrants and their descendants, how could I not become interested in how people get by and get along, in ways involving the traditional and the personal? In an area where football unites a diverse population and re-divides it according to club affiliations with their own cultural symbols and customs, how could I not learn how much people’s identifications matter...and that Schalke 04’s blue and white are the most important colours in the world! Living and working in Canterbury with its mix of rich English history and mainland European feel, and



**Dennis Nigbur,
IAIR Full Member**

with family in France, Austria and Spain, how could I not be fascinated by European migration and multiculturalism, and Europe’s colourful tapestry of cultures? When not working as a social psychologist of culture (a description

that I think makes me sound very sophisticated!) I teach at the lovely Canterbury Christ Church University. In my free time, I like spending time with my friends and family, enjoy sport actively or passively, cycle around Kent’s beautiful landscape, cook, and try to improve at playing mandolin. I have been a member of the Academy since 2008 and look forward to many more years.

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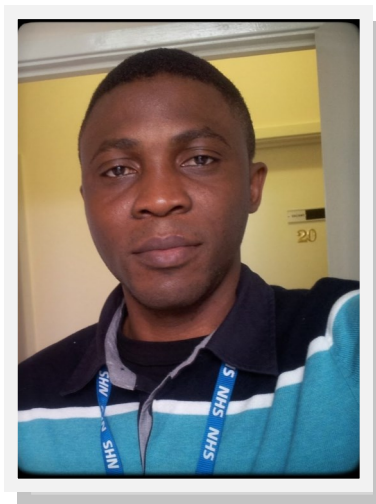


New IAIR Member

Abayomi (Yomi) Shomoye

I am a doctoral student at the University of Lancaster in the Mental Health Program. I hold a BS degree in psychology and a MS degree in social psychology, both from University of Ibadan, Nigeria.

Presently, I work as a clinical studies officer in the Research and Innovation Department of the Mental Health National Health Service (NHS) in the UK. I have had the opportunity to manage over twenty multi-centre studies in the NHS. I implement clinical trial protocols and conduct research related to psychological assessments with patients enrolled in the National Institute of Health Research funded studies. I enjoy collaborating with principal investigators at universities and practitioners in the NHS.



***Abayomi (Yomi) Shomoye,
IAIR New Student Member***

My experience working with patients from diverse backgrounds influenced

my research interest. I am interested in cross-cultural adaptation and validation of assessment measures and clinical risk assessment and management of mental health patients in multicultural societies.

I am a new member of the Academy, as I just joined this year (2014) and I am looking forward to the 9th biennial congress of the IAIR in Bergen, Norway next year.

Besides my research role and doctoral work, I enjoy travelling and I am currently learning the British Sign Language (BSL).

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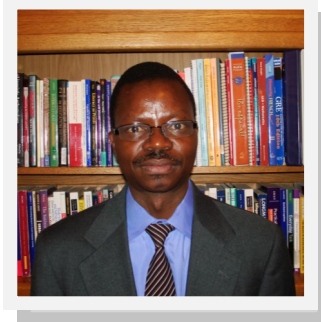


Reflections on Language and Human Dignity

David Balosa, Doctoral Student, U. of Maryland, USA

In his book, *Kant on Human Dignity*, Oliver Sensen argues that “human dignity is not supposed to be any value, but a very special kind of value: a value that not only justifies the requirement to respect human beings, but also one that trumps other considerations, and one that a person cannot forfeit” (Sensen 2011:4). For George Kateb, “the core idea of human dignity is that on earth, humanity is the greatest type of beings and that every member deserves to be treated in a manner consonant with the high worth of the species” (Kateb 2011: 3, 4).

In the light of these conceptions of human dignity defined above, we can agree that intercultural relations have been managed without considering human beings, wherever they are, as “the greatest type of beings.” For example, many social inequalities related to public policies and language policies derive from these policies’ focus on social class hierarchy, linguistic segregationist status (standard versus vernaculars, official versus home languages), and language based negative “stereotypes and ideologies” (Morsink, 1999; Schmid, 2001; Byram, 2008; Garrett, 2012) rather than focus on unity in human worthiness. This division leads to the intercultural relations of superiorization versus inferiorization that affects all aspect of our lives today. A human dignity reemphasis may promote a transformational interculturality toward awareness that a person cannot forfeit human dignity, and a human dignity focus could reset the management of intercultural relations to fairness and mutual respect rather than mutual destruction. This mutual respect among human beings should trickle down to the respect and recognition of the language that each one of us speaks. We cannot separate individuals with their lan-



guage. If we value a given social or cultural group, we have to value their language as well. This comment is in harmony with Raymond Williams when he says that “a definition of language is always, implicitly or explicitly, a definition of human beings in the world” (Williams 1977: 20).

Language teaching involves a “transformational leadership” practice and action for building and sustaining trustworthy and human dignifying intercultural relations (Bass & Riggio, 2006). In a sense, language teaching is an integrative training that should enable human beings to appreciate the cultural and linguistic diversity imperative to our humanity. Language should prepare individuals to be more socially responsible than they would have been otherwise. As such, language teaching should imply philosophical, political, environmental, economic, and cognitive exposure in order to transform the hegemonic mentality into a global “brotherhood,” thus a global intercultural citizenship—a citizenship that is symbolic because it carries the “universal brotherhood” mindset and operates accordingly (Fanon, 1967: 7). In order to achieve an “effective disalienation” (Fanon, 1967: 10, 11), a transformation of the hegemonic “habitus” to “a global intercultural citizenship” is needed. Within a “global intercultural citizenship” framework, human beings’ efforts and actions are meant to

create and sustain a human experience of a “new humanism” where all of the human species can enjoy a universal brotherhood guided by transformational interculturality, human dignity, and intercultural citizenship principles. We may then identify ourselves as “global intercultural citizens.”

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Visit the IAIR Website for More Information

Thanks to our webmaster, Anand Chandrasekar, the Academy website now has a page dedicated to archiving the Who We Are series issues (available at: <http://www.intercultural-academy.net/about-iair/who-we-are.html#download-pdf>).

In addition, as members' profiles are featured in the monthly series, they are added to a growing collection of individual-

ly clickable profiles listed by member name. Individuals looking for information about specific IAIR members can now easily browse and click on member profiles, while the Who We Are issues are archived for those interested in viewing the profiles as a monthly compilation. The clickable list of member profiles is available at: <http://www.intercultural-academy.net/about-iair/who-we-are.html>.

It is our goal to have all of our

members featured in the series and on the website by the 2015 biennial conference in Bergen, Norway. In the coming months, the IAIR secretary, Kelly McKay-Semmler, will be in contact with each member to solicit his/her profile.



IAIR 2015

Biennial Conference in Bergen, Norway

For more information visit: <http://www.uib.no/en/rg/saw/45318/9th-biennial-congress-international-academy-intercultural-research>

International Academy for Intercultural Research



The primary purpose of the Academy is to promote intercultural understanding. Accordingly, it promotes and encourages research, theory, and practice in the field of intercultural relations. The Academy also strives to disseminate to the public information regarding intercultural relations and it encourages interchanges between people with an interest in intercultural relations. The ultimate goal of the Academy is to promote world peace and prosperity through applications of academic principles and research findings to the betterment of human realities.

In furtherance of the goals, the Academy is an explicitly interdisciplinary forum which promotes and facilitates intercultural research in the areas of Psychology, Sociology, Communication, Education, Anthropology, Management, Political Science, and other areas of specialization in the social sciences and practice.

Visit us on the World-Wide Web at:
<http://www.intercultural-academy.net/>

Encourage Your Colleagues to Join

It is our mission to encourage the highest quality empirical research and practice aimed at understanding the ways in which cultures interact and the results, for good or ill, of those interactions. We invite all serious scholars of intercultural relations to join with us in this important enterprise—for we can have no greater purpose as scientists than reducing and, hopefully, eliminating intercultural conflict at all levels from individuals and groups to whole societies and nations. Please encourage your colleagues who are doing work in these areas to consider joining IAIR.

Benefits of Membership

- Subscription to the *International Journal of Intercultural Relations*, the official journal of the Academy either on-line or hard copy.



Information about membership in IAIR is available on our website at www.intercultural-academy.net/

- Access to past issues of the Journal through Science Direct, a service of

Elsevier, Ltd.

- Significantly reduced fees for the biennial conferences
- Access to the member directory.
- Reduced subscription fees to many relevant Elsevier journals

Levels of Membership

Three levels of membership are available: fellow, full member, and student member. Criteria and application procedures are available on the website at <http://www.intercultural-academy.net/membership/levels-of-membership.html>