

KURZY INTERKULTURNÍ KOMUNIKACE A VIDEOKONFERENCE VE VÝUCE



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CMIC course

Computer mediated intercultural communic

- Ekonomicko-správní fakulta MU
- Fakultät für Wirtschaftswissenschaftern, Paderborn Uni
- University of Applied Sciences, Tampere

16 virtual teams (5 MU teams)





Course design

F2F line (in class)

- Concept of culture
- Cultural dimensions
- Critical incidents
- Presentation skills
- Academic writing
- Videoconferencing skills

Virtual line (online)

- Establishing contact <u>WIKI</u>
- Preparing for VC1
- VC1
- Exchange work
- VC2



Virtual line - Phase I

- 2 weeks for
- Establishing contact
- Means of communication
- Joint exchange project

- > Joint project outline (500 words)
- > Team presentation about initial ideas for VC1



Virtual line - Phase II

Videoconference I

- Group presentation of the project outlines
- No slides

5 weeks for preparing

- Exchange project work
 - Joint report (8-10 pages)
 - Group project presentation (15 minutes)
 - Joint reflection (500 words)

Videoconference II

Group project presentation



Joint Exchange project

- a report OR create a website comparing a product, service or managerial innovation across at least two different cultures
- Cultural reasons for Walmart's failed attempt to capture the German market
- How Lenovo succeeded in bridging its cultural differences with IBM

Experiential course



Videoconferencing in English

- Volitelný kurz na FF
- Mluvení, interkulturní rozměr jako bonus
- Online x offline semináře
- Modes of Communication introduction, giving instructions, hosting – chairing, providing feedback
- Závěrečná chat show





Shanghai Calling

- Modul v rámci kurzu English Autonomously
- Globální konverzace
- 3 setkání -1 téma
- Česko-čínské vztahy





F2F line in classroom

- Theoretical frameworks (Jandt, Shaule, Hofstede, Hall, Trompenaar, Schein)
- Critical incidents Shaule (2007)

"... culture to us is like water to fish" (Shaules, 2007)



TASK 1 – <u>CASE STUDY</u>

Read the text. It illustrates the cultural issues DaimlerChrysler had to face after their merger. Once you finish, answer the following questions.



1.What cultural issues can you identify in the text? Try to look at this from different perspectives – national, organisational, local ...

2. What do you think caused these problems?



TASK 1 – CASE STUDY

1.What cultural issues can you identify in the text? Try to look at this from different perspectives – national, organisational, local ...

"cultural difference" as subjectively constructed:

e.g.

The Americans see themselves as "creative" but are viewed by the Germans as "unstructured". The Germans see themselves as "structured", but are viewed by the Americans as "too rigid and formal" and "unproductive".

2. What do you think caused these problems?

emotional reactions:

e.g.

The Americans "looked puzzled". The Germans "were irritated". judgmental reactions:

e.g.

Former ... executives found the American system "chaotic".



TASK 1 – CASE STUDY

Before their merger, the management of DaimlerChrysler did not seem to be sufficiently aware of the cultural differences that might have a significant impact on the performance of the corporation. As people from both sides started to work together, they perceived a variety of differences that they found hard to understand and even undesirable. They both hoped to change the other side, e.g. by adopting certain methods from one side due to power and administrative concerns. However, this appeared to be a immature decision, as the issues related to the people's different ways of doing things and perceiving others remained unresolved. Thus, **conflict** seemed to outweigh **cohesion** in the workplace. In other words, Daimler and Chrysler failed to develop a DaimlerChrysler working culture, a community of thinking and behaviour shared by people from both sides. This eventually contributed to the corporation's disappointment in fulfilling its expectations.

It's not simply about difference!



TASK 1 - CASE STUDY

How can you interpret the following statements? Some of the things the <u>German</u> managers said:

- "I had to learn what 'please' means [for the British]."
- "Interpreting what they [the British] mean is a special difficulty."
- "The same words ... can have completely different meanings."
- "For my co-workers my way of saying frankly what I mean was a shock at the beginning."



TASK 1 - CASE STUDY

Some of the things the <u>British</u> co-workers said:

- "I often find that the Germans speak English very well ... but have more difficulty in understanding the language."
- "They don't give very much away. The Germans play their cards close to their chest."
- "The Germans come straight up to you, fix you in the eye and give you the information. I find it a bit frightening."





Aktivita 1: Jak funguje komunikace?

- 1. O jakém tématu student mluví?
- 2. Je to jednoduché / zajímavé / kontroverzní téma?
- 3. Jaká jsou klíčová slova / podtémata?

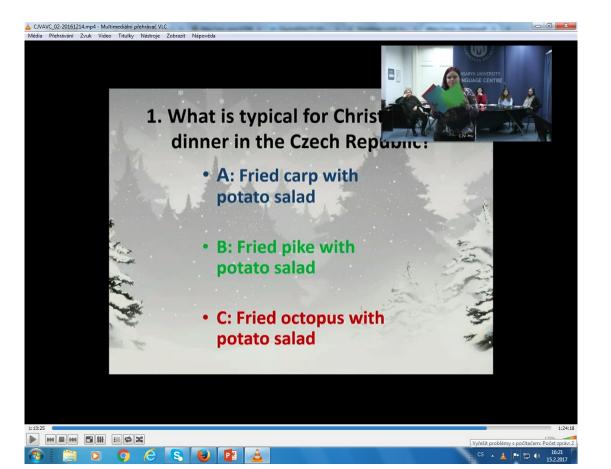




Aktivita 2: Jaké dovednosti studentka procvičila?

Psaní? Mluvení? Kladení otázek?

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Děkujeme za pozornost.



Definujte zápatí - název prezentace / pracoviště