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MASTER THESIS

CROSS-BORDER COOPERATION IN CZECH-GERMAN NON-
PROFIT ORGANIZATIONS

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České Budějovice 2019

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České Budějovice, 15th August 2019

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Acknowledgements

I would like to thank my thesis supervisor prof. Dr. Nadine Rentel for her professional guidance, valuable advice and comments, and for the time she has dedicated to me.

Furthermore, I would like to thank my interviewees from the Tandem organization for their willingness to talk to me and for answering all my questions. Without them, the practical part of this thesis could not have been written. Finally, I would like to thank the International Relations Office of Firat University for having provided me with the time and place to finish my thesis, and my family for their support.

Abstract

This thesis examines Czech-German cross-border cooperation within intercultural communication, identifies problems and develops possible solutions. The thesis is divided into a practical and a theoretical part. The theoretical part first describes the Czech-German cross-border cooperation and then intercultural communication, followed by a discussion of the context and the research methods. In the practical part, the author first performs a sequential analysis of data collected via interviews conducted with people working in the Tandem organization. The results of the analysis are interpreted, problems within the cooperation of Tandem are identified, and possible solutions developed. A glossary divided into two parts, recapitulating the definitions of relevant terms from the first two theoretical chapters of this thesis, is listed at the end of this work. A French résumé summarizing all the important points and conclusions is enclosed with the thesis. The aim of this thesis is to answer the following research question: *“Linguistic and intercultural challenges of Czech-German non-profit cross-border cooperation: The case of the Tandem organization.”*

Keywords: Cross-border cooperation, non-profit organizations, intercultural communication

Table of contents

List of abbreviations and acronyms used.....	9
Introduction.....	10
1 Cross-border Cooperation in Czech-German Non-profit Organizations.....	12
1.1 Cross-border cooperation.....	12
1.1.1 The role of borders in the past and the present.....	12
1.1.2 European Territorial Cooperation and cross-border cooperation	13
1.1.3 The impact of cross-border cooperation on Europe’s geography.....	17
1.1.4 The Czech-German borderland.....	18
1.1.5 The development of Czech-German cross-border cooperation	19
1.2 Czech-German non-profit organizations and their cooperation	21
1.2.1 Non-profit organizations.....	21
1.2.2 The chosen Czech-German non-profit organization.....	22
2 Intercultural Communication.....	25
2.1 Communication, the communication process and the types of communication... 26	
2.2 Intercultural communication and understanding cultural differences	29
2.2.1 Different language challenges	32
2.3 The role of cultural and linguistic proximity of regions in cross-border cooperation	35
2.4 Solutions to intercultural and linguistic problems	36
3 Context and Research Methods	39
3.1 Methodology and the preparation of the interviews	39
3.2 Description of the interviewees and the interviews conducted.....	41
3.3 Transcriptions	43
4 Analysis	45
4.1 Sequential analysis.....	45
4.2 Choice of the sections of the interviews	46
4.3 Analysis of the sections	47
4.3.1 Perception of the importance of CBC between border regions in general and between the Czech-German ones in particular	47
4.3.2 Influence of the rising nationalism in Europe on CBC between border regions	48

4.3.3 Influence of the political changes from the second half of the last century on the cooperation of Czechs and Germans within the Tandem organization (continuing differences in living standards, stereotypes, prejudices, etc.).....	48
4.3.4 Use of languages at work.....	49
4.3.5 Language attitudes	49
4.3.6 Solutions to language problems in the Tandem organization.....	50
4.3.7 Perception of the linguistic and intercultural aspects of cooperation	50
4.3.8 Perception of the use of non-verbal communication as useful for supporting verbal communication and for possibly preventing language problems in cooperation.....	51
4.3.9 Solutions to problems connected to cultural differences in the Tandem organization	52
4.3.10 Room for improvement within the Tandem organization in regard to communication.....	52
5 Interpretation and Identification of Problems.....	54
6 Development of Possible Solutions	58
Conclusion	60
Glossary	63
References.....	66
List of figures.....	70
List of tables.....	70
List of appendices	71
Appendices.....	72
Appendix I: Questionnaire.....	72
Appendix II: Transcriptions of the interviews.....	76
Appendix III: Sequential analysis.....	97
Appendix IV: Guide to writing interview questions.....	104

List of abbreviations and acronyms used

CBC	Cross-border cooperation
CR	the Czech Republic
ERDF	European Regional Development Fund
ETC	European Territorial Cooperation
EU	European Union
NUTS	Nomenclature of Territorial Units for Statistics (from the French version <i>Nomenclature des Unités territoriales statistiques</i>)

Introduction

Cross-border cooperation plays a significant role not only in European policy, but also in supporting sustainable development of European regions and countries, reducing differences in living standards and living conditions of the citizens involved through working together and tackling common challenges. There are many studies and articles addressing the increasing importance of cross-border cooperation in European integration and attention is paid to the countries' border regions. Examples include *Understanding European Cross-border Cooperation: A Framework for Analysis* (2012) by L. De Sousa, or *Development of Cross-border Cooperation and Creation of Euroregions in the Slovak Republic* (2007) by M. Halás. In view of the above, cross-border cooperation in Europe is important for bringing together countries and it helps to foster the image of unified Europe.

I personally find cross-border cooperation an interesting topic that is gaining more and more importance in developing cooperation between European countries, where organizations settled in different countries must deal with linguistic and intercultural challenges. However, there are few studies and literature related to the given topic of cross-border cooperation of Czech-German non-profit organizations, for example *Cross-Border Cooperation in the German-Czech-Polish Border Region at the Turn of the Century* (2002) by P. Jurczek, or *Cross-border cooperation in Central and Eastern Europe: Fences into bridges?* (2008) by K. Mirwaldt. I have therefore decided to try to elaborate on this topic in the present thesis, which could bring benefits to the Czech and German regions collaborating across borders or warn them of possible risks that might occur when linguistic and intercultural challenges in cross-border cooperation are not considered deeply enough.

The aim of the present work is to describe Czech-German cross-border cooperation, identify problems of this cooperation and develop possible solutions. To achieve this aim, I have chosen the Tandem organization as an example. Their mission is to promote mutual learning, understanding and close cooperation between young people from the Czech Republic and Germany, and therefore they play a significant role in the context of cultural learning and understanding. I assume language and culture can present the main source of problems inside of the selected organization, considering that the employees live in different countries, speak different native languages and do not share the same culture. Consequently, I will try to answer the following research question that

is based on qualitative research: *“Linguistic and intercultural challenges of Czech-German non-profit cross-border cooperation: The case of the Tandem organization.”* I have decided to find an answer to this research question by conducting interviews with selected employees of the organization. The results of the research will allow me to identify problems of their cooperation and to develop solutions.

This thesis is divided into six main chapters. The first two chapters provide the theoretical background concerning Czech-German cross-border cooperation and intercultural communication, followed by a chapter outlining the context and the methods applied in this work. The three last chapters consist of the practical part, which concentrates on the analysis, interpretation and identification of problems as well as development of possible solutions.

The first chapter therefore begins with a look at cross-border cooperation itself, proceeding to a discussion of non-profit organizations in general, and finally focusing on the description of the selected Czech-German non-profit organization. The second chapter is devoted to the description of intercultural communication. The two first chapters provide a basis for the interviews conducted with the organization’s selected employees.

The third chapter outlines the context and explains the methodology applied in this thesis, namely how the structure of the interviews was designed, and the questions decided. The interviewees are then introduced in detail, the course of the interviews is described, as is the method of transcription of the interviews.

The fourth chapter presents the analysis of the interviews conducted and data collected. The following, fifth, chapter, interprets the results of the interviews with regard to the theoretical part of this thesis and tries to identify problems in the cooperation between the Czech and German employees of the Tandem organization. The last chapter attempts to develop and suggest some solutions for improving the cooperation.

A glossary divided into two parts and recapitulating the definitions of relevant terms from the first two theoretical chapters of this thesis is listed at the end of this work. A French résumé summarizing all the important points and conclusions is enclosed with this thesis.

1 Cross-border Cooperation in Czech-German Non-profit Organizations

This chapter focuses on the main topic of this thesis, i.e. on cross-border cooperation in Czech-German non-profit organizations.

The first subchapter introduces the topic, briefly describing cross-border cooperation itself. The second subchapter focuses on non-profit organizations in general and provides a description of the selected Czech-German non-profit organization.

1.1 Cross-border cooperation

The role of borders and the form of cross-border cooperation as we know it today was highly influenced by the political history of the second half of the 20th century. This subchapter is therefore divided into several parts, describing the changing role of state borders, today's legal framework of cross-border cooperation in the EU, and the impact of cross-border cooperation on Europe's geography, followed by a discussion of the Czech-German borderland and the development of Czech-German cross-border cooperation since the last century.

1.1.1 The role of borders in the past and the present

State borders had an important role in the past – to protect a country from other countries, and protect its sovereignty, national culture and identity (University of Southern Denmark, 2016).

However, this role has significantly changed since the late 1950s with efforts to reduce the effect of borders. In Europe, people as well as states began to feel the boundaries more and more as a limitation than protection. Thus, they started the transformation process of the role of their state borders (Goranić, 1997, p. 34). In the context of the European integration process, the attention has been paid to reducing the importance of national borders for European economic players, creating a large market with borders that no longer limit the free movement of workers, goods, services and capital (De Sousa, 2012, p. 4). Therefore, the Schengen Agreement was signed in 1985 (having come into effect in 1995). This agreement created a border-free zone in the so-

called the Schengen Area¹ that has changed Central and Eastern Europe politically as well as economically. In Western Europe, the fall of the Iron Curtain² (existing from the end of the Second World War in 1945 until the end of the Cold War in 1991) has also contributed to the elimination of border controls. These changes have led to a unified “Europe without borders” approach (Lechevalier & Wielgohs, 2013, p. 130-131).

According to De Sousa (2012, p. 4), European integration has given higher importance to cross-border cooperation while supporting not just free movement but also strengthening cultural and linguistic connections in the border regions: *“The progress made by European integration increases the need for cross-border co-operation not only to foster the four freedoms (labour, good, services and capital), but also to oversee how these fluxes take place with what impact, to strengthen cultural and linguistic ties between regions separated in different national jurisdictions and to rationalize the provision of public services in a cross-border territorial logic.”*

1.1.2 European Territorial Cooperation and cross-border cooperation

Cross-border cooperation (CBC) has emerged in Western Europe in the 1950s and has spread to Central and Eastern Europe after the year 1990 (Halás, 2007, p. 1). In the current European Union, it is one of the forms of European Territorial Cooperation (ETC), better known as Interreg, of which the financial support for projects seems to be the most attractive feature for all kinds of entities. Cross-border cooperation (also called Interreg A) consists of all types of collaboration between neighbouring areas across borders. Other forms of European Territorial Cooperation are transnational (Interreg B) and interregional (Interreg C) (European Commission, 2015). For better clarity, the following table shows the position of cross-border cooperation in the forms of European Territorial Cooperation (ETC).

¹ Today, the Schengen Area encompasses most EU countries, except for Bulgaria, Croatia, Cyprus, Ireland, Romania and the United Kingdom. However, Bulgaria and Romania are currently in the process of joining the Schengen Area. Of non-EU countries, Iceland, Norway, Switzerland and Liechtenstein have joined the Schengen Area (European Commission, 2013).

² The boundary line that divided Europe into two different political areas: Western Europe had political freedom, while Eastern Europe was under communist Soviet rule (Scott, 2019).

Table 1: Position of cross-border cooperation (CBC) in the forms of European Territorial Cooperation (ETC)

European Territorial Cooperation (ETC) / <i>Interreg</i>
Cross-border cooperation / <i>Interreg A</i>
Transnational cooperation / <i>Interreg B</i>
Interregional cooperation / <i>Interreg C</i>

Source: My own

a) Interreg

Interreg is probably the most important and famous example of European initiatives encouraging cooperation between governmental authorities on a regional or local level. It was launched by the European Commission in 1990, and then renewed several times (Bellini & Hilpert, 2013, p. 34).

The definition of Interreg (Interreg, 2019) reads as follows: “*Interreg is one of the key instruments of the European Union (EU) supporting cooperation across borders through project funding.*” That means it covers all types of the European Territorial Cooperation. The definition continues to discuss the aim of this instrument: “*Its aim is to jointly tackle common challenges and find shared solutions in fields such as health, environment, research, education, transport, sustainable energy and more.*”

Moreover, this instrument is one of the goals of the EU Cohesion Policy in the current programming period (2014-2020) whose project funding is managed by the European Regional Development Fund (ERDF) with a budget of 10.1 billion EUR. According to the forms of European Territorial Cooperation (cross-border cooperation, transnational, interregional), there are also three types of Interreg programmes: cross-border cooperation programmes (60 programmes), transnational cooperation programmes (15 programmes) and interregional cooperation programmes (4 programmes) (Interreg, 2019). As can be seen, cross-border cooperation is funded by the highest number of programmes. The reason is simple. The European Union includes substantial border regions: 37.5 % of the EU population live in border areas that are defined by 38 international borders (European Commission, 2015).

a) Interreg A

The definition of Interreg A (European Commission, 2015) reads as follows: “*Interreg A (cross-border cooperation) supports cooperation between adjacent NUTS III border regions in at least two different EU Member States or between EU Member States and some countries outside the EU.*” This definition also continues to discuss the aim of Interreg A: “*It aims to develop the untapped growth potential of border areas, as well as enhancing cooperation to support the harmonious development of the Union.*”

To better understand the definition, the term NUTS should be explained first. NUTS is the abbreviation of the Nomenclature of Territorial Units for Statistics which is a geocode standard for referencing the subdivision of countries into regions at three different levels: NUTS 1, NUTS 2, and NUTS 3. This subdivision is useful for statistical purposes (European Commission, 2016).

The Czech Republic

In practice, for example, in the case of the Czech Republic, NUTS 1 refers to the whole country (that means there is just one unit), NUTS 2 refers to the eight larger territorial units (*oblasti* in Czech) in which we can find e.g. the Southwest or Northwest regions that are situated on the Czech-German border, and NUTS 3 refers to the 14 largest territorial units (*kraje* in Czech). For cross-border cooperation, hence also for the purposes of the present thesis, the NUTS 3 are important. The Southwest includes two regions of the NUTS 3 level – the South Bohemian Region and the Plzeň Region, and the Northwest includes two regions as well – the Karlovy Vary Region and the Ústí nad Labem Region. However, if we continue looking at the common border of the Czech Republic and Germany, we can see there is one more Czech region of the NUTS 3 level that borders Germany – the Liberec Region located in the very north of the Czech Republic, which is one of the three regions constituting the Northeast according to the NUTS 2 level (European Commission, 2016). The following table presents summary of the NUTS related to the topic of this thesis. The Czech regions according to the NUTS 3 level that lie on the border with Germany are marked in red.

Table 2: NUTS 1, NUTS 2 and NUTS 3 – Czech regions bordering Germany

NUTS 1	NUTS 2	NUTS 3
The Czech Republic		
	Southwest	
		South Bohemian Region
		Plzeň Region
	Northwest	
		Karlovy Vary Region
		Ústí nad Labem Region
	Northeast	
		Liberec Region
		Hradec Králové Region
		Pardubice Region

Source: My own

Germany

In the case of Germany, there is also NUTS 0 that refers to the whole country, while NUTS 1 refers to the 16 federal states of Germany (*Land* in German). NUTS 2 refers to the 41 so-called *Regierungsbezirke* and NUTS 3 to the 439 districts (*Kreise* in German). Due to the topic being cross-border cooperation, we concentrate again just on NUTS 3, i.e. on the 439 districts. There are either urban districts (*kreisfreie Städte* in German) that are usually larger cities, or rural districts (*Landkreise* in German), normally smaller cities and surrounding communities combined (Kibele, 2012, p. 92). In comparison with the Czech NUTS 3 situated on the border with Germany, there are many more German NUTS 3 situated on the border with the Czech Republic. Therefore, any table is not created, however, a map showing the German NUTS 1, NUTS 2 and NUTS 3 is included in order to give a better idea of particularly the German NUTS 3 on the border with the Czech Republic.

Figure 1: NUTS 1, NUTS 2 and NUTS 3 in Germany



Source: Kibele, 2012, p. 93

1.1.3 The impact of cross-border cooperation on Europe's geography

In today's interconnected Europe, regions play a significant role in European development thanks to a greater importance of inter-regional and cross-border cooperation, which has been working towards reducing the effects of national borders and towards integrating countries, especially their less-developed border regions, under the process of Europeanization. As a result, the centres of economic development, which were usually located in the central parts of countries, have started to spread to national borders. This has opened a space for new opportunities to profit from the capabilities and potential of border regions and to strengthen socio-economic development and increase employment in those regions. The growing relationships of border regions, their shared interests and joint projects, and additional European funding encourage the regions to get involved in the cross-border cooperation issues and thus contributes to ongoing processes of European integration and changes in European geography diminishing the original role of borders (Bellini & Hilpert, 2013, p. 3-23).

Moreover, on a narrower scale, the socio-economic structures that were inherited from the past strongly determine the mix of clusters and their success in any given region (Lechevalier & Wielgoths, 2013, p. 12).

The European Union has launched programmes such as Interreg to support the process of integration by fostering intense inter-regional cooperation. This has provoked

the growth of cross-border regions and the formation of networks in all countries of the EU (Bellini & Hilpert, 2013, p. 31).

1.1.4 The Czech-German borderland

As mentioned above, not only the development of the common Czech-German border has been strongly influenced by the political changes that occurred in Europe in the second half of the 20th century.

The Czech-German borderland is one of the oldest ones in Europe. The Czech and the German people living near the borders were using German as their common language for many decades. Many German people also lived on the Czech side of the common border. This area was known as “Sudetenland”. However, after the end of the Second World War, the German speaking population was forced to leave the area and the Iron Curtain was lowered. This had a negative impact on the relations between German and Czech people. Lechevalier & Wielgoch (2013, p. 103) claim that *“This process cut the roots of people and settlements in the border area, and road and railway connections were severed.”* The former Sudetenland was severely affected, however, on the other side of the border, almost nothing changed. The Iron Curtain dividing Eastern and Western Europe caused that the two sides of the border were developing differently over the following decades (ibid., p. 103-104).

Also, according to Jurczek (2002, p. 97), the introduction of the Iron Curtain negatively influenced the relationships between the border regions: *“The separation had a negative impact on relationships at the national level as well as in the respective border regions. For decades, there were no reciprocal visits or joint activities across the border.”* Jurczek adds that people did not have any trust in each other and there was also a lack of communication between the German and the Czech side. However, with the suddenly open borders at the end of the last century, the situation has changed: *“In the border regions, people started to visit and to get to know each other breaking down prejudices that had been built up”* (ibid., p. 97). On top of that, Central and Eastern Europe’s border regions had suffered from political trouble. The Czech regions on the border with Germany had been no exception: *“the Sudeten-country in the present Czech Republic were formerly under German control”* (ibid., p. 98).

After the political change, private interactions across the borders have started to increase. They have mostly consisted of *“shopping trips, recreational outings and visits*

to relatives and friends” (ibid., 98). The intensity of these activities has increased significantly in the last twenty years. Nevertheless, problems connected to these activities still persist and need to be solved, such as more accommodation possibilities, as road traffic has been increasing rapidly, and more improvement of the physical infrastructure on the Czech as well as the German sides. This is important also because of the service sector, in particular the retail and the tourism industry, which play a key role in cross-border interactions (ibid., p. 98). Jurczek also says that despite positive trends, there are still differences in the living standards of people living in the border regions on the Czech side compared to those on the German side: *“there are still considerable socio-economic disparities within the border regions. There are considerable differences in prosperity between the German side on the one hand and the Czech and Polish parts on the other”* (ibid., 98).

Moreover, according to Medve-Bálint (Bellini & Hilpert, 2013, p. 143), there have often been ethnic minorities living in the border areas, which has given them a culturally distinct character. Borderlands are also usually less strong in economic activity as they are usually located further from economic centres and may also have limited access to central decision-makers, while also often being characterized by a low level of political participation.

1.1.5 The development of Czech-German cross-border cooperation

Czech-German cross-border relations started to develop in the early 1990s when the Czech Republic applied for accession to the European Union. Germany therefore started to support the CR and their common border was opened for visa-free travel in the same year. Since then, a significant cooperative network has developed across the Czech-German border (Mirwaldt, 2018, p. 6-8).

Border regions of the countries that have usually been neglected due to being distant from metropolitan centres have begun to receive attention. As a result, people have started to seek solutions for overcoming cultural, social and economic differences by supporting regional development, education, infrastructure and environment of the border regions, and so working for the benefit of those regions together (Halás, 2007, p. 23-24).

The strengths and weaknesses in the cooperation between Czech-German border regions

There are strong as well as weak points in Czech-German cross-border cooperation. However, the weak ones still predominate (Jurczek, 2002, p. 100-103). The following table presents an overview of some these strengths and weaknesses in the cooperation between Czech-German border regions.

Table 3: The strengths and weaknesses in the cooperation between Czech-German border regions

Cooperation between Czech-German border regions
<i>Weaknesses:</i>
<ul style="list-style-type: none">▸ continuing prejudices▸ fear of being swamped by German influence▸ part of the Czech population is opposed to the supposed influence of Sudeten-German groups that are mainly based in Bavaria▸ Bavarian people complain about the lack of involvement of their Czech neighbours (e.g. poor ability to cooperate, inadequate knowledge of marketing, and poor management abilities)▸ many inhabitants of the East-German border region attribute their unemployment to the relocation of production to the Czech Republic▸ East Germans tolerated the Soviet invasion of former Czechoslovakia in 1968▸ lack of human resources▸ slow equalization of living standards
<i>Strengths:</i>
<ul style="list-style-type: none">▸ willingness of neighbours to cooperate on an institutional level has increased in the border regions▸ creation of the NUTS level regions▸ intensification of regional management in the border regions▸ possibility of receiving funds and increased investments into the border regions by entrepreneurs, local and other authorities

Source: Based on Jurczek, 2002, p. 100-103

To summarize this subchapter, the role of borders has been changing a lot in Europe throughout history, from the initial, solely protective, purposes, to the attempts to reduce the effect of borders since the 1950s due to growing European integration and the support of regional development, education, infrastructure and environment of the border regions.

The existence of European instruments like Interreg and Interreg A helps to promote cooperation across borders through project funding. Furthermore, the NUTS level regions were established in order to better support the development of border regions.

However, the development of Czech-German cross-border cooperation has been negatively influenced by political changes in Europe (e.g. the German control of Sudetenland in today's Czech Republic or the introduction of the Iron Curtain) in the second half of the 20th century. This had a big impact on the relationships between the two countries and also caused considerable socio-economic disparities within the border regions that still persist. Therefore, there still are many weak points in the cross-border cooperation between the Czech Republic and Germany that need to be addressed. Nevertheless, the relationships between the border regions are still growing through shared interests and work on joint projects, which lead to a greater involvement in cross-border cooperation.

1.2 Czech-German non-profit organizations and their cooperation

This subchapter is divided into two parts. The first one discusses non-profit organizations in general in order to introduce the topic of this type of organization, the second one introduces the selected Czech-German non-profit organization.

1.2.1 Non-profit organizations

According to the Cornell Law School legal encyclopedia (Cornell Law School, 2019), the definition of a non-profit organization is the following: *“A non-profit organization is a group organized for purposes other than generating profit and in which no part of the organization's income is distributed to its members, directors, or officers.”* Non-profit organizations are thus created for many different purposes, for example cultural, economic, religious, educational or political.

The Cornell Law School distinguishes five forms of non-profit organizations, which are the following:

- 1) individual enterprise (for example individual charitable contributions),
- 2) unincorporated association,
- 3) partnership,
- 4) foundation, or

- 5) condominium (joint ownership of common areas by owners of adjacent individual units incorporated under state condominium acts).

Non-profit organizations include many types of entities such as churches, public schools, public charities, public clinics and hospitals, political organizations, legal aid societies, volunteer services organizations, labour unions, professional associations, research institutes, museums, and some governmental agencies. All of them are organized under state law (ibid.).

The organizations can take a form of small neighbourhood groups run by local people or larger voluntary agencies with staff. The aim of their work can be to improve their local area, campaign for change or provide a service.

Examples of this type of famous international non-profit organizations include Human Rights Watch, United Nations Foundation, American Red Cross or Safe Kids Worldwide (Top Nonprofits, 2019).

Some examples of Czech-German organizations are the following: *The WSDTI – German-Czech Scientific Foundation* based in Suderburg, Germany, whose goal is the promotion of science, research and education (WSDTI, 2019), or *the Czech-German Youth Exchange Coordination Centres* called “Tandem”, which is based in two cities – in Pilsen, the Czech Republic, and in Regensburg, Germany – and brings together young people from the Czech Republic and Germany and whose goal is to connect young people, creating and supporting their connections and friendships (Tandem, 2019).

1.2.2 The chosen Czech-German non-profit organization

As mentioned in the introduction of this thesis, the organization chosen as an illustrative example is the Tandem organization promoting mutual learning, understanding and close cooperation between young people from the Czech Republic and Germany, which plays a significant role in the context of cultural learning and understanding.

In my opinion, language and culture can be the main source of problems inside of this organization in view of the fact that the employees live in different countries, speak different native languages and do not share the same culture. Therefore, the research question of this thesis is following: “*Linguistic and intercultural challenges of Czech-German non-profit cross-border cooperation: The case of the Tandem organization.*” I have decided to find an answer to this research question by conducting interviews with selected employees of the organization.

The Tandem organization

The Czech-German Youth Exchange Coordination Centres (“Tandem”) are two separate organizations, one established in the Czech Republic and one in Germany. However, they work together and share a common mission and even the name.

The Coordination Centre based on the Czech side of the border is situated in the Plzeň Region, whereas the Coordination Centre based on the German side of the border is situated in Regensburg, Kreisfreie Stadt, according to the NUTS 3 level.

The Coordination Centre in Pilsen and the Coordination Centre in Regensburg closely coordinate their activities across the borders. Their mission is “*to promote mutual learning, understanding and close cooperation between young people from the Czech Republic and the Federal Republic of Germany. Its activities are focused on providing counselling services and supporting state and non-state institutions in the implementation and intensification of Czech-German youth exchanges; organizing partner exchanges and seminars on the issues of Czech-German youth exchanges; mediating practices and observations in factories and issuing and publishing information and working materials and documentation*” (Tandem, 2019). The Coordination Centres are involved in the implementation of projects and proposals. They also participate in programmes involving young people from third countries (ibid.).

Tandem is a very particular non-profit organization. The Coordination Centre based in Pilsen is a special-purpose organization of the Ministry of Education, Youth and Sports of the Czech Republic (*Ministerstvo školství, mládeže a tělovýchovy České republiky* in Czech) in conjunction with the University of West Bohemia in Pilsen (*Západočeská univerzita v Plzni* in Czech). This organization has existed since 1996 and was founded based on an agreement between the governments of the Czech Republic and Germany on cooperation and youth exchange (ibid.).

In practice, this Coordination Centre is subordinate to the University of West Bohemia in Pilsen and financed by the Ministry of Education, Youth and Sports of the Czech Republic (ibid.). However, the Coordination Centre in Regensburg is under the Bavarian Youth Council (German: *Bayerischer Jugendring*) and it is financed by Bavaria, Saxony and the Federal Ministry of Family Affairs, Senior Citizens, Women and Youth (German: *Bundesministerium für Familie, Senioren, Frauen und Jugend*) (ibid.).

Nevertheless, the two Coordination Centres decide at a joint session of the Czech-German Youth Council: “*According to the mutual agreement, the Council usually meets once a year, alternately in each of the two countries*” (ibid.).

2 Intercultural Communication

Already the famous statement of the communication theorist P. Watzlawick (2016), which reads “One cannot not communicate” (original German passage: “Man kann nicht nicht kommunizieren”), highlights the importance of communication in general, emphasising that during our lives we have no choice but to communicate. We interact with people in our private as well as professional life. Even if we do not want to, we communicate, as for example our body language alone often expresses what we think, what we want, or what we feel. We simply cannot control everything, and we always send some signals even without saying a word.

Communication is crucial in most jobs and positions, and it is necessary for success. A lack of communication can lead to failure. For this reason, paying attention to communication is essential when working together with other people, which holds for all types of cooperation (including cross-border cooperation). Moreover, in cross-border cooperation, the culture that is not shared and the common language being used can cause some misunderstandings in communication. Intercultural misunderstandings can even have a more negative impact on the results of the intercultural communication process than language errors concerning the lexicon or grammar. The study of M. and S. Hişmanoğlu (2008), among others, discusses this topic while pointing out that apart from studying what is grammatically correct, studying what is socio-pragmatically and socio-linguistically appropriate in a foreign language is also very important for preventing the occurrence of intercultural misunderstandings or communication breakdowns.

The relationship of the cultures and the language being used in cooperation are key factors, which play a role in all international communication. The scientific disciplines that deal with what a speaker says, the intention of the speaker, and the cultural consequences of an utterance (a message) on the result of the communication process are pragmatics and sociolinguistics: “*Pragmatics [...] considers meaning in relation to the intentions, functions and contexts associated with the use of linguistic forms. Sociolinguistics is concerned with social influences on the use of language and with the effects of language use on society*” (Stanford University, 2017). The way a speaker communicates his or her intention is influenced by social norms. Social norms, as a cultural product, thus influence how the message will be perceived (e.g. politeness norms or directness/indirectness).

The following chapter introduces and describes the concept of intercultural communication. For better understanding, the first subchapter discusses the topic of communication in general, as well as the communication process and the types of communication, followed by the second subchapter, which moves onto the topic of intercultural communication and understanding cultural differences, including various linguistic challenges. The third subchapter describes the role of cultural and linguistic proximity of regions in cross-border cooperation, while the fourth suggests solutions to intercultural and linguistic problems.

2.1 Communication, the communication process and the types of communication

Communication is defined as the process of understanding and sharing meaning. It is a type of skill that all people are born with, develop, and practise all their lives. All people communicate through the communication process, or the so-called process of encoding and decoding.

In this process, there are always two subjects – a sender and a receiver. The sender is the person who develops and sends the message via a communication channel (or simply a channel). The receiver is the person who receives this message and gives feedback.

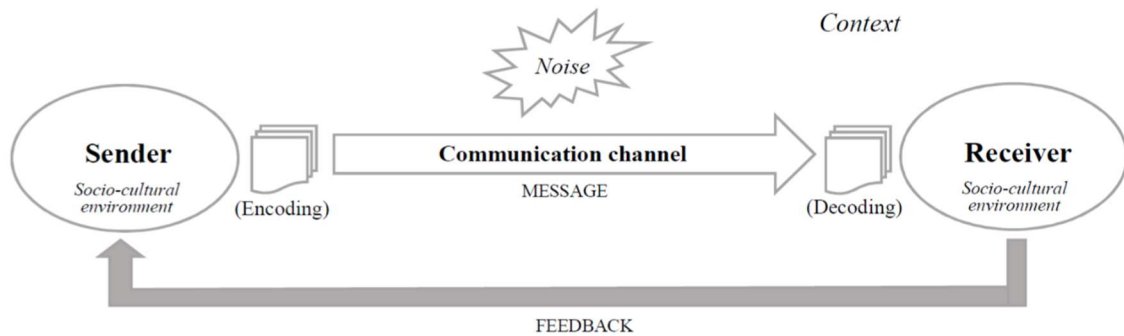
The communication process: The sender sends the encoded message (thoughts turned into communication) via a communication channel (a mobile phone, an e-mail, a text message, a face-to-face meeting, or another communication tool) to the receiver that decodes (or interprets) the message (communication turned into thoughts).

During this process of encoding and decoding, intercultural issues influence how speakers try to communicate their intentions by choosing specific linguistic forms. When encoding and interpreting utterances (messages), people from different cultures will probably prefer different strategies (e.g. directness).

However, the sender as well as the receiver should consider any “noise” (other messages of competing senders, e.g. advertising messages, but also any disturbances caused by the technology or other distractions that block or change the intended meaning) that can interfere with the message and can influence the result of the message being received, their socio-cultural environment (their personality, their history, their

vocabulary, their view of the world, etc.) and the context of their communication (the setting, the scene and the expectations of the individuals involved). The receiver then gives a feedback to the sender (Simon, Grimes, & Roch, 2018, p. 7-16). The following figure serves as a graphic representation of this process.

Figure 2: Communication process



Source: Inspired by Simon, Grimes, & Roch, 2018, p. 12-16

There are many types of communication. We can identify for example formal and informal communication; verbal, non-verbal and paraverbal communication; or interpersonal and intrapersonal communication. However, all types of communication are in constant interaction.

a) Formal and informal communication

At a more general level, we distinguish formal and informal communication. Formal communication is utilised in formal relations in which the polite form of address (for example “Sie” in German, “Vy” in Czech) is used and there is courtesy present in the communication. Informal communication is utilised in informal relations. Its main signs are being on first-name terms with the second person (for example “du” in German and “ty” in Czech) and directness (Hulea, 2010, 197-206).

There can also be some differences across cultures. For example, as for terms of address, Europeans in formal relations (for example in Germany, France, and the Czech Republic) usually address people by “Mr.” or “Mrs.” plus their surname (for example Mr. Karel Janák would be addressed as “*Mr. Janák*”). However, in other cultures, for example in Turkey, the first name of the addressed person would be used instead of his or her surname (so Ms. Sibel Yentür would be addressed as “*Ms. Sibel*”). Surnames are not usually used in Turkish conversation (“*Turkish Modes of Address*”, 2019). We can also see differences in informal relations between these cultures. In Europe usually no other

forms of address other than the communication partner's name or the respective variants of the pronoun "you" are used. However, in Turkey, there are some special cases, for example when addressing someone who is older (a relative or a friend), as a general sign of respect to them, the form "abi" for a man and "abla" for a woman are used. This can stand alone as well as just behind the name (e.g. "Yener abi"). The meaning of "abi" is in fact "big brother" (Garib, 2019).

Moreover, we can find many differences also in other forms of communication, such as greetings, which can range from a formal handshake or a kiss on the hand of the person who is being greeted, to an informal hug or a kiss on the cheek (especially French greetings), etc.

b) Verbal, non-verbal and paraverbal communication

When we communicate, we communicate with our whole body. It means there are always three elements that are present in communication at the same time, which are verbal, non-verbal and paraverbal.

Verbal communication is communication with words that have meaning and can be decoded. Non-verbal communication stands for all body language, meaning gestures, facial expressions, body movements (e.g. walking) and body posture. Paraverbal communication represents all the noise that people make when speaking, excluding the words themselves – volume, intonation, intensity, rhythm, accent, speed, and pauses.

The term *body language* is used for non-verbal communication. It essentially highlights the importance of non-verbal communication, because 55 % of the information is taken from this area and only 7 % is related to verbal communication. This implies the need to align our non-verbal manifestations with verbal content (for example if a person crosses his or her arms, it is hard for anyone to believe his or her words about openness). Non-verbal manifestations should accompany verbal communication rather than distract (Hulea, 2010, 197-206). We must also consider the cultural conditionality of non-verbal manifestations. While in the course of advancing globalization gestures are often of equal importance, their interpretations may be fundamentally different (for example, a V-sign made with two fingers forming a V shape has a rude meaning in Britain, whereas this sign means "victory" in the Czech Republic; or forming a circle with one's fingers to indicate "O.K." commonly means that something is well or perfect, however in Japan, it means

“money”, and “zero” or “worthless” in France) (Hişmanoğlu & Hişmanoğlu, 2008, 170-173).

The types of non-verbal communication are the following: *gestures* (communication through movements of the head, hands, arms, and legs), *postures* (communication through body posture), *proxemics* (communication through a change of interpersonal space and distance, the so-called proxemic zones), *haptics* (tactile communication, e.g. communication via touching), and *facial expressions* (communication via facial contractions, including *oculesics* – communication via eye movements) (ibid., 167-170).

c) Interpersonal and intrapersonal communication

For the purposes of this thesis, it is also important to mention the difference between interpersonal and intrapersonal communication. Interpersonal communication is defined as “*the process of exchanging messages between two people whose lives mutually influence one another in unique ways in relation to social and cultural norms*”, whereas intrapersonal communication is “*communication with one’s self, and that may include self-talk, acts of imagination and visualization, and even recall and memory.*” Thus, interpersonal communication is communication between two people, as opposed to intrapersonal communication, which involves only one person who speaks or communicates in other ways with him- or herself (Simon, Grimes, & Roch, 2018, p. 240).

2.2 Intercultural communication and understanding cultural differences

What we perceive in communication with others is significantly influenced by our culture, native language, and our view of the world (ibid., p. 20). In order to understand intercultural communication, the general term culture should be defined first.

The term culture is not easy to define. According to the Oxford Advanced Learner’s Dictionary (2010, p. 370), there are five different definitions based on the following contexts of use: way of life, art/music/literature, beliefs or attitudes, growing/breeding, or cells/bacteria. Thus, culture can be defined for example as “*the beliefs and attitudes about sth that people in a particular group or organization share*” or “*the customs and beliefs, art, way of life and social organization of a particular country or group*”.

According to Simon, Grimes, & Roch (2018), we can define culture as learned and patterned beliefs, attitudes, values, and traditions that are shared by a group of people. Therefore, culture is dynamic and always changing. Culture is learnt from socializing institutions like family, school, peers, and the media, and characterised by recognizable widespread similarities among people within a cultural group. According to this definition, “*culture influences your beliefs about what is true and false, your attitudes including your likes and dislikes, your values regarding what is right and wrong, and your behaviours*” (ibid., p. 245-247). This means that culture significantly contributes to identity formation.

The definition of Simon, Grimes, & Roch seems to be the most appropriate as it includes all aspects (shared beliefs, attitudes, customs/traditions) mentioned by the two previous definitions. Moreover, it puts emphasis on the process of learning in which individuals in a group absorb the culture.

Nevertheless, culture also influences the form the communication process takes: “*Culture also involves the psychological aspects of your expectations of the communication context. From the choice of words (message), to how you communicate (in person, or by email), to how you acknowledge understanding with a nod or a glance (nonverbal feedback), to the internal and external interference, all aspects of communication are influenced by culture*” (ibid., p. 245-247).

Intercultural communication is a complicated term to define, as there are several approaches. It can be defined for example as “*situated communication between individuals or groups of different linguistic and cultural origins*” (LanQua, 2019). Simon, Grimes, & Roch (2018, p. 248) define intercultural communication as “*communication between people with different cultural identities. [...] It is through intercultural communication that you come to create, understand, and transform culture and identity.*” Or, according to Encyclopedia, Inc. (2019), “*The term ‘intercultural communication’ is often used to refer to the wide range of communication issues that inevitably arise within an organization composed of individuals from a variety of religious, social, ethnic, and educational backgrounds. Each of these individuals brings a unique set of experiences and values to the workplace, many of which can be traced to the culture in which they grew up and now operate. Businesses that are able to facilitate effective communication – both written and verbal – between the members of these various cultural groups will be far better equipped to succeed than will those organizations that allow conflicts that arise*

from internal cultural differences to fester and harden. The failure to address and resolve culturally based conflicts and tensions will inevitably show up in the form of diminished performance and decreased productivity.”

The definitions of intercultural communication are usually limited to communication between two people of different cultures. However, based on what has so far been discussed in this chapter regarding communication in general and culture, it is important to be more precise and point out the importance of the whole area of communication – verbal, nonverbal and paraverbal – between cultural groups. Therefore, the definition of Encyclopedia, Inc. seems to be the most suitable for the purposes of this thesis, as it pays attention to “the wide range of communication among individuals from a variety of religious, social, ethnic, and educational backgrounds” as well as “communication – both written and verbal – between the members of the various cultural groups”.

One of the reasons why people working in an international environment should study intercultural communication is to foster **greater self-awareness**: *“You become more aware of your own culture by better understanding other cultures and perspectives. Intercultural communication can allow you to step outside of your comfortable, usual frame of reference and see your culture through a different lens”* (Simon, Grimes, & Roch, 2018, p. 248).

Moreover, by studying intercultural communication, people also can overcome their **ethnocentrism**, i.e. their tendency to view their own culture as superior to other cultures. Ethnocentrism is something that increases intolerance and differences. However, especially when we cross borders, languages, and cultures, we need more tolerance, understanding, patience, and openness to difference: *“being open to new ideas is a key strategy for success”* (ibid.).

Stereotypes, i.e. generalizations about a group of people that oversimplify their culture, or **prejudice** involving a negative preconceived judgment or opinion that guides conduct or social behaviour, can make it difficult to learn about cultural differences and the resultant misunderstanding can lead to a failure of intercultural communication (ibid., p. 251).

Any discussion of intercultural communication should not fail to mention **metacommunication**. According to the Oxford English Dictionary (2019),

metacommunication is “*communication which underlies or takes place alongside a given act of communication, and serves to supplement or enhance it; an instance of this.*” It means that metacommunication is communication about communication within communication. When we speak, we should speak about how to communicate, to explain or to supplement what we say. This also requires talking about cultural problems and taboos, asking questions to learn and better understand them. It helps to explain what is normal for us (and for our culture) and what is not, and find a solution.

An interesting type of intercultural communication can be found in intrapersonal communication (or communication with one’s self). Such communication can be intracultural when someone represents only one culture, however, most people belong to multiple cultural groups (for example Breton and French cultures, and some subcultures). This can lead to a conversation with one’s self involves competing goals, objectives, needs, desires, or values that are learnt through communication within and between individuals from many cultures: “*You may struggle with the demands of each group and their expectations and could consider this internal struggle intercultural conflict or simply intercultural communication*” (Simon, Grimes, & Roch, 2018, p. 249). This means that people belonging to multiple cultural groups can suffer from internal cultural fights while working with other people, which can also cause problems in group communication.

2.2.1 Different language challenges

As important part of every culture is language, which does not exist without culture. Culture influences how we speak, which words we use to express what we want to convey, or how we greet each other (for instance difference in greetings of young people across cultures).

Language is defined as a system of symbols, words, and/or gestures used to communicate meaning. Different cultures use different languages to express their cultural attributes, such as their values, beliefs, and customs. Languages are also living, interacting systems of meaning, they are developing and changing together with their cultures. For this reason, languages can lead to misunderstandings even if we are able speak the language used in communication (if it is not our native language) because we do not share the same culture (ibid., p. 32).

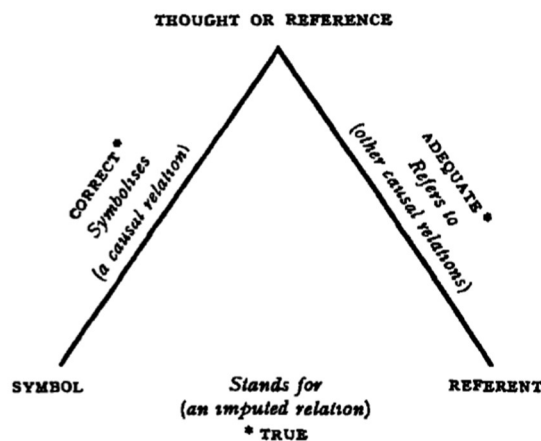
The English linguist and philosopher C. K. Ogden realized the influence of language on thought. In collaboration with I. A. Richards, an English educator, he wrote the book *The Meaning of Meaning* (1923), which is a study of the influence of language upon thought and of the science of symbolism. In this book, among other things, the authors explain that language is an instrument of thought and of the communication of thought. Moreover, they admit that language grows and develops with the advancement of thought and culture (Ogden & Richards, 1923, p. 297). This confirms the statement that every language is part of a culture.

Ogden and Richards also point out that the study of language should not be undertaken without the study of culture: “*the study of any language, spoken by a people who live under conditions different from our own and possess a different culture, must be carried out in conjunction with the study of their culture and of their environment,*” (ibid., p. 306). Moreover, they add that “*the study of language needs an ethnographic background of general culture*” (ibid., p. 326).

The semiotic triangle of Ogden and Richards

Furthermore, Ogden and Richards introduced the semiotic triangle in their book. The semiotic triangle is a model of how linguistic symbols are related to the objects they represent. In this model, *symbol* (the form of a character, an audio or written form that represents an object; for example, the word “tree”) symbolizes *thought or reference* (what we imagine when somebody says or writes the word “tree”) that refers to *referent* (a specific object, e.g. the particular, real tree that we are pointing to). Thus, *symbol* stands for *referent* (the word “tree” represents the real tree that we can see).

Figure 3: Semiotic triangle (Ogden-Richards)



Source: Ogden & Richards, 1923, p. 11

The relations between the three elements of the triangle are the following: *“Between a thought and a symbol causal relations hold. When we speak, the symbolism we employ is caused partly by the reference we are making and partly by social and psychological factors.”* Thought and referent share a more or less direct relation (when we think of something or someone, we refer to that something or someone). However, there is an indirect relation between symbol and referent: *“It may appear unnecessary to insist that there is no direct connection between say ‘dog,’ the word, and certain common objects in our streets, and that the only connection which holds is that which consists in our using the word when we refer to the animal”* (ibid., p. 10-12). It follows that symbol, a written or spoken word, is part of linguistic reality, whereas referent, a real object, is situated outside of linguistic reality. Also, for this reason, e.g. a dog has a different form (symbol) across languages (“dog” in English, “chien” in French, “Hund” in German, “pes” in Czech).

This alone may not cause problems in intercultural communication, but when we look at some cultures and their languages, we can find some examples of words (symbols) that do not stand for exactly the same objects (referents) as in other cultures, which is caused by these indirect relations between symbols and referents. For example, as it is generally known, the Japanese do not distinguish between blue and green and there are languages distinguishing only black and white (some languages in the Amazon). Eskimos have hundreds of expressions (symbols) for snow. These are extreme examples, nevertheless, slight differences between symbol and referent can exist across cultures, and this can lead to misunderstandings among cultures. That is why we should be aware of these differences while working in a multicultural environment.

Such misunderstandings can also occur within one culture, as for example when we use the word “dog”, everyone can imagine any type of dog as the word “dog” does not refer to one specific dog and the situation requires clarification (Simon, Grimes, & Roch, 2018, p. 32-33).

2.3 The role of cultural and linguistic proximity of regions in cross-border cooperation

Having discussed cultural communication, cultural differences and various linguistic challenges, we should now concentrate on the role of cultural and linguistic proximity of regions in cooperation.

According to Nagler (Bellini & Hilpert, 2013, p. 49), similar socio-cultural orientations as well as comparable language skills play an important role in building the cross-border cooperation between the regions involved.

In cross-border cooperation, language barriers seem to be the main obstacle. While looking at the regions of the Mediterranean Arc, we can see a widespread use and knowledge of French, Italian and Spanish. This has a positive impact on fostering the cooperation between the regions. However, if we look closer at the remaining regions of these countries, we can see that the ability to speak one of the foreign languages of the neighbouring countries gets much lower. On the other hand, in the Nordic countries like Denmark, Sweden and Finland, we can notice that English is commonly used as a lingua franca. Nagler adds that *“there is a high degree of mutual intelligibility between the Scandinavian languages, which implies that two speakers can understand each other without switching to the language of one speaker or using a lingua franca.”* He continues: *“...the ability to speak another Scandinavian language is also fairly common in the entire Baltic Sea Region”* (Bellini & Hilpert, 2013, p. 49-50).

When we look closely at the situation near the Czech border with Germany, we can see that the ability of people living there to speak German is much higher than in the rest of the country. Nevertheless, even despite the cultural similarity of the border areas of both countries, due to the historical events of the last century, there still persists a general reluctance to any kind of cross-border collaboration.

Nagler (ibid., p. 49-52) concludes that cultural convergences as well as language skills help communication in cross-border cooperation, stating that *“cultural convergences and language capabilities across borders help to identify shared interests and provide for easy communication.”*

2.4 Solutions to intercultural and linguistic problems

It is important to be aware of differences in the cultures involved in cooperation and to know how to prevent and tackle the problems that can occur in intercultural communication.

Solutions to intercultural problems

In view of the above, we can summarize four important points that should be considered while working in an intercultural environment and that can lead to a better intercultural communication. The four points are following:

- 1) to become more aware of our own culture by better understanding other cultures,
- 2) to admit that our cultural behaviour might be perceived differently by someone who does not know our culture, to overcome ethnocentrism,
- 3) to develop empathy, to try to understand how someone perceives our cultural behaviour, and to overcome stereotypes and prejudice about other cultures, and
- 4) to not be afraid of metacommunication.

Solutions to linguistic problems

Solutions to linguistic problems are directly linked with the solutions to intercultural problems, as knowing a foreign language is not sufficient without understanding the culture connected to that language in order to have a conversation without problems. Thus, while learning a language, the study of the culture it comes from is crucial to prevent cultural misunderstanding.

Furthermore, using non-verbal communication (body language) and paraverbal communication (speaking in appropriate speed, volume, intonation, intensity, rhythm, and using appropriate accent and pauses) can also be useful for supporting verbal communication, thus preventing linguistic problems (Hişmanoğlu & Hişmanoğlu, 2008, 173-176).

General problem-solving process

There are many ways of solving a problem in a cooperation, or a work team in general. However, if the team does not know where to start, they can try the seven-step problem-solving process by the American educational philosopher John Dewey that is considered good practice. The seven steps of the process are following:

- 1) defining the problem,
- 2) analysing the problem,

- 3) establishing criteria for a solution,
- 4) considering possible solutions,
- 5) deciding on a solution,
- 6) implementing the solution, and
- 7) following up on the solution (Simon, Grimes, & Roch, 2018, p. 290-291).

This problem-solving process can also be applied if intercultural and linguistic problems occur in intercultural communication.

To summarize this chapter, it is always important to remember that something that is normal for us and for our culture does not have to be normal for others, because everyone carries their culture within themselves. We should always accommodate to the situation we are in, try to understand it and adapt to it. Therefore, we should always be aware of the differences in formal and informal communication between the cultures involved in the communication, as well as the differences in verbal, non-verbal and paraverbal communication between the cultures. This means, for example, when working with people from another culture, we should know which terms of address and what kind of behaviour in general is polite in formal relations. We should also pay attention to our gestures that can be found impolite in another culture or to proximity to the second person, as in some cultures standing too close to someone can make the person feel uncomfortable. When meeting people from another culture for the first time, we should try to use similar/symmetrical greetings to avoid embarrassing moments.

We should also foster greater self-awareness to better understand other cultures, to overcome ethnocentrism, stereotypes and prejudices, to develop empathy for other cultures, and to understand that someone from another culture can perceive our behaviour differently than we suppose. Metacommunication is also a good way of improving our communication. We should also remember that studying a foreign language in order to communicate with someone who speaks a different language is never enough, as every language is part of a culture and if we do not understand the culture, it can cause misunderstandings in communication.

However, it is possible that intercultural communication does not play a role in a multicultural team, as we are not locked in our culture. We can be more open-minded; we can make our own decisions. Intercultural communication in cooperation can bring some difficulties, but on the other hand, it can also enrich the cooperation.

In Czech-German cross-border cooperation, the language barrier usually does not seem to be the main problem, as the ability of Czech people living near the border with Germany to speak German is very good. Nevertheless, even despite the fact that Czech culture is very similar to the German one, due to the historical events of the last century, there still persists a general reluctance to cooperate.

3 Context and Research Methods

The previous two chapters provided a basis for the interviews conducted with Tandem's selected employees. This chapter outlines the context and explains the methods used for the interview. The focus is namely on explaining how the structure of the interviews was designed and the questions decided. The interviewees are then introduced in detail, the course of the interviews is described, as is the method of transcription of the interviews.

3.1 Methodology and the preparation of the interviews

In order to analyse the interviews and thus to answer my research question "*Linguistic and intercultural challenges of Czech-German non-profit cross-border cooperation: The case of the Tandem organization.*" based on qualitative research, the necessary data were collected via semi-structured interviews. This method of research helped to gather focused, qualitative textual data³ needed for the analysis. Moreover, this method especially offered a balance between the flexibility of open-ended interviews and the focus of a structured survey (McCammon, 2019). Therefore, even though I set the structure of the questions of the interviews, I still had the freedom to ask some additional questions during the interviews when I considered it appropriate (e.g. when the interviewees said something which revealed some other potential questions which could have been asked, and which could be useful for the analysis) as well as at the end of the interviews.

Before conducting the interviews, I had prepared interview guidelines (please see the Appendices attached: Appendix I), that I used during the interviews, and that I was following question by question. The questionnaire was divided into the three following sections:

- 1) **warm-up questions:** starting the interview with easy questions (from asking interviewees to introduce themselves, to asking for their personal attitude to working in the organization, which naturally leads to the second section),
- 2) **clue questions:** representing the most important part of my analysis (divided into three blocks, in theory, the first one connected to the topic of cross-border cooperation and influences from the past and the present on this cooperation, the

³ "Textual data refer to systematically collected material consisting of written, printed, or electronically published words, typically either purposefully written or transcribed from speech" (Benoit, 2019).

second one connected to linguistic issues within the organization's communication, and the third one to intercultural ones), followed by

- 3) **closing questions:** closing the interview in a positive and natural way and giving the interviews an opportunity to ask questions or add something.

The aim was to conduct the interviews as similar as possible to be able to gather and sometimes possibly compare the interviewees' responses.

For developing my questionnaire, I had used the enclosed guide to writing interview questions called "Some Strategies for Developing Interview Guides" (1970) from Harvard University (please see the Appendices attached: Appendix IV). I decided to record these interviews to be able to better focus on conducting the interviews and on developing rapport with the interviewees. I use the recording later for doing the transcriptions of the interviews (please see the Appendices attached: Appendix II) and that I use for the final analysis afterwards (please see the Appendices attached: Appendix III and Chapter 4).

As I did not know of which nationality my interviewees would be and what their mother tongue would be (Czech or German), I prepared a bilingual Czech-English questionnaire, as I only know some basics of German.

Since the beginning, I preferred to do face-to-face interviews, as I find it the most comfortable and natural for both sides (me and the interviewees), and to interview each of my interviewees independently as most questions relate directly to the interviewee, and it also helps to ensure their openness.

As I was still in Turkey doing my internship at that time when I wanted to conduct the interviews, a face-to-face meeting with the Tandem employees in person would have been out of the question. The only other possibility of conducting the interviews was thus via Skype or other online meeting applications. Nevertheless, when I finished my internship without having done the interviews, I came back to the Czech Republic and saw another possibility of how the interviews could be conducted – by travelling to the Tandem organization in Pilsen, which was even proposed by my interviewees.

However, due to some difficulties, for example bad time management on my side and the subsequent summer holidays of the Tandem employees and the consequent lack of time for finishing my thesis, the face-to-face meeting in person could not be managed, therefore I was obliged to meet my interviewees via an online meeting application.

3.2 Description of the interviewees and the interviews conducted

I contacted both centres of the Tandem organization – the one in Pilsen as well as the one in Regensburg – via e-mails. In the e-mails I introduced myself, described my thesis, and asked them politely if they would be willing to do some interviews with me for the purposes of the thesis. I received a list of four people and their contact e-mails. As there were two contacts from the Tandem organization in Pilsen as well as two contacts from the one in Regensburg on the list, my first idea was to conduct one interview on the side of the organization in the Czech Republic and one on the side in Germany, as I believed that it could bring some interesting perspectives from both sides. Another idea was to concentrate on just one of the sides of the organization where I would conduct one very complex interview or two shorter ones.

At the time when my questionnaire was finished and I was prepared for the interviews, unfortunately, the employees from the Tandem organization in Regensburg that were willing to do interviews with me, were on holidays. Finally, I decided to do two interviews in the Tandem organization in Pilsen to be able to gather and sometimes possibly compare the responses of both interviewees.

Therefore, I had two interview partners – Jan Lontschar, the director of the Tandem organization in Pilsen, and Lucie Tarabová, the deputy director of the Tandem organization in Pilsen.

The first of them, Jan Lontschar, is the director of the Tandem organization in Pilsen. He is 45 years old and he has been working in Tandem since its beginning in 1996. Since 2004, when he became the director, he has been responsible for overall management of the organization. He speaks Czech (his mother tongue), German (more or less his second mother tongue) and has some basics of English. At work, he commonly uses Czech and German, and uses English rather passively.

The second interviewee, Lucie Tarabová, is the deputy director of the Tandem organization in Pilsen. She is 37 years old and she has been working in Tandem in Pilsen since 2009. Lucie is responsible for the area of education, the “Na jedné lodi” project (“In One Boat” in English) and the “Kultura bez hranic” project (“Culture Without Borders” in English). She speaks Czech (her mother tongue), German (C1/C2 level) and has some basics of English (A2/B1 level). At work, she commonly uses Czech and German, and uses English rather passively.

Both interviews were conducted on the same day. Nevertheless, a problem occurred after the interviews had finished. I checked the audio recordings of the conversations with the interviewees that I had made through Microsoft' Audio Record on my computer, and I discovered that their voice had not been recorded at all (there was only "noise", not even a word from the interviewees) but my voice could be heard without any problems. I had checked the technique the day before the interviews and everything had been fine (however, it had been within Skype and not within Adobe Connect that we were using for the real interviews that day, which had been proposed by the director). Unfortunately, as I was very nervous speaking to the director, I forgot to make a backup recording using another electronic device (even though I had it ready). However, I did make a backup recording of my interview with the deputy director. I did the interview with her just after the one with the director and I recorded the interview with her through Audio Recorder on my phone and with Microsoft' Audio Record at the same time), and her voice recorded through Audio Recorder on my phone is without problems, as well as mine. Only her permission to record and the beginning of the first question were missing (as I had started recording on the phone a little later).

I attempted to solve this problem by trying to make both conversations clear through Audacity, an audio editor and recorder, but unfortunately, it did not work, because the "soundtrack" of the voice of the interviewees was apparently completely missing.

Finally, I decided to ask the director to do an interview with me again. He was busy but agreed in the end, and I did the new interview with him (and recorded it on my phone with Audio Recorder, and on many other devices). The second interview with the director was little bit shorter than the original one, nevertheless, he answered all the questions again and the content was the same as before. I also recorded the missing permission from the deputy director and the beginning of the first question (via a phone call).

The first interview was conducted with Lucie Tarabová. It took 22 minutes and 57 seconds and it was without any difficulties. The second interview was conducted with Jan Lontschar and it took 19 minutes and 24 seconds. We were disrupted a couple of times: once when an ambulance passed by the building of the Tandem organization, and once Mr. Lontschar popped out to close the door to avoid any potential noise. However, it did not cause any major difficulties for the interview. Due to the aforementioned

incident that happened with the recordings, in the end, Microsoft's Audio Record on my computer (which did not work), Audio Recorder on two mobile phones and my MP3 recorder were used to record the interviews. Before the beginning of each interview, I firstly explained how the interview would go, and as I had sent the questionnaires to the interviewees the evening before, so that they could take a look at the questions before the interview, I asked them if all the questions were clear or if they had any questions about them. Afterwards, I asked for permission to record the interview and to use the recordings for my academic purposes. At the end of the interview, I expressed my thanks to the interviewees and then we continued speaking a little bit more about my studies and the thesis.

3.3 Transcriptions

To make the transcriptions of the recorded interviews, I used a software called FOLKER, an editor for creating transcripts from audio-files. This software is described as "*an annotation tool developed for the efficient transcription of natural, multi-party interaction in a conversation analysis framework.*" Within contrast to other transcription tools, FOLKER's single purpose is conversation analysis, therefore, there are fewer functions and it is much easier to use than other software solutions. This tool is widely used for research and teaching purposes (Schmidt & Schütte, 2010, p. 2091). It allowed me to make the transcriptions of the interviews efficiently while preserving the natural and multi-party character of the interviews, and it had thus been suitable for the purposes of the analysis.

Furthermore, I chose this software as it was introduced to us at the University of Applied Sciences Zwickau in Germany during the second semester of our master studies and I already familiarised myself with this software while working on my research project realised as a part of the "Multilingualism" course at said university.

I transcribed most of what was said. The total length of the transcribed records is 28 minutes and 50 seconds. The exceptions that were not transcribed were: irrelevant text or slips of the tongue that I marked as (...). Other linguistic particularities are (.) for a pause (for hesitations before replying, etc.), [note] for a note, ((smích)) / ((laughter)) for a laughter, „quotation marks“ for foreign names, initials "JL" and "LT" for the names of the interviewees (JL: Jan Lontschar, MK: Lucie Tarabová) and initials "KK" for the

name of the interviewer (me; KK: Kateřina Kuthanová), and *[Transl.]* for a translation. See an example of the transcription below.

{09:07} **0024 KK** Jak komfortně se cítíte s jazyky, které používáte v práci?

[Transl.] How comfortable are you with the languages used at work?

{09:12} **0025 LT** Úplně v pohodě. (.) Protože němčinu mám na velmi dobré úrovni (.) čeština je moje mateřština, takže pokud po mě nikdo nechce, abych mluvila anglicky ((smích)) dlouhodobě, tak je to v pohodě.

[Transl.] It's no trouble for me at all. (.) As I speak German at a very good level (.) Czech is my mother tongue, so as long as nobody wants me to speak English ((laughter)) for a long time, it's okay.

Nevertheless, this description serves merely as an explanation of the particularities of the transcriptions. For my analysis, the content of the interviews will be more important.

4 Analysis

This chapter presents the analysis of the interviews conducted and data collected. Firstly, a sequential analysis is introduced, i.e. the structure of the interview (how the interview is divided into sequences) and the order of the questions are explained. A table of the sequential analysis based on the interviews is also included and explained. Secondly, the choice of some of the sections of the interviews that are important for the final analysis is explained. Lastly, a section-by-section analysis is performed.

4.1 Sequential analysis

Sequential analysis is “*a statistical method in which data are evaluated as they are collected [...]*” (Boslaugh, 2019). This method was chosen as it allows to evaluate the data which were collected in order and according to the main topics.

The interview was divided into six main sequences. The first one consisted of explaining to the interviewees how the interview would go, asking them if they had an opportunity to go through the questions and whether all the questions were clear. This part was not recorded as it is not important for the analysis. Asking for permission to record the interview and use the recordings for my academic purposes followed in the second sequence. I started to record the interviews; this part included. The interview itself consists of three main sequences: warm-up questions (five questions), clue questions (thirteen questions), which serve as the main basis for the analysis, and closing questions (three questions). The last sequence consists of my expression of thanks to the interviewees and continuing to speak a little bit more about my studies and the thesis.

There were also five questions in total that were asked during the interviews that had not been planned before. It was because something was missing in the replies of the interviewees or they were asked to expand on a topic. On the other hand, one question was not asked at all during one of the interviews as it had already been answered by the interviewee at the beginning of the interview (clue questions, question number 7), and two questions (clue questions, questions number 10 and number 11) were asked as one as they are very connected.

The clue part of the interview (clue questions and the first question of the closing questions that I found very important for the analysis in the end) was divided into ten smaller sequences according to topics. The time of the replies of these recorded and

enclosed topics varies from 01'40'' for the longest (the director's reply to question number 2 from clue questions) to 00'10'' for the shortest (the deputy director's reply to question number 4 from the clue questions).

These ten smaller sequences, which are the most relevant for the analysis, were ordered into the enclosed table of the sequential analysis (please see the Appendices attached: Appendix III). The table is divided into the following parts: a column with the "sequences" number, a column with the "time" from when until when the record of the sequence was done, followed by a column with the "speakers" (the interviewees) of the sequence, and then the "topics" and the "contents" of the extracts are presented in the table. Finally, the last column titled "relevance for research question" summarizes the information needed to answer the research question of this thesis.

This part of the interview summarized by the table consisted of a question-answer exchange and there were thus always two speakers (the interviewer and the interviewee), however, just the "contents" of the replies of the interviewees are noted down as the questions of the interviewer are already summarized in the "topics".

In the other sequences that are not present in the table, there were some parts of the interview that were not based on a question-answer exchange and there was thus just one speaker. The first one was explaining to interviewees how the interview would go (the speaker was the interviewer – me), the second case was the permission to record the interview (the speakers were the interviewees), and the last one was the expression of the thanks to the interviewees (the speaker was the interviewer). The rest of the sequences were based on a question-answer exchange.

4.2 Choice of the sections of the interviews

As mentioned above, in order to analyse the interviews and thus to answer the research question of the thesis, ten important topics from the interviews were chosen. The purpose of the analysis is to complete and – where possible – compare the interviewees responses. The ten topics are the following:

- 1) perception of the importance of CBC between border regions in general and between the Czech-German ones in particular,
- 2) influence of the rising nationalism in Europe on CBC between border regions,

- 3) influence of the political changes from the second half of the last century on the cooperation of Czechs and Germans within the Tandem organization (continuing differences in living standards, stereotypes, prejudices, etc.),
- 4) use of languages at work,
- 5) language attitudes,
- 6) solutions to language problems in the Tandem organization,
- 7) perception of the linguistic and intercultural aspects of cooperation,
- 8) perception of the use of non-verbal communication as useful for supporting verbal communication and for possibly preventing language problems in cooperation,
- 9) solutions to problems connected to cultural differences in the Tandem organization, and
- 10) room for improvement within the Tandem organization in regard to communication.

4.3 Analysis of the sections

The analysis is thus divided into ten sections according to the ten different main topics. The extracts from the interviews conducted with the director and the deputy director of the Tandem organization in Pilsen serve as the basis for this analysis.

4.3.1 Perception of the importance of CBC between border regions in general and between the Czech-German ones in particular

The director of the Tandem organization perceives the importance of CBC mainly in the cooperation of border areas: *“I think that when it comes to the (.) cooperation of border areas [...].”* He thinks that there is a lot of cooperation in other border regions too, for example the German-French one, but he says he cannot compare them. As for the Czech-German one, it may be unique, according to him, as there are many activities in terms of cooperation between municipalities, *“[...] the Czech-German one is just maybe exceptional in the fact that (.) there are really a lot of activities at the level of cooperation between municipalities (.) and it is not only about road construction, but it is often also the individual’s activities or rather exchanges of citizens or cooperation within the non-profit sector and so on. (.) So I think the Czech-German sector, be it Czech-Bavaria or Czech-Saxony, has something to offer. There is really a lot of activity going on [...].”*

The deputy director also feels she can hardly comment on other cross-border cooperations, but she gives an example of the Czech-Polish one, as many Czech-Polish-German projects have been done. She sees the Czech-German border cooperation as very important to her, saying that “[...] *The Czech-German one, that’s a subject dear to my heart [...]*” and adds that all Czech-German cooperation is important: “[...] *I would definitely not limit it to the border regions. The Czech-German cooperation is simply important on the level of the whole Germany and the whole of Czechia.*”

4.3.2 Influence of the rising nationalism in Europe on CBC between border regions

Both interviewees agree that the rising nationalism in Europe can threaten CBC between border regions.

The director says that it can be threatened for example by some political parties that are opposed to the migrant crisis, especially on the German side, but also on the Czech side. He adds they already feel some influence on the activities of their organization, “[...] *of course we feel some influence on our activities here (.) especially for Tandem Regensburg, which is directly affected when it comes to the allocation of funds.*” However, in Tandem, they are trying to fight against this influence: “[...] *In any case, we as Tandem are trying to make it so that these influences are pointless [...].*”

The deputy director adds that the rising nationalism in Europe can lead to more fear for among the parents of children, who may be afraid to send them abroad or to the places where nationalism manifests. Similarly to the director, she sees the rising nationalism as connected to the migrant crisis, however, she cannot say if it poses any real danger or if the fears are just in the minds of the people: “[...] *even the wave of migration in 2015 and 2016 has caused a problem (.) if it has a real impact, if (.) the fears are not just in the minds of people, if (...) there is a real danger here, I actually cannot fully judge.*”

4.3.3 Influence of the political changes from the second half of the last century on the cooperation of Czechs and Germans within the Tandem organization (continuing differences in living standards, stereotypes, prejudices, etc.)

The director says nothing substantial restricts their Czech-German cooperation in this way. He is aware of the continuing stereotypes and prejudices between Czechs and Germans within the organization, however, he says that they are not dealing with it right now. As for living standards, he does not see any important differences: “[...] *I think that*

we are doing very well in the Czech Republic, so there's no point in making any comparisons in any way and if we do compare ourselves, maybe it is a comparison that is not a priority and does not make sense [...]."

On the contrary, the deputy director does not perceive any influence at all: *"No, I don't perceive this at all."*

4.3.4 Use of languages at work

Both interviewees speak very good German and Czech is their mother tongue. At work, they use both languages. Moreover, sometimes they also use English, but very little and mainly passively.

They say that there are Germans in Tandem Regensburg who speak Czech as well as Germans in Tandem who speak Czech, but also Czechs who speak German in Tandem Regensburg.

The director says that *"[...] the language is not a priority for us and, on the contrary, I think it is very rewarding that we have employees who speak the other language on both sides [...]."*

On the contrary, the deputy director mentions that for example when they meet with Tandem Regensburg, they usually have to speak German, as there are colleagues who do not speak Czech. It has also happened now that in Tandem Pilsen there are people in administrative positions who do not speak much German. She adds that *"[...] it's been happening to us for the last year, up to two years, and (.) actually, we can't really work with it yet."*

4.3.5 Language attitudes

The director feels fine using Czech as well as German. Czech is his mother tongue and German more or less his second mother tongue. He adds that *"[...] the German that I use here (.) isn't ideal, it isn't perfect, (.) but it is basically (...) sufficient for me to do my job [...]."* In contrast, he acknowledges that *"[...] I would perhaps like to focus on other training and the like, but now I don't feel the need [...]."* He also adds that *"[...] but here [in the organization], we are trying to motivate the employees to do so, to further their education."*

The deputy director feels very comfortable using Czech and German too: *"[...] As I speak German at a very good level (.) Czech is my mother tongue [...]."* She does

not feel the need to improve her German, however, she prefers not to speak English: “[...] as long as nobody wants me to speak English ((laughter)) for a long time, it’s okay.” Nevertheless, it rarely happens. She uses English only sometimes and passively. However, she feels the need to improve her English: “[...] I need to improve my English. (.) Of course, it will be more and more current.”

4.3.6 Solutions to language problems in the Tandem organization

The director says that they motivate their employees in Tandem Pilsen to learn and speak German and also in Tandem Regensburg they motivate their employees to speak Czech and to use the services offered for example in the context of volunteer cooperation or volunteer exchange: “[...] This is particularly the case, for example, in the context of volunteer cooperation or volunteer exchange, where we have volunteers within the European Voluntary Service that (.) have language training courses on offer [...].” However, in their organization specifically, they put emphasis more on providing the employees with training focusing on content knowledge: “[...] But rather than the language, it’s important for us (.) to provide the individual employees with content knowledge. And that’s what we offer [...].”

The deputy director refers to what the director said: “The director probably talked about this in detail with you (.) Yeah and I actually outlined it in the previous points.”

4.3.7 Perception of the linguistic and intercultural aspects of cooperation

The director generally sees these aspects rather as a challenge in their cooperation and he does not perceive any problems or obstacles related to these aspects: “I do not see it as a problem at all, we certainly do not perceive it as an obstacle (.) of course, there are and will be some differences, (.) but we see it as a challenge rather than (.) a problem [...].” He does not see any language problems in their cooperation either: “[...] And it’s not a language problem (.) that’s something we can somehow tackle (.) it’s true that perhaps the German side (...) more often speaks German (.) on the other hand (.) the German side has approaches that we don’t have, so it comes down to how we (...) approach it and how we work with it. But I don’t see it as a problem in any way.”

The deputy director sees some differences in the way of working in Tandem Regensburg compared to Tandem Pilsen, however, according to her these differences are probably caused by the fact that both organizations are set up differently. She does not think that it is connected to any cultural aspects: “We actually have slightly different ways

of working here in Tandem Pilsen and Tandem Regensburg, but I'm not entirely sure it's related to any cultural aspects (.) partly it is because of (.) how the organization is set up (.) that we simply fall under the university, and other founders (.) so there are differences in work (.) as that's how it might be generalized [...]." She continues by explaining that *"[...] of course, this is due to for example external influences such as (.) external circumstances, holidays and so on, working hours. (.) I don't know if it can be included under this. (...) I totally kind of struggle with the notion of culture, we've been working with it (.) for a long time, it's one of our main topics and (.) it gives me more and more trouble ((laughter)) to answer such questions."* She adds that she does not perceive that cultural aspects play any role in their cooperation. She feels rather that the problems/issues are connected directly to the personalities of the people than to their culture: *"[...] there is in our everyday working life also a (...) German colleague, who is with me in the office, but who has been living in the Czech Republic for a long time (.) on the German side, we have Czech colleagues that have lived in Germany for a long time. (.) We are really so mixed (.) that I would say that the problems or what arises there are more to do with personalities, not due to that culture [...]."* She explains: *"[...] it's just that we have been working with the subjects of culturalism, multiculturalism intensely for the last five years or just moving (.) to other methods or to other (...) we are working consciously (...) with diversity and just that culture, the idea does not play such a role [...]."*

4.3.8 Perception of the use of non-verbal communication as useful for supporting verbal communication and for possibly preventing language problems in cooperation

The director says that in Tandem Pilsen, they perceive non-verbal communication as an important means of communication in general, as Czechs really like to communicate non-verbally, which can sometimes be difficult while communicating with Germans. However, as they are aware of this, they can work with it: *"Certainly as far as non-verbal communication is concerned, there is a huge potential here on the Czech side (.) and Czechs like to communicate non-verbally and use this option (.) then on the German side then it might be a bit of a problem (.) or not a problem, but it may be a bit more complicated (.) but as we know (.) about this approach, we can work with it somehow. (.) On the Czech side, non-verbal communication, yes, (...) it has enormous potential (.) and (.) here in Tandem in Pilsen, we often perceive non-verbal communication as an*

important communication or an important means of communication. (.) But again, because the German side knows about it, they can work very nicely with it.”

On the other hand, even though the deputy director perceives non-verbal communication as generally useful, she does not perceive it as useful within their organization because their language competences in German are usually sufficient to understand each other while communicating only verbally: *“Of course, non-verbal communication is generally useful. (.) Personally, I am not quite sure that it helps me a lot (.) what actually helps us mainly when (.) we note these things down (.) we often communicate in writing, or make notes, I think it helps us a lot (...) probably also in Czech, or those colleagues in pedagogical positions have usually mastered German on such a level that (.) we actually do very well verbally.”*

4.3.9 Solutions to problems connected to cultural differences in the Tandem organization

The director does not see the need to solve any problems in their organization that would be connected to cultural differences as he does not think that they face these kinds of problems: *“[...] we understand an individual as a person who is an individual and is unique (.) and for us it is not important whether it is a Czech or a German (...) who we must perceive in some way. So we certainly don't take this as a problem or an obstacle.”*

The deputy director does not see the need to solve problems connected to cultural differences either. As for her, the problems are of operational character rather than of cultural one: *“Erm. No. (.) As I have just indicated, (.) we are not concerned with it from the point of view of culture. (.) We're simply solving (.) various operational problems (.) but I just don't know if it is related to the cultures, if it wouldn't be the same if we were working (.) with another organization from Ostrava, which works a little differently than us. So Tandem Regensburg works differently than Tandem Pilsen, that's how it is. (.) And there are various problems associated with it (.) But I don't know if it is related to culture.”*

4.3.10 Room for improvement within the Tandem organization in regard to communication

Both interviewees agree that there is some room for improvement. However, the director focuses more on improvement in their work in general rather than in their communication: *“[...] There is always room for improvement, if we look at ourselves and don't want to*

improve, then that's probably wrong. (.) Our philosophy is just (...) with everyone, not only with communication, but in our work, to improve and to continue, and therefore we actually have a certificate of quality, something similar to ISO, but it is focused on working on education and on counselling work in the context of youth work (.) it is a certificate, which is from the German side and which costs us a lot of effort (.) but on the other hand, it pushes us forward in this direction (.) it means we can better define our target groups, our reactions, we can deal with when it comes complaints (...) how we work with criticism and the like (...) There is always something to improve (.) I am not saying it's wrong, not at all, but rather I think if we don't think about how we could do it better, then we'll stay standing still and that's wrong. (.) We want to move a little in some other direction, we want to move forward."

On the contrary, the deputy director sees a lot of room for improvement in communication in general, within their office as well as between the two offices: “[...] we have a lot of room to improve communication (.) both between both offices and within our office. ((laughter)) I also wonder what the director said about this. (.) We struggle with it a lot, I would say. (.) In fact, at our office, I would say, it's very much related to the fact that we are mostly a female team, our director is a man, I would say that sometimes our directions of communication miss each other ((laughter)).” She explains that “[...] there are maybe a little my prejudices at play about what women and men perceive, we [women] run a lot on emotional levels with my [female] colleagues and (.) the director doesn't really perceive these emotional things, or those subsurface things (.), and he doesn't always get the information we have because we shared it somehow. (.) No, we are trying to work with it [...].” The communication with Tandem Regensburg also needs to be improved according to her: “[...] we are setting new styles of how often we should meet with Tandem Regensburg, we are now using the conferences (.) or so for the last year and (.) we haven't got it all figured out yet. (...) There is great potential for improvement when it comes to communication [...].” Finally, she concludes that “[...] I think it's probably a problem of the whole of society; communication ((laughter)) and indeed at our organization.”

5 Interpretation and Identification of Problems

The research question of this thesis was “*Linguistic and intercultural challenges of Czech-German non-profit cross-border cooperation: The case of the Tandem organization.*” The answer to this research question was discovered through conducting interviews with two employees of the Tandem organization and analysing the data collected during these the interviews. In this chapter, the results of the interviews are interpreted and problems of the cooperation inside of the Tandem organization are identified, both with regard to the theoretical part of the thesis.

In the theoretical part, we could see that there is a significant cooperative network developed across the Czech-German border. According to one of the interviewees (the director of the Tandem organization in Pilsen), the Czech-German border cooperation is exceptional as there are many activities going on between the municipalities across the border, whereas the second interviewee (the deputy director) highlights that the Czech-German border cooperation is her personal interest. Their statements confirm that the strong relations between the Czech and the German people near the border – which had existed before the end of the Second World War, the German control of Sudetenland in the present Czech Republic and the introduction of the Iron Curtain – are being renewed.

Both interviewees agree that the aspects that influence and can threaten the cooperation of the Czech-German border regions are nowadays not connected anymore to the political changes that occurred in Europe in the second half of the last century, meaning that e.g. stereotypes and prejudices are being debunked and differences in the living standards of the people living in the border regions on the Czech and the German side are not being considered significant anymore either. However, according to them, the aspects that influence and can threaten the cooperation may be connected to today’s rising nationalism in Europe. The examples mentioned are activities of some political parties going against the migrant crisis that even have a direct influence on the activities of Tandem Regensburg or on causing growing fear among parents to send their children abroad or to the places where nationalism manifests. As a result, the rising nationalism can have a negative impact on other Czech-German non-profit organizations and cross-border cooperation in general, including relations with places or countries where nationalism is strong and thus influencing intercultural communication within cross-border cooperation in general.

As we know from the first chapter, the Tandem organization has two centres, one in Pilsen, the Czech Republic, and one in Regensburg, Germany. Their aim is to promote mutual learning, understanding and close cooperation between young people from the Czech Republic and Germany. In the beginning of the thesis, I proposed that as there are employees within Tandem living in different countries, speaking different native languages and not sharing the same culture, the linguistic and intercultural aspects could play a big role in their cooperation and may probably be causing some problems or obstacles in their communication. Nevertheless, Tandem does not seem to have any problems concerning these aspects.

It appears that not having a native language in common does not cause any significant difficulties in the cooperation within Tandem. The interviewees explain that, basically, on both sides, there are Czechs as well as Germans. The Czechs usually know German and even the Germans try to speak Czech. Therefore, according to the director, it is an advantage that there are colleagues on both sides of Tandem that speak the other language. Sometimes there are employees who do not know the other language, which causes some obstacles at work. However, these employees are motivated to participate in further language training. The interviewees personally do not feel the need to improve their German as their language level is already very good and they feel very comfortable speaking German.

Not sharing the same culture is not perceived as a cause of any problems or obstacles in the Tandem organization either. One interviewee (the director) sees it more as a challenge, which does not, however, lead to any difficulties. The second interviewee (the deputy director) does not even perceive cultural differences as playing a role in their cooperation.

This can be explained by the facts that have already been outlined above – Czech-German teams, employees with usually a very high proficiency in the second language, debunking of stereotypes and prejudices, renewal of good relations between the Czechs and Germans living on the shared border, as well as by the fact that the Tandem organization has been working on the subject of culturalism and multiculturalism intensely for the last five years, as explained by the deputy director.

In contrast, as it has turned out, the Tandem organization has some operational and general communication problems.

According to one of the interviewees (the deputy director), the operational problems are probably connected to the fact that Tandem Pilsen and Tandem Regensburg are two separate organizations that work very differently. The reason is that Tandem Pilsen is subordinate to the University of West Bohemia in Pilsen and other founders like the Ministry of Education, Youth and Sports of the Czech Republic that finances Tandem Pilsen, whereas, Tandem Regensburg is under the Bavarian Youth Council financed by Bavaria, Saxony and the Federal Ministry of Family Affairs, Senior Citizens, Women and Youth. However, they decide at a joint session of the Czech-German Youth Council. There are also some external circumstances, such as differences in holidays and working hours between the two countries, that play a role.

The same interviewee says that there are many problems when it comes to communication in general in the Tandem organization, within their centre in Pilsen as well as between the two centres. She points out the differences in personalities of people in general and differences between male and female perceptions within Tandem Pilsen, as well as the need for better communication about organizational matters with Tandem Regensburg, the reasons for which have already been outlined and explained in the previous paragraph.

As for the differences in people's personalities and in male and female perceptions, the second chapter of this thesis has discussed that every individual comes from a different socio-cultural environment and everybody thus has a different personality, history, vocabulary, and view of the world, as well as different beliefs and attitudes. This is connected to the culture a person comes from, which, among other things, influences the way we communicate (e.g. the way the communication process looks like as well as the body language that is used).

The misunderstandings that occur in the cooperation of Tandem Pilsen therefore are not connected to the fact that there are Germans as well as Czechs working together, like I had expected. It is not connected to the differences between the two countries, their languages, and Czech and German cultures. However, it looks like that it is a question of particular cultural groups within one overarching culture, different socio-cultural environments that form the personalities of the individuals as well as influence the worldview and attitudes of men and women.

As we have already seen in Chapter 2, Encyclopedia, Inc. defines the term ‘intercultural communication’ as *“the wide range of communication within an organization composed of individuals from a variety of religious, social, ethnic, and educational backgrounds. Each of these individuals brings a unique set of experiences and values to the workplace, many of which can be traced to the culture in which they grew up and now operate.”* Intercultural communication can therefore also be communication between the members/individuals of the various cultural groups within one culture. Each individual person is different, belongs to a different cultural group, and has a different personality, history, vocabulary, and view of the world, as well as different beliefs and attitudes that he or she has learnt from socializing institutions.

The misunderstandings within one culture can be caused by matters of language as well, as every individual can express his or her values and beliefs differently, in different words or in a different way, and his or her thoughts that he or she wanted to communicate can be misunderstood by the communication partner (see the indirect relations between symbols and referents in the semiotic triangle in Chapter 2).

Therefore, the communication problems that occur in the cooperation within Tandem are the result of communication – a common social problem. However, it can also be perceived as an intercultural communication problem if we realise that there are many cultural groups within the one overarching culture to which an individual can belong, where different socio-cultural environments play a role in forming an individual’s personality.

In comparison with other similar analyses which deal with the topic of cross-border cooperation, the analysis of the Tandem organization in this thesis has revealed a very specific case of this type of cooperation, i.e. one where linguistic and intercultural challenges do not play an important role. An example to which this case can be compared is an analysis of the key cross-border cooperation barriers in the Cieszyn Silesia Euroregion, located on the Czech-Polish border, by Kurowska-Pysz, Castanho, & Naranjo Gómez (2018), which has revealed a high level of cultural differences and differences in the mentality of the partners, as well as insufficient knowledge of the partner’s language and the resulting communication problems that have a big impact on their cooperation.

6 Development of Possible Solutions

The aim of this chapter is to develop possible solutions to problems that the Tandem organization is facing, with regard to the theoretical part of the thesis. Therefore, the operational and communication problems in general are concerned in this chapter.

Solutions to the operational problems are not easy to develop, as we could see that there are external circumstances causing these problems inside the Tandem organization. However, the communication about these problems within the organization can be improved. In this case, the seven-step problem-solving process devised by the American educational philosopher John Dewey outlined in Chapter 2 is suggested for consideration to both centres.

Concerning the communication problems within Tandem Pilsen, it is important to always remember that every person is different. While working together and communicating, in the first place, it is generally necessary to have respect for the other colleagues, tolerate other people's views, listen to what they are trying to say, be patient and try to understand them.

If there is a problem between colleagues, it is important to resolve it immediately. One should tell the others honestly what upsets him or her.

The following suggestions for individuals can be taken into account:

- 1) to pay more attention to interpersonal communication while working together in general,
- 2) to foster greater self-awareness, to become more aware of one's own culture (the socio-cultural environment from where one comes from) to better understand other individuals and their perspectives,
- 3) to admit that one's own behaviour might be perceived differently than one expects,
- 4) to develop empathy and understanding, and to be open to different opinions,
- 5) to overcome prejudices, e.g. about men and women,
- 6) to not be afraid of metacommunication, to speak about these prejudices, to always explain one's dislikes as well as the things which one may not find to be obvious and to try to find a solution, and
- 7) to be aware of the fact that the thoughts of an individual who is speaking may be understood differently by the communication partner, who may also understand

the purpose of the communication differently (paying more attention to non-verbal communication can also be useful).

Other solutions, concerning the team, could be to organize some regular social events with colleagues outside the working hours, e.g. a one-day trip to nature or shared Monday breakfasts at work. These solutions can help to improve relationships between colleagues and break the ice. If none of the suggestions above work, the organization can consider scheduling regular meetings where people would speak about communication problems, or inviting a professional communication coordinator from an external company who would help to solve those problems.

Communication in general is crucial for every workplace. Insufficient communication can lead to misunderstandings and can threaten the success of the organization. However, good communication facilitates the work and makes an organization successful. Therefore, the solutions outlined in this chapter were suggested for consideration to the Tandem organization.

Conclusion

The aim of this thesis was to describe Czech-German cross-border cooperation, identify problems, and develop possible solutions. To achieve this aim, the Tandem organization and its two centres – one in Pilsen in the Czech Republic and the other one in Regensburg in Germany – was chosen as an example. In the introduction of the thesis, an assumption was made that language and culture could be the main source of problems within Tandem. It was based on the fact that the employees live in different countries, speak different native languages and do not share the same culture. Therefore, the research question was the following: *“Linguistic and intercultural challenges of Czech-German non-profit cross-border cooperation: The case of the Tandem organization.”* To answer this question, two semi-structured interviews with the employees of Tandem Pilsen were conducted.

This thesis has provided a description of Czech-German cross-border cooperation and intercultural communication, an analysis of ten main chosen topics from the interviews, an interpretation and an identification of problems within the cooperation in Tandem and a development of possible solution for this organization within the given methodological framework.

As emerged from the analysis of the collected data and their interpretation, the Tandem organization does not seem to have any problems connected to linguistic and intercultural aspects of their cooperation. This can be explained by the facts that they have Czech-German teams, the employees usually have a very high proficiency in the second language, the stereotypes and prejudices are being overcome, and good relations between the Czechs and Germans living on the shared border have been renewed after the political changes of the second half of the last century, as well as by the fact that the Tandem organization has been working on the subject of culturalism and multiculturalism intensely for the last five years.

However, it turned out that Tandem has some operational and general communication problems. The operational problems are probably connected to the fact that Tandem Pilsen and Tandem Regensburg are two separate organizations that work differently. The general communication problems seem to be connected to the differences in the personalities of the people and the differences between male and female

perceptions. Possible solutions to the operational and communication problems of the Tandem organization were then developed.

As for the operational problems, as they are caused by external circumstances, the seven-step problem-solving process by John Dewey outlined in Chapter 2 as well as the improvement of the communication about these problems have been suggested.

Concerning the communication problems, suggestions for individuals as well as for the team have been made. The suggestions for individuals are primarily connected to the fact that every person is different. It is thus recommended e.g. to develop empathy and understanding, be open to different opinions, and mainly to not be afraid of metacommunication between the colleagues, or even to be aware of the fact that the thoughts of an individual who is speaking may be understood differently by the communication partner, who may also understand the purpose of the communication differently. Suggestions for the team are to organize some regular social events with colleagues in their free time (e.g. a one-day trip to nature or shared Monday breakfasts at work). Should this fail, regular meetings for the employees to discuss communication problems, or last but not least, inviting a professional communication coordinator from an external company to help to solve these problems are other solutions which have been proposed.

The results of this thesis have brought interesting findings, i.e. the very specific case of the Tandem organization, where linguistic and intercultural challenges do not play an important role. They have, however, highlighted the importance of communication in the workplace in general.

Due to the spatial constraints of this thesis, however, other perspectives (e.g. the perspectives of the employees of Tandem Regensburg, Czech ones as well as German ones, or the German employees working in Tandem Pilsen), are not addressed, but could be interesting for further research.

In this thesis, I initially focused on the linguistic and intercultural challenges in the cooperation of Tandem. However, my research has revealed different problematic aspects of their communication: differences in the personalities of the people and differences between male and female perceptions in one of the centres. Therefore, in a possible future research, the methodology should be even more specialized. For example, at the level of language, it could be rewarding to study the differences in how individuals

express themselves, as well as the differences between men and women in this respect, taking into account many more interviews, so that the results could be compared within the organization.

Glossary

This glossary recapitulates the definitions of some relevant terms of this thesis that are taken from its first two chapters – *Cross-border Cooperation in Czech-German Non-profit Organizations* and *Intercultural Communication*. With regard to these two main topics, two separate parts of the glossary will follow. In both cases, the terms are listed in alphabetical order.

Cross-border Cooperation in Czech-German Non-profit Organizations
Cross-border cooperation (CBC) – supports cooperation between adjacent NUTS 3 border regions in at least two different EU Member States or between EU Member States and some countries outside the EU. It aims to develop the untapped growth potential of border areas, as well as enhance cooperation to support the harmonious development of the Union.
Interreg – European Territorial Cooperation (ETC) – one of the key instruments of the European Union supporting cooperation across borders through project funding. Its aim is to jointly tackle common challenges and find shared solutions in fields such as health, environment, research, education, transport, sustainable energy and more. Interreg comprises three forms of cooperation. Cross-border cooperation, transnational cooperation, and interregional cooperation.
Interreg A – cross-border cooperation. One of the three forms of European Territorial Cooperation.
Interreg B – transnational cooperation. One of the three forms of European Territorial Cooperation.
Interreg C – interregional cooperation. One of the three forms of European Territorial Cooperation.
Nomenclature of Territorial Units for Statistics (NUTS) – a geocode standard for referencing the subdivision of countries into regions at three different levels: NUTS 1, NUTS 2 and NUTS 3.

Intercultural Communication
Body language – non-verbal communication.
Communication – the process of understanding and sharing meaning. It is a type of skill that all people are born with, develop, and practise all their lives.

<p>Communication process – the process of encoding and decoding. There are always two subjects – a sender and a receiver. The sender develops and sends the message via a communication channel and the receiver receives this message and gives feedback.</p>
<p>Culture – can be defined as learned and patterned beliefs, attitudes, values, and traditions that are shared by a group of people.</p>
<p>Ethnocentrism – tendency to view one’s own culture as superior to other cultures.</p>
<p>Facial expressions – communication via facial contractions. A type of non-verbal communication.</p>
<p>Formal communication – is applied in formal relations in which the polite form of address (for example “Sie” in German, “Vy” in Czech) is used and there is courtesy present in the communication.</p>
<p>Gestures – communication through movements of the head, hands, arms, and legs. A type of non-verbal communication.</p>
<p>Haptics – tactile communication, e.g. communication via touching. A type of non-verbal communication.</p>
<p>Informal communication – is applied in informal relations. Its main signs are being on first-name terms with the other person (for example “du” in German and “ty” in Czech) and directness.</p>
<p>Intercultural communication – can be defined as the wide range of communication – both written and spoken – among individuals from a variety of religious, social, ethnic, and educational backgrounds.</p>
<p>Interpersonal communication – the process of exchanging messages between two people whose lives mutually influence one another in unique ways in relation to social and cultural norms.</p>
<p>Intrapersonal communication – communication with one’s self that may include self-talk, acts of imagination and visualization, and even recall and memory.</p>
<p>Language – a system of symbols, words, and/or gestures used to communicate meaning. Different cultures use different languages to express their cultural attributes as their values, beliefs, and customs.</p>
<p>Metacommunication – communication which underlies or takes place alongside a given act of communication and serves to supplement or enhance it; communication about communication within communication.</p>
<p>Non-verbal communication – all body language, meaning gestures, facial expressions, body movements (e.g. walking) and body posture.</p>

<p>Oculesics – communication through eye movements, e.g. eye gaze, eye contact, blinks, pupil dilation. A type of non-verbal communication.</p>
<p>Paraverbal communication – all the noise that people make when speaking, excluding the words themselves – volume, intonation, intensity, rhythm, accent, speed, and pauses.</p>
<p>Postures – communication through body posture. A type of non-verbal communication.</p>
<p>Prejudice – involves a negative preconceived judgement or opinion that guides conduct or social behaviour.</p>
<p>Proxemics – communication through a change of interpersonal space and distance (the so-called proxemic zones). A type of non-verbal communication.</p>
<p>Semiotic triangle – a model of how linguistic symbols are related to the objects they represent. <i>Symbol</i> (the form of a character, an audio or written form that represents an object; for example, the word “tree”) symbolizes <i>thought or reference</i> (what we imagine when somebody says or writes the word “tree”) that refers to <i>referent</i> (a specific object, e.g. the particular, real tree that we are pointing to). Thus, <i>symbol</i> stands for <i>referent</i> (the word “tree” represents the real tree that we can see).</p>
<p>Stereotypes – can be defined as generalizations about a group of people that oversimplify their culture.</p>
<p>Verbal communication – communication with words that have meaning and can be decoded.</p>

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List of figures

- Figure 1: NUTS 1, NUTS 2 and NUTS 3 in Germany (p. 17)
- Figure 2: Communication process (p. 27)
- Figure 3: Semiotic triangle (Ogden-Richards) (p. 33)

List of tables

- Table 1: Position of cross-border cooperation (CBC) in the forms of European Territorial Cooperation (ETC) (p. 14)
- Table 2: NUTS 1, NUTS 2 and NUTS 3 – Czech regions bordering Germany (p. 16)
- Table 3: The strengths and weaknesses in the cooperation between Czech-German border regions (p. 20)

List of appendices

- Appendix I: Questionnaire (p. 72)
- Appendix II: Transcriptions of interviews (p. 76)
- Appendix III: Sequential analysis (p. 97)
- Appendix IV: Guide to writing interview questions (p. 104)

Appendices

Appendix I: Questionnaire

MASTER THESIS:

Cross-border Cooperation in Czech-German Non-profit Organizations

Research question:

“Linguistic and intercultural challenges of Czech-German non-profit cross-border cooperation: The case of the Tandem organization.”

Interviewees: Jan LONTSCHAR and Lucie TARABOVÁ

Interviewer: Kateřina KUTHANOVÁ

Souhlas s nahráváním / Permission to record the interview

Dotazovaný: *Jmenuji se Jan Lontschar / Lucie Tarabová a souhlasím s nahráváním tohoto rozhovoru a jeho použitím pro akademické účely Kateřiny Kuthanové.*

Interviewee: *My name is Jan Lontschar / Lucie Tarabová and I agree with this interview being recorded and used for academic purposes by Kateřina Kuthanová.*

a) Úvodní otázky / Warm-up questions

- 1) Mohl/a byste se v krátkosti představit? Říct kolik je Vám let, na jaké pozici pracujete a za co jste v Tandemu odpovědný/á, jak dlouho pro Tandem pracujete (a jak dlouho zastáváte svou pozici)? / *Could you briefly introduce yourself? How old are you, what position and responsibilities do you have in Tandem, how long have you been working for Tandem (and how long have you held your position)?*
- 2) Jak byste shrnul/a hlavní cíle Vaší organizace? / *How would you summarize the main goals of your organization?*
- 3) Mohl/a byste stručně popsat svůj běžný pracovní den? / *Could you briefly describe your usual working day?*
- 4) Jakými jazyky hovoříte (+ mateřský jazyk) a na jaké úrovni tyto jazyky ovládáte? Jaký/é jazyk/y používáte v práci a proč? / *What languages do you speak (+ mother tongue) and at what level? Which language/s do you use at work and why?*
- 5) Pracujete rád/a pro organizaci Tandem? / *Do you like working for the Tandem organization?*

b) Klíčové otázky / Clue questions

- 1) Znáte nějaké další příklady přeshraniční spolupráce česko-německých neziskových organizací? / *Do you know any other examples of cross-border cooperation between Czech-German non-profit organizations?*
- 2) Jak vnímáte význam přeshraniční spolupráce v příhraničních regionech obecně a jak ten v česko-německých? / *How do you perceive the importance of cross-border cooperation between border regions in general and between the Czech-German ones?*
- 3) Myslíte si, že v současnosti vzrůstající nacionalismus v Evropě může ohrožovat přeshraniční spolupráci v příhraničních regionech? / *Do you think that the nationalism in Europe, which is currently on the rise, could threaten cross-border cooperation between border regions?*
- 4) Vnímáte, že by politické změny, ke kterým došlo v Evropě ve druhé polovině minulého století (např. odsun sudetských Němců po druhé světové válce a vytyčení tzv. železné opony), měly nějaký vliv na spolupráci Čechů a Němců uvnitř Vaší organizace? (Pokračující rozdíly v životní úrovni, stereotypy, předsudky atd.) / *Do you perceive that the political changes that occurred in Europe in the second half of the last century (e.g. the expulsion of Sudeten Germans after the Second World War and the introduction of the Iron Curtain) could be having any influence on the cooperation of Czechs and Germans within your organization? (Continuing differences in living standards, stereotypes, prejudices, etc.)*
- 5) Převládají v rámci Vaší organizace formální či neformální vztahy? / *Do formal or informal relations predominate in your organization?*
- 6) Má Vaše organizace oficiální jazykovou politiku? / *Does your organization have any official language policy?*
- 7) Jak komfortně se cítíte s jazyky, které používáte v práci? / *How comfortable are you with the languages used at work?*
- 8) Cítíte někdy potřebu zlepšovat své jazykové schopnosti? / *Do you sometimes feel the need to improve your language competences?*
- 9) Řešíte nějakým způsobem ve Vaší organizaci jazykové problémy (např. doporučením nebo organizací jazykových kurzů pro zaměstnance)? / *Are language problems addressed in any way in your organization (e.g. by recommending or organizing language courses for the employees)?*

- 10) Jak ve Vaší spolupráci vnímáte jazykové a mezikulturní aspekty? / *How do you perceive the linguistic and intercultural aspects of your cooperation?*
- 11) Všiml/a jste si někdy problémů ve Vaší práci, které by souvisely s kulturními nebo jazykovými rozdíly lidí pracujících ve Vaší organizaci? (Pokud ano, mohl/a byste uvést konkrétní příklad? Jaké byly podle Vás důvody, proč k této situaci došlo?) / *Have you ever noticed any problems at work that would be connected to cultural or linguistic differences of people working in your organization? (If so, could you give a specific example? What were the reasons that led you to this situation, according to you?)*
- 12) Vnímáte neverbální komunikaci (řeč těla) jako užitečnou, co se týče podpory verbální komunikace a případně předcházení jazykovým problémům ve Vaší spolupráci? / *Do you perceive the use of non-verbal communication (body language) as useful for supporting verbal communication and for possibly preventing language problems in your cooperation?*
- 13) Řešíte nějak problémy spojené s kulturními odlišnostmi ve Vaší organizaci (např. pořádáním různých setkání a mluvením o kulturních problémech, které se vyskytly ve Vaší spolupráci – metakomunikace)? / *Are problems connected to cultural differences somehow addressed in your organization (e.g. by organizing meetings and speaking about the cultural problems that have occurred in your cooperation – metacommunication)?*

c) Závěrečné otázky / Closing questions

- 1) Vidíte ve Vaší organizaci, co se týče komunikace, nějaký prostor pro zlepšení? Co je třeba podle Vás změnit nebo vylepšit? / *Do you see any room for improvement within your organization in regard to communication? What need to be changed or improved according to you?*
- 2) Chtěl/a byste na závěr dodat něco, co jste dosud neměl/a příležitost říct? / *Would you like to add anything that you haven't had the opportunity to say before?*
- 3) Chtěl/a byste se Vy mě na něco zeptat? / *Would you like to ask me anything?*

Poděkování / Acknowledgment

Tazatel: *Děkuji Vám mnohokrát, že jste si na mě udělal/a čas a zodpověděl/a mé otázky.*

Interviewer: *Thank you so much for making time for me and answering my questions.*

Appendix II: Transcriptions of the interviews

When transcribing the interviews⁴ with the director and the deputy director of the Tandem organization in Pilsen, I focused only on the most important parts of the interviews, therefore mostly the clue questions that are sufficient for the analysis and the purposes of my thesis.

Transcriptions of the interviews with the director and the deputy director of the Tandem organization in Pilsen (clue parts)

Interviewees: Jan LONTSCHAR (JL) and Lucie TARABOVÁ (LT)

Interviewer: Kateřina KUTHANOVÁ (KK)

Interview with Jan LONTSCHAR

(DATE: 08/08/2019, TIME: 12h48-13h07 => DURATION: 19 minutes and 24 seconds)

{04:33} **0010 KK** Znáte nějaké další příklady přeshraniční spolupráce česko-německých neziskových organizací?

[Transl.] Do you know any other examples of cross-border cooperation between Czech-German non-profit organizations?

{04:41} **0011 JL** Spousta (.) Je tady spousta česko-německé spolupráce, ať to jsou občanská sdružení, ať jsou to města (.) ať to jsou obce, které spolupracují, ať to jsou instituce (.) samozřejmě, těch případů máme spousta (...) ale krajský úřad má velmi dobrou spolupráci (.) město Plzeň má partnerské město a (...) spousta neziskových organizací, které v tomto směru vykonávají obrovskou práci.

[Transl.] Plenty (.) There is a lot of Czech-German cooperation, be it citizens' associations, be it cities (.) or municipalities that cooperate, be it institutions (.) Of course, we have a lot of examples (...) but the regional council has a very good cooperation (.) the city of Pilsen has a partner city and (...) a lot of non-profit organizations that do a lot of work in this area.

{05:29} **0012 KK** Jak vnímáte význam přeshraniční spolupráce v příhraničních regionech obecně a jak ten v česko-německých?

⁴ Available on https://drive.google.com/open?id=1ku_2E8Xnwz9NMgXMPxaC-QV5aQAMiUfp

[Transl.] How do you perceive the importance of cross-border cooperation between border regions in general and between the Czech-German ones?

{05:37} 0013 JL Myslím si, že právě v rámci (.) spolupráce příhraničních oblastí (.) nevím, jak konkrétně spolupracuje třeba německo-francouzský region, myslím si, že tam se taky děje spousta dalších aktivit (.) ten česko-německý je právě možná výjimečný v tom, že (.) se tady opravdu děje spousta aktivit na úrovni spolupráce obcí (.) a nejde pouze o stavbu silnic, ale jde i hodně často o prostě individuální aktivity nebo respektive výměny občanů nebo spolupráce v rámci neziskového sektoru a podobně. (.) Takže si myslím, že tady česko-německý sektor, ať je to Česko-Bavorsko anebo Česko-Sasko, tak mají co nabídnout. Opravdu se tady děje spoustu aktivit, a možná (...) na to ukazuje i rychlost čerpání finančních prostředků v tomto směru. (.) To znamená, že Česko-Sasko bylo vyčerpáno (.) když se podíváme teda na program přeshraniční spolupráce, cíl evropská územní spolupráce, (.) tak Česko-Sasko bylo vyčerpáno v podstatě ve dvou třetinách svého průběhu, Česko-Bavorsko se chýlí ke konci, (.) takže je tedy spousta aktivit, které (.) prostě fungují (.) a to je správně. A možná tím se odlišujeme od těch jiných regionů, ale nemám srovnání, takže to nemohu konstatovat.

[Transl.] I think that when it comes to the (.) cooperation of border areas (.) I do not know how exactly for example the German-French region cooperates, but I think that there are also a lot of other activities, (.) the Czech-German one is just maybe exceptional in the fact that (.) there are really a lot of activities at the level of cooperation between municipalities (.) and it is not only about road construction, but it is often also the individual's activities or rather exchanges of citizens or cooperation within the non-profit sector and so on. (.) So I think the Czech-German sector, be it Czech-Bavaria or Czech-Saxony, has something to offer. There is really a lot of activity going on, and maybe (...) it is showed by the speed of drawing funds in this direction. (.) This means that Czech-Saxony has been used up (.) if we look at the cross-border cooperation programme, from the perspective of the objective of European

Territorial Cooperation, (.) Czech-Saxony was used up practically within two thirds of its time frame, Czech-Bavaria is coming towards the end (.) so there are plenty of activities that (.) just work (.) and that's right. And perhaps that's what distinguishes us from the other regions, but I have no comparison, so I cannot say that.

{07:17} **0014 KK** Myslíte si, že v současnosti vzrůstající nacionalismus v Evropě může ohrožovat přeshraniční spolupráci v příhraničních regionech?

[Transl.] Do you think that the nationalism in Europe, which is currently on the rise, could threaten cross-border cooperation between border regions?

{07:27} **0015 JL** Může, samozřejmě proč by nemohl. (.) Každopádně my jako Tandem usilujeme o to, aby vlastně tohle ovlivňování nedávalo smysl (.) nicméně, když se podíváme třeba na některé politické vývoje (...) v Sasku, kdy určité politické strany jdou proti migrantské krizi, (...) mají s tím problémem a chtějí to nějakým způsobem řešit (.) ale i na české straně jsou politické strany, které proti tomu bojují (.) takže samozřejmě určité ovlivnění naší činnosti tady cítíme (.) zejména pro Tandem Regensburg, kterého se to dotýká přímo i v rámci poskytování finančních prostředků.

[Transl.] It can, of course, why couldn't it. (.) In any case, we as Tandem are trying to make it so that these influences are pointless (.) however, when we look at some political developments for example (...) in Saxony, where certain political parties go against the migrant crisis, (...) they take issue with it and are looking for a solution (.) but also on the Czech side there are political parties fighting against it (.) so of course we feel some influence on our activities here (.) especially for Tandem Regensburg, which is directly affected when it comes to the allocation of funds.

{08:15} **0016 KK** Vnímáte, že by politické změny, ke kterým došlo v Evropě ve druhé polovině minulého století (např. odsun sudetských Němců po druhé světové válce a vytyčení tzv. železné opony), měly nějaký vliv na spolupráci Čechů a Němců uvnitř Vaší organizace? (Pokračující rozdíly v životní úrovni, stereotypy, předsudky atd.)

[Transl.] Do you perceive that the political changes that occurred in Europe in the second half of the last century (e.g. the expulsion of Sudeten Germans after the Second World War and the introduction of the Iron Curtain) could be having any influence on the cooperation of Czechs and Germans within your organization? (Continuing differences in living standards, stereotypes, prejudices, etc.)

{08:34} **0017 JL** (...) Stereotypy, předsudky, ano. Vždycky tady budou, jsou, byly a i budou (.) Otázka je, jak s nimi nějakým způsobem pracujeme, ale neříkám, že se teď s tím jako aktuálně setkáváme, skoro si myslím, že (.) ne. (.) Ohledně životní úrovně, (.) myslím si, že zrovna v Čechách se máme velmi dobře, takže nemá cenu jako nějakým způsobem se srovnávat a pokud se budeme srovnávat, tak možná to je srovnání, které není prioritní a nedává smysl. (...) Spíše bych odpověděl, že ne (...) není tady nic zásadního, co by bránilo česko-německé spolupráci.

[Transl.] (...) Stereotypes, prejudices, yes. They will always be here, they are, they have been and will be (.) The question is, how we work with them in some way, but I'm not saying we're dealing with it right now, I almost think we don't. As for the living standard, (.) I think that we are doing very well in the Czech Republic, so there's no point in making any comparisons in any way and if we do compare ourselves, maybe it is a comparison that is not a priority and does not make sense. (...) I would rather say no (...) there is nothing substantial that would be obstructing Czech-German cooperation.

{09:33} **0018 KK** Převládají v rámci Vaší organizace formální či neformální vztahy?

[Transl.] Do formal or informal relations predominate in your organization?

{09:39} **0019 JL** Oba dva vztahy tady jsou samozřejmě v pořádku jako (.) Formální (...) spíše pracujeme na těch neformálních v rámci naší spolupráce, ale tím, že spolupracujeme s ministerstvy a dalšími institucemi, tak musíme i udržovat jakoby i ty formální vztahy. (.) Takže si myslím, že oboje je tady funkční.

[Transl.] Both of these relationships are, of course, alright here (.) Formal (...) we are

working rather on the informal ones in our cooperation, but as we work with ministries and other institutions, we have to maintain formal relationships as well. So I think both types have their place here.

{10:01} **0020 KK** Má Vaše organizace oficiální jazykovou politiku?

[Transl.] Does your organization have any official language policy?

{10:05} **0021 JL** Nemá. (.) Nemá, (...) máme Němce v Tandemu Regensburg, kteří mluví česky, tady v Tandemu Plzeň (...) máme Němce, (...) který mluví Česky (...) ale i Češky nebo Čechy, české kolegy, které v Tandemu Regensburg umí německy (.) takže jako ten jazyk pro nás není nějak jako prioritní, a naopak si myslím, že je velmi obohacující, že máme na obou stranách prostě zaměstnance, který mluví tím druhým jazykem (.) ale nemáme žádnou politiku, kterou bysme si ustanovili. (...)

[Transl.] It doesn't. (.) No, (...) we have Germans in Tandem Regensburg who speak Czech, here in Tandem Pilsen (...) we have Germans (...) who speak Czech (...) but also Czechs, Czech colleagues who speak German in Tandem Regensburg (.) so the language is not a priority for us and, on the contrary, I think it is very rewarding that we have employees who speak the other language on both sides (.) but we have not established any policy. (...)

[Následující otázka vynechána:]

[Transl.] The following question was skipped:

00XX KK [Jak komfortně se cítíte s jazyky, které používáte v práci?]

[Transl.] [How comfortable are you with the languages used at work?]

00YY JL [*Běžně v práci používá češtinu a němčinu, český jazyk je jeho mateřským jazykem a německý jazyk více méně druhým mateřským jazykem.*]

[Transl.] [*He commonly uses Czech and German at work, Czech is his mother tongue and German more or less his second mother tongue.*]

{10:52} **0022 KK** Cítíte někdy potřebu zlepšovat své jazykové schopnosti?

[Transl.] Do you sometimes feel the need to improve your language competences?

{10:56} **0023 JL** (...) Já osobně ne. Protože jako v podstatě ta němčina, kterou tady používám (.) není

ideální, není perfektní, (.) ale postačuje mi v podstatě (...) na to, abych jako tu funkci vykonával. Spíše možná bych se zaměřil na jiné vzdělávání a podobně, ale teď v současné době nemám tu potřebu (...) tady [v organizaci] se ale snažíme ty zaměstnance motivovat k tomu, aby se zabývali dalším vzděláváním.

[Transl.] (...) Not personally. Because, as a matter of fact, the German that I use here (.) isn't ideal, it isn't perfect, (.) but it is basically (...) sufficient for me to do my job. Rather, I would perhaps like to focus on other training and the like, but now I don't feel the need (...) but here [in the organization], we are trying to motivate the employees to do so, to further their education.

{11:34} **0024 KK** Řešíte nějakým způsobem ve Vaší organizaci jazykové problémy (např. doporučením nebo organizací jazykových kurzů pro zaměstnance)?
[Transl.] Are language problems addressed in any way in your organization (e.g. by recommending or organizing language courses for the employees)?

{11:45} **0025 JL** Samozřejmě my se snažíme, aby zaměstnanci jako využívali těch služeb, tyhle možnosti a není to jenom v Tandemu v Plzni, abychom se snažili o to, aby zaměstnanci mluvili německy, ale to i v Tandemu Regensburg se snaží, aby zaměstnanci mluvili (.) česky. Je to zejména v rámci třeba spolupráce dobrovolníků nebo výměny dobrovolníků, kdy máme v rámci evropské dobrovolné služby dobrovolníky nebo dobrovolnice, které (.) mají nabídku právě jazykových vzdělávacích kurzů. Ale spíše než ten jazyk, tak je pro nás důležité (.) obsahové vzdělávání těch jednotlivých zaměstnanců. (.) A to nabízíme. (...)

[Transl.] Of course we're trying to make the employees use these services, these possibilities and it is not only in Tandem in Pilsen that we try to make the employees speak German, but also in Tandem Regensburg, they're trying to make the employees speak (.) Czech. This is particularly the case, for example, in the context of volunteer cooperation or volunteer exchange, where we have volunteers within the European Voluntary Service that (.) have language training courses on offer. But rather than the language, it's important for us (.) to provide the individual employees

with content knowledge. And that's what we offer. (...)

{12:40} **0026 KK** Jak ve Vaší spolupráci vnímáte jazykové a mezikulturní aspekty? Všiml jste si někdy problémů ve Vaší práci, které by souvisely s kulturními nebo jazykovými rozdíly lidí pracujících ve Vaší organizaci? (Pokud ano, mohl byste uvést konkrétní příklad? Jaké byly podle Vás důvody, proč k této situaci došlo?)
[Transl.] How do you perceive the linguistic and intercultural aspects of your cooperation? Have you ever noticed any problems at work that would be connected to cultural or linguistic differences of people working in your organization? (If so, could you give a specific example? What were the reasons that led you to this situation, according to you?)

{12:59} **0027 JL** V žádném případě to nevnímám jako problém, v žádném případě to nevnímáme jako překážku (.) samozřejmě určité rozdíly tady jsou a budou, (.) ale vnímáme to spíše jako výzvu než (.) jako problém. A není to jazykový problém (.) s tím asi dokážeme se nějakým způsobem poprat (.) je pravda, že třeba německá strana (...) častěji hovoří německy (.) na druhou stranu (.) zase německá strana má přístupy, které třeba my nemáme, takže jde o to, jakým způsobem to (...) uchopíme a jak s ním budeme pracovat. (.) Nevidím to ale v žádném případě jako problém.
[Transl.] I do not see it as a problem at all, we certainly do not perceive it as an obstacle (.) of course, there are and will be some differences, (.) but we see it as a challenge rather than (.) a problem. And it's not a language problem (.) that's something we can somehow tackle (.) it's true that perhaps the German side (...) more often speaks German (.) on the other hand (.) the German side has approaches that we don't have, so it comes down to how we (...) approach it and how we work with it. But I don't see it as a problem in any way.

{13:45} **0028 KK** Vnímáte neverbální komunikaci (řeč těla) jako užitečnou, co se týče podpory verbální komunikace a případně předcházení jazykovým problémům ve Vaší spolupráci?
[Transl.] Do you perceive the use of non-verbal communication (body language) as useful for supporting verbal communication and for

possibly preventing language problems in your cooperation?

{13:56} **0029 JL** Určitě, co se týká jako neverbální komunikace, tak tady na české straně (.) je obrovský potenciál a Češi rádi komunikují neverbálně a využívají této možnosti (.) na německé straně potom to jako může být trošinku problém (.) nebo ne problém, ale může to být trošku složitější (.) nicméně když o tom jako víme (.) o tomto přístupu, tak s tím člověk nějakým způsobem může pracovat. (.) Na české straně, neverbální komunikace, ano, (...) má obrovský potenciál (.) a (.) tady v Tandemu v Plzni často vnímáme neverbální komunikaci jako důležitou komunikaci nebo důležitý prostředek komunikace. (.) Ale zase tím, že německá strana o tom ví, tak s tím dokáže velmi hezky pracovat.

[Transl.] Certainly as far as non-verbal communication is concerned, there is a huge potential here on the Czech side (.) and Czechs like to communicate non-verbally and use this option (.) then on the German side then it might be a bit of a problem (.) or not a problem, but it may be a bit more complicated (.) but as we know (.) about this approach, we can work with it somehow. (.) On the Czech side, non-verbal communication, yes, (...) it has enormous potential (.) and (.) here in Tandem in Pilsen, we often perceive non-verbal communication as an important communication or an important means of communication. (.) But again, because the German side knows about it, they can work very nicely with it.

{14:56} **0030 KK** Řešíte nějak problémy spojené s kulturními odlišnostmi ve Vaší organizaci (např. pořádáním různých setkání a mluvením o kulturních problémech, které se vyskytly ve Vaší spolupráci - metakomunikace)?

[Transl.] Are problems connected to cultural differences somehow addressed in your organization (e.g. by organizing meetings and speaking about the cultural problems that have occurred in your cooperation - metacommunication)?

{15:07} **0031 JL** Nemyslím, že bysme měli problémy (.) opravdu toto nenazývám problémem, spíše jako zkušeností (.) a tím, že Tandem se opravdu zaměřil na diverzní přístup (.) ne jenom v

česko-německé spolupráci, ale diverzní přístup práce s mládeží, přeshraniční, tak (.) máme spoustu zkušeností i školení, kdy (.) chápeme jednotlivce jako člověka, který sám o sobě je jednatel a je výjimečný (.) a pro nás jako není důležité, jestli je to Čech nebo Němec, ale je to člověk, (...) kterýho nějakým způsobem musíme vnímat. Takže určitě tohle nebereme jako nějakým způsobem problém nebo překážku. [Transl.] I wouldn't think that we have problems (.) I really don't call this a problem, rather an experience (.) and because Tandem has really focused on a diverse approach (.) not only in Czech-German cooperation, but a diverse approach to youth work, cross-border , so (.) we have a lot of experience and training, where (.) we understand an individual as a person who is an individual and is unique (.) and for us it is not important whether it is a Czech or a German (...) who we must perceive in some way. So we certainly don't take this as a problem or an obstacle.

{16:02} **0032 KK** Vidíte ve Vaší organizaci, co se týče komunikace, nějaký prostor pro zlepšení? Co je třeba podle Vás změnit nebo vylepšit? [Transl.] Do you see any room for improvement within your organization in regard to communication? What need to be changed or improved according to you?

{16:10} **0033 JL** (...) Vždy je co zlepšovat, pokud bysme se nepodívali sami na sebe a nechtěli se zlepšovat, tak to asi bude špatně. (.) Naší filozofií je právě je jakoby (...) se všemi, ne jenom komunikací, ale vůbec v naší práci se zlepšovat a pokračovat dále a proto i máme vlastně certifikát kvality, něco podobného jako je ISO, ale je to zaměřené na práci na vzdělávání a poradenskou práci v rámci právě práce s mládeží (.) je to certifikát, který je z německé strany a který nás stojí hodně sil (.) a na druhou stranu nás ale potáhne právě tímto způsobem dál (.) to znamená lépe můžeme definovat naše cílové skupiny, naše reakce, můžeme pracovat právě jakoby i v rámci stížností (...) jak pracujeme s kritikou a podobně (...) Vždy je co zlepšovat (.) to neříkám, že je to špatně, to vůbec ne, ale spíše si myslím, pokud nad tím nepřemýšlíme, jak bysme to mohli udělat líp, tak zůstaneme

stát a to je špatně. (.) Chceme se posunout
trošinku jinam, chceme se posunou dopředu.
[Transl.] (...) There is always room for
improvement, if we look at ourselves and don't
want to improve, then that's probably wrong.
(.) Our philosophy is just (...) with everyone,
not only with communication, but in our work,
to improve and to continue, and therefore we
actually have a certificate of quality,
something similar to ISO, but it is focused on
working on education and on counselling work
in the context of youth work (.) it is a
certificate, which is from the German side and
which costs us a lot of effort (.) but on the
other hand, it pushes us forward in this
direction (.) it means we can better define
our target groups, our reactions, we can deal
with when it comes complaints (...) how we work
with criticism and the like (...) There is
always something to improve (.) I am not
saying it's wrong, not at all, but rather I
think if we don't think about how we could do
it better, then we'll stay standing still and
that's wrong. (.) We want to move a little in
some other direction, we want to move forward.

Interview with Lucie TARABOVÁ

(DATE: 08/08/2019, TIME: 10h15-10h37 and 15h12-15h13 => DURATION: 22 minutes and 57 seconds)

- {02:53} **0010 KK** Znáte nějaké další příklady přeshraniční spolupráce česko-německých neziskových organizací?
[Transl.] Do you know any other examples of cross-border cooperation between Czech-German non-profit organizations?
- {03:07} **0011 LT** (...) Je tady asi trošku problematické se bavit o tom, co je všechno nezisková organizace. (.) Ale Centrum Bavaria Bohemia v Schönsee, „Ackermann Gemeinde“, „Junge Aktion“ (.) „Regio Stiftung“ (.) pak všechny (.) euregia, to znamená na česko-německé hranici (...) a pak jsou další malé organizace, které pracují česko-německy, i když to není jejich hlavní zaměření.
[Transl.] (...) It's probably a little problematic to talk about what exactly falls under the term non-profit organization. (.) But the Bavaria Bohemia Centre in Schönsee, "Ackermann Gemeinde", "Junge Aktion" (.) "Regio Stiftung" (.) Then all (.) Euregia, which means on the Czech-German border (...) and then there are other small organizations that work in Czech-German, although it's not their main focus.
- {04:00} **0012 KK** Jak vnímáte význam přeshraniční spolupráce v příhraničních regionech obecně a jak ten v česko-německých?
[Transl.] How do you perceive the importance of cross-border cooperation between border regions in general and between the Czech-German ones?
- {04:10} **0013 LT** Těžko se asi můžu vyjadřovat k ostatním přeshraničním spolupracím (.) třeba možná že tak k česko-polské, protože se dělá hodně česko-polsko-německých projektů (...) ale myslím si, že prostě jakákoli mezinárodní spolupráce je důležitá, rozšiřuje to obzory, dává možnost se podívat nikam jinam, vidět, jak se to dělá jinde (.) česko-německý, to je pro mě srdcová záležitost, takže (.) pro mě je to hodně důležitý, ale (.) rozhodně bych to neohraničovala jen na příhraniční regiony. Ta česko-německá spolupráce je prostě celoněmecky a celočesky, celorepublikově, důležitá.

[Transl.] I can hardly comment on other cross-border cooperation (.) maybe on the Czech-Polish one, because there are many Czech-Polish-German projects (...) but I think any international cooperation is important, it broadens the horizons, gives a chance to go somewhere else, see how it's done elsewhere (.) The Czech-German one, that's a subject dear to my heart, so (.) it is very important to me, but (.) I would definitely not limit it to the border regions. The Czech-German cooperation is simply important on the level of the whole Germany and the whole of Czechia.

{05:08} **0014 KK** Myslíte si, že v současnosti vzrůstající nacionalismus v Evropě může ohrožovat přeshraniční spolupráci v příhraničních regionech?

[Transl.] Do you think that the nationalism in Europe, which is currently on the rise, could threaten cross-border cooperation between border regions?

{05:21} **0015 LT** Těžko říct, samozřejmě může, protože to může způsobovat (.) například větší strach u rodičů dětí (.) větší obavy posílat děti do zahraničí nebo do míst, kde (.) se to projevuje (.) samozřejmě stejně (...) problém sebou přinesla i vlna migrace v roce 2015 a 2016 (.) jestli to má reálný dopad, jestli (.) ty obavy nejsou jenom v hlavách těch lidí, jestli (...) v tom to reálné nebezpečí tady je, vlastně nedokážu úplně posoudit.

[Transl.] It's hard to say, of course it could, because it can cause (.) for example more fear among the parents of children (.) greater worry when it comes to sending children abroad or to places where (.) it manifests (.) of course the same (...) even the wave of migration in 2015 and 2016 has caused a problem (.) if it has a real impact, if (.) the fears are not just in the minds of people, if (...) there is a real danger here, I actually cannot fully judge.

{06:05} **0016 KK** Vnímáte, že by politické změny, ke kterým došlo v Evropě ve druhé polovině minulého století (např. odsun sudetských Němců po druhé světové válce a vytyčení tzv. železné opony), měly nějaký vliv na spolupráci Čechů a Němců uvnitř Vaší organizace? (Pokračující rozdíly v životní úrovni, stereotypy, předsudky atd.)

[Transl.] Do you perceive that the political changes that occurred in Europe in the second half of the last century (e.g. the expulsion of Sudeten Germans after the Second World War and the introduction of the Iron Curtain) could be having any influence on the cooperation of Czechs and Germans within your organization? (Continuing differences in living standards, stereotypes, prejudices, etc.)

{06:27} **0017 LT** Ne, to vůbec nevnímám.

[Transl.] No, I don't perceive this at all.

{06:37} **0018 KK** Převládají v rámci Vaší organizace formální či neformální vztahy?

[Transl.] Do formal or informal relations predominate in your organization?

{06:43} **0019 LT** Neformální vztahy.

[Transl.] Informal relations.

{06:48} **0020 KK** Má Vaše organizace oficiální jazykovou politiku?

[Transl.] Does your organization have any official language policy?

{06:56} **0021 LT** No, já si myslím, že nemá, to by mě zajímalo, co řekl náš pan ředitel ((smích)) (...) pokud to mám trochu popsat, jak to u nás funguje (.) tak většinou na setkání s Tandemem v Řeznu (.) mluvíme německy, protože máme kolegy (.) kteří neovládají češtinu (.) ale postupem času se nám stává, že i v našem týmu v Plzni začínáme mít lidi na administrativních pozicích, kteří (.) úplně neovládají němčinu (...) to se nám děje poslední rok, maximálně dva roky a (.) vlastně s tím nedokážeme zatím úplně pracovat. [Transl.] Well, I don't think it does, I wonder what our director said ((laughter)) (...) if I have to describe a bit, how it works here [in the organization] (.) then mostly at meetings with Tandem in Regensburg (.) we speak German, because we have colleagues (.) who don't speak Czech (.) but over time it has happened that in our team in Pilsen we're starting to have people in administrative positions who (.) don't speak much German (...) it's been happening to us for the last year, up to two years, and (.) actually, we can't really work with it yet.

{07:46} **0022 KK** Teď mě napadlo, co se týká, jak se scházíte jednou za rok, s tím centrem v Regensburgu,

jak to funguje tam jazykově? Je to tam taky volně, česky, německy, nebo ...?

[Transl.] Now it's just crossed my mind, about how you meet once a year, with the centre in Regensburg, how does it work there linguistically? Is it free there too, Czech, German, or...?

{07:57} 0023 LT My se scházíme víckrát (.) oficiálně tich schůzí je skutečně několik, my máme dvakrát takové veliké (.) kdy jsme celé týmy ale jinak i (.) scházíme se pak, řekla bych, celé kanceláře třikrát až čtyřikrát do roka (.) a pak se ty pracovní skupiny se schází, řekla bych téměř co měsíc nebo co by dva měsíce a (.) ono je to tak, že záleží na tom, s kým spolupracujete, protože i v Řezně mají (.) zaměstnance, kteří mluví česky. Buď jsou to české národnosti nebo prostě mluví výborně česky (.) takže to záleží, jak si to každý nastaví. (.) Na tich velkých týmech, kde to řešíme skutečně celé kanceláře, tak mluvíme převážně německy. Ale (...) teď se nám právě stává, ten problém, co jsem nastínila před tím (.) že tam máme lidi, kteří neovládají tolik němčinu a vlastně s tím úplně ještě neumíme zacházet. Je to pro nás prostě nová zkušenost, ke které jsme se ještě nedokázali vlastně postavit úplně.

[Transl.] We meet several times (.) officially there are several meetings, we have two big ones (.) where the whole teams are but otherwise (.) we meet afterwards too, I would say, the whole offices three to four times a year (.) and then the working groups meet, I would say almost every month or every two months and (.) so the way it is, it depends on who you work with, because even in Regensburg they have (.) employees who speak Czech. Either they are of Czech nationality or they simply speak excellent Czech (.) so it depends on what people agree on. In the large teams, where we deal with something as the whole offices, we speak mainly German. But (...) we are just now having the problem that I've mentioned before (.) that we have people there who don't speak much German and actually we are not able to work with it yet. It is simply a new experience for us, which we have not yet been able to deal with completely.

- {09:07} **0024 KK** Jak komfortně se cítíte s jazyky, které používáte v práci?
[Transl.] How comfortable are you with the languages used at work?
- {09:12} **0025 LT** Úplně v pohodě. (.) Protože němčinu mám na velmi dobré úrovni (.) čeština je moje mateřština, takže pokud po mě nikdo nechce, abych mluvila anglicky ((smích)) dlouhodobě, tak je to v pohodě.
[Transl.] It's no trouble for me at all. (.) As I speak German at a very good level (.) Czech is my mother tongue, so as long as nobody wants me to speak English ((laughter)) for a long time, it's okay.
- {09:25} **0026 KK** Což se asi moc nestává, že ne?
[Transl.] Which doesn't happen much, does it?
- {09:26} **0027 LT** Nestalo se to, ne, ne, nestává se.
[Transl.] It hasn't happened, no, no, it doesn't happen.
- {09:29} **0028 KK** Ani občas, máte příležitost se dostat k angličtině na Vaší pozici nebo vůbec?
[Transl.] Even occasionally, do you have the opportunity to use English in your position or not at all?
- {09:35} **0029 LT** Minimálně. Skutečně jenom pasivně.
[Transl.] Minimally. Really only passively.
- {09:42} **0030 KK** Cítíte někdy potřebu zlepšovat své jazykové schopnosti?
[Transl.] Do you sometimes feel the need to improve your language competences?
- {09:48} **0031 LT** V němčině ne (.) Potřebovala bych zlepšit svoji angličtinu. (.) Samozřejmě asi čím dál tím víc to bude aktuální.
[Transl.] Not in German (.) I need to improve my English. (.) Of course, it will be more and more current.
- {10:03} **0032 KK** Řešíte nějakým způsobem ve Vaší organizaci jazykové problémy (např. doporučením nebo organizací jazykových kurzů pro zaměstnance)?
[Transl.] Are language problems addressed in any way in your organization (e.g. by recommending or organizing language courses for the employees)?
- {10:13} **0033 LT** To Vám asi poměrně podrobně povídal pan ředitel (.) jo a já jsem to vlastně nastínila v těch předchozích bodech.
[Transl.] The director probably talked about this in detail with you (.) Yeah and I actually outlined it in the previous points.

{10:28} **0034 KK** Jak ve Vaší spolupráci vnímáte jazykové a mezikulturní aspekty? Všiml jste si někdy problémů ve Vaší práci, které by souvisely s kulturními nebo jazykovými rozdíly lidí pracujících ve Vaší organizaci? (Pokud ano, mohl byste uvést konkrétní příklad? Jaké byly podle Vás důvody, proč k této situaci došlo?) [Transl.] How do you perceive the linguistic and intercultural aspects of your cooperation? Have you ever noticed any problems at work that would be connected to cultural or linguistic differences of people working in your organization? (If so, could you give a specific example? What were the reasons that led you to this situation, according to you?)

{10:49} **0035 LT** My vlastně máme trošku rozdílný způsoby práce tady v Tandemu Plzeň a v Tandemu Regensburg, ale já si nejsem úplně jistá, že to souvisí s nějakýma kulturníma aspektama (.) částečně je to daný tím (.) jak je ta organizace nastavená (.) třeba to, že my prostě spadáme pod univerzitu, i jiné zřizovatele (.) takže jsou tam rozdíly v práci (.) dalo by se to asi tak jakoby zevšeobecnit (.) ale nejsem si jistá, že to souvisí jakoby s kulturou. (.) Samozřejmě je to daný třeba vnějšími vlivy jako je (.) vnějšími okolnostmi, prázdniny a tak dále, pracovní doba. (.) Nevím, jestli se to pod to dá shrnout. (...) Já úplně s tím pojmem kultura trošku bojuju, my s tím pracujeme už (.) delší dobu, je to naše jedno z hlavních témat a (.) mě to pak čím dál tím víc dělá problémy ((smích)) na takové otázky odpovídat.

[Transl.] We actually have slightly different ways of working here in Tandem Pilsen and Tandem Regensburg, but I'm not entirely sure it's related to any cultural aspects (.) partly it is because of (.) how the organization is set up (.) that we simply fall under the university, and other founders (.) so there are differences in work (.) as that's how it might be generalized (.) but I'm not sure it is related to culture. (.) of course, this is due to for example external influences such as (.) external circumstances, holidays and so on, working hours. (.) I don't know if it can be included under this. (...) I totally kind of struggle with the notion of culture, we've been working with it (.) for a long time, it's one of our main topics and (.) it

gives me more and more trouble ((laughter)) to answer such questions.

{12:06} **0036 KK** Vnímáte neverbální komunikaci (řeč těla) jako užitečnou, co se týče podpory verbální komunikace a případně předcházení jazykovým problémům ve Vaší spolupráci?
[Transl.] Do you perceive the use of non-verbal communication (body language) as useful for supporting verbal communication and for possibly preventing language problems in your cooperation?

{12:18} **0037 LT** Samozřejmě neverbální komunikace je všeobecně užitečná. (.) Já úplně si nejsem jistá, že třeba mně by výrazně pomáhala (.) nám vlastně hlavně pomáhá, když ty věci (.) vůbec poznamenáváme, komunikuje se často i písemně, nebo si děláme zápisy, to myslím, že nám pomáhá hodně (...) zřejmě i v češtině nebo ti kolegové na pedagogických místech většinou ovládají tu němčinu na takové úrovni, že (.) si vlastně verbálně velmi dobře vystačíme.
[Transl.] Of course, non-verbal communication is generally useful. (.) Personally, I am not quite sure that it helps me a lot (.) what actually helps us mainly when (.) we note these things down (.) we often communicate in writing, or make notes, I think it helps us a lot (...) probably also in Czech, or those colleagues in pedagogical positions have usually mastered German on such a level that (.) we actually do very well verbally.

{13:03} **0038 KK** Řešíte nějak problémy spojené s kulturními odlišnostmi ve Vaší organizaci (např. pořádáním různých setkání a mluvením o kulturních problémech, které se vyskytly ve Vaší spolupráci - metakomunikace)?
[Transl.] Are problems connected to cultural differences somehow addressed in your organization (e.g. by organizing meetings and speaking about the cultural problems that have occurred in your cooperation - metacommunication)?

{13:15} **0039 LT** Eem. Ne. (.) Jak už jsem naznačila, prostě (.) my se tím z pohledu té kultury nezabýváme. (.) My prostě řešíme (.) různé provozní problémy (.) ale prostě nevím, jestli to souvisí s tima kulturama, jestli by to prostě nebylo stejně, kdybysme spolupracovali (.) s jinou organizací z Ostravy, která funguje trochu jinak než my. Prostě Tandem Regensburg funguje jinak než

Tandem Plzeň, to tak je. (.) A s tím jsou spojené různé problémy (.) ale nevím, jestli to souvisí s kulturou.

[Transl.] Erm. No. (.) As I have just indicated, (.) we are not concerned with it from the point of view of culture. (.) We're simply solving (.) various operational problems (.) but I just don't know if it is related to the cultures, if it wouldn't be the same if we were working (.) with another organization from Ostrava, which works a little differently than us. So Tandem Regensburg works differently than Tandem Pilsen, that's how it is. (.) And there are various problems associated with it (.) But I don't know if it is related to culture.

{14:02} **0040 KK** Vidíte ve Vaší organizaci, co se týče komunikace, nějaký prostor pro zlepšení? Co je třeba podle Vás změnit nebo vylepšit?

[Transl.] Do you see any room for improvement within your organization in regard to communication? What need to be changed or improved according to you?

{14:12} **0041 LT** ((Smích)) (.) To je hodně zapeklitá otázka (.) my máme velký prostor pro to zlepšit komunikaci (.) jak mezi oběma kanceláři, tak taky v rámci naší kanceláře. ((smích)) Taky by mě zajímalo, co na to odpověděl pan ředitel. (.) S tím bojujeme řekla bych hodně. (.) A vlastně u nás, bych řekla, to hodně souvisí s tím, že jsme převážně ženský tým, náš pan ředitel je muž (.) řekla bych že někdy se naše komunikační směry dost míjej ((smích)).

[Transl.] ((Laughter)) (.) This is a very tricky question (.) we have a lot of room to improve communication (.) both between both offices and within our office. ((laughter)) I also wonder what the director said about this. (.) We struggle with it a lot, I would say. (.) In fact, at our office, I would say, it's very much related to the fact that we are mostly a female team, our director is a man, I would say that sometimes our directions of communication miss each other ((laughter)).

{14:46} **0042 KK** Můžete zmínit nějaké konkrétní příklady?

[Transl.] Can you mention any specific examples?

{14:54} **0043 LT** No, nerada bych se tady do toho konkrétně ((smích)) pouštěla, ale (.) tady jsou možná moje trošku předsudky o tom, co vnímají ženy a

co muži, my [ženy] fungujeme hodně na emočních úrovních s kolegyněmi a (.) pan ředitel tyhle ty emoční věci, nebo ty podpovrchové věci, úplně tak nevnímá (.) a ne vždycky se k němu dostanou ty informace, které my máme, protože jsme si je nějak sdělily. (.) Ne, snažíme se s tím pracovat. Ale i co se týče komunikace úplně nově nastavujeme styly toho, jak často se právě vídat s Tandemem Regensburg, využíváme teď nově právě konference (.) nebo tak poslední rok a (.) ještě ne úplně to máme vychytané. (...) Právě v té komunikaci je velký potenciál pro to zlepšení. (.) To je asi takový celospolečenský problém, myslím si, že ta komunikace ((smích)) a to opravdu i u nás.

[Transl.] Well, I would not like to go into it ((laughter)) specifically, but (.) there are maybe a little my prejudices at play about what women and men perceive, we [women] run a lot on emotional levels with my [female] colleagues and (.) the director doesn't really perceive these emotional things, or those subsurface things (.), and he doesn't always get the information we have because we shared it somehow. (.) No, we are trying to work with it. But as far as communication is concerned, we are setting new styles of how often we should meet with Tandem Regensburg, we are now using the conferences (.) or so for the last year and (.) we haven't got it all figured out yet. (...) There is great potential for improvement when it comes to communication. (.) I think it's probably a problem of the whole of society; communication ((laughter)) and indeed at our organization.

{15:56} **0044 KK** Chtěla byste na závěr dodat něco, co jste dosud neměla příležitost říct?

[Transl.] Would you like to add anything that you haven't had the opportunity to say before?

{16:07} **0045 LT** (...) Ne (.) vlastně mě překvapuje, že jsme to spolu zvládly takhle rychle ((smích)) jestli jsem nebyla moc stručná, spíš jestli (.) potřebujete z mé strany, abych ještě něco rozvedla (...).

[Transl.] (...) No (.) I am actually surprised that we have managed it together so quickly ((laughter)) if I wasn't too brief, rather if (.) you need me to expand on something (...).

{16:35} **0046 KK** (...) Mně by se hodily rozvést víc ty jazykový a mezikulturní aspekty ve Vaší spolupráci, ale to jste řekla, že nevnímáte úplně... (...)
[Transl.] (...) It would be useful for me if you could expand more on the linguistic and intercultural aspects of your cooperation, but you said that you do not perceive it so much... (...)

{17:02} **0047 LT** (...) Ono je to těžké (...) protože u nás máme v běžném pracovním životě i (...) německou kolegyni, která sedí se mnou v kanceláři, která ale žije už hodně dlouho v Česku (.) na německé straně máme prostě české spolupracovnice, které žily dlouho v Německu. (.) My se tak hrozně jako mísíme (.) že bych řekla, že ty problémy nebo ty co tam vznikají, jsou spíš osobnostního rázu, nikoli, že by to bylo dáno tou kulturou. Už tomu prostě nepřikládám vůbec takový důraz. (...) Myslím si ale, že kdyby jste se zeptala třeba v jiných organizacích (.) že to budou vidět trochu jinak (.) ale my prostě s tím tématem kulturality, multikulturality pracujeme prostě intenzivně teď posledních třeba pět let a prostě už se pohybujeme (.) k jiným metodám nebo k jiným (...) pracujeme vědomě (...) s diverzitou a prostě ta kultura, ta myšlenka nehraje takovou roli (.) já už jsem sama na sobě pozorovala, že jsem to trochu jakoby vytěsnila (.) a že ty věci vnímám jako v jiných aspektech a pak se mi o tom prostě těžko mluví, protože už to nemám úplně tak zvnitřněný.
[Transl.] (...) It is difficult (...) because there is in our everyday working life also a (...) German colleague, who is with me in the office, but who has been living in the Czech Republic for a long time (.) on the German side, we have Czech colleagues that have lived in Germany for a long time. (.) We are really so mixed (.) that I would say that the problems or what arises there are more to do with personalities, not due to that culture. I simply don't put such emphasis on it anymore. (...) But I think that if you asked in other organizations (.) they would see it a little differently (.) it's just that we have been working with the subjects of culturalism, multiculturalism intensely for the last five years or just moving (.) to other methods or to other (...) we are working consciously (...)

with diversity and just that culture, the idea does not play such a role (.) I have already observed on myself that I have kind of suppressed it (.) and that I perceive these things in other aspects, and then it's just hard to talk about it afterwards because I don't have it all so internalised anymore.

Appendix III: Sequential analysis

JL: Jan LONTSCHAR (Speaker 1)

LT: Lucie TARABOVÁ (Speaker 2)

Sequences	Time	Speakers	Topics	Contents	Relevance for Research Question
1	05:37-07:17	JL	Perception of the importance of CBC between border regions in general and between the Czech-German ones in particular	<ul style="list-style-type: none"> - sees the importance of CBC mainly in the cooperation of border areas - thinks that there is a lot of cooperation in other border regions too (e.g. the German-French one) - sees the Czech-German one as unique (as there are many activities between municipalities) 	- Czech-German border cooperation may be unique because of the interconnected border relations of the CR and Germany continuing from the past and because many Czech people are able to speak German on the Czech side of the border (many activities between municipalities)
1'	04:10-05:08	LT	Perception of the importance of CBC between border regions in general and between the Czech-German ones in particular	<ul style="list-style-type: none"> - can hardly comment on other cross-border cooperations, but gives an example of the Czech-Polish one (as there are many Czech-Polish-German projects) - personally, sees the Czech-German border cooperation as very important (adding that all Czech-German cooperation is important) 	- Czech-German border cooperation can be a personal interest of some people

2	07:27-08:15	JL	Influence of the rising nationalism in Europe on CBC between border regions	<ul style="list-style-type: none"> - agrees that the rising nationalism in Europe can threaten CBC between border regions - reason: e.g. activities of some political parties that are against the migrant crisis (especially German ones, but also Czech ones) can influence CBC - already feels the influence on their activities in Tandem (e.g. especially as for the provision of funds for Tandem Regensburg) 	- nationalism can threaten CBC of non-profit organizations
2'	05:21-06:05	LT	Influence of the rising nationalism in Europe on CBC between border regions	<ul style="list-style-type: none"> - agrees that the rising nationalism in Europe can threaten CBC between border regions - reason: it can lead to more fear among parents to send children abroad or to those places where the nationalism manifests (e.g. due to the migrant crisis) - is not sure if it is a real danger or the fears are just in the minds of the people 	- nationalism can threaten CBC as well as relations between the places and countries concerned and thus intercultural communication within CBC
3	08:34-09:33	JL	Influence of the political changes from the second half of the last century on the cooperation of Czechs and Germans within the Tandem organization (continuing differences in living standards, stereotypes, prejudices, etc.)	<ul style="list-style-type: none"> - says that nothing substantial restricts their Czech-German cooperation in this way - is aware of the continuing stereotypes and prejudices between Czechs and Germans within the organization, however, says that they are not dealing with it right now - does not see any important differences in living standards 	- stereotypes, prejudices or differences in living standards as results of the political changes from the second half of the last century are not influencing any kind of CBC between Czechs and Germans anymore

3'	06:27-06:37	LT	Influence of the political changes from the second half of the last century on the cooperation of Czechs and Germans within the Tandem organization (continuing differences in living standards, stereotypes, prejudices, etc.)	- does not perceive any influence at all	X
4	10:05-10:52	JL	Use of languages at work	- personally, uses mostly German and Czech and sometimes English, but very little and mainly passively - says that language is not a priority for them as there are employees on both sides who speak the other language	- the advantage of having colleagues on both sides speaking the other language
4'	06:56-09:07	LT	Use of languages at work	- personally, uses mostly German and Czech and sometimes English, but very little and mainly passively - points out the need to sometimes speak only German when e.g. they meet with colleagues in Tandem Regensburg as there are some who do not speak Czech as well as the need to sometimes speak only Czech, when e.g. they have people in administrative positions who do not speak German	- not knowing both languages (Czech and German) can sometimes cause some obstacles at work

5	10:56-11:34	JL	Language attitude	<ul style="list-style-type: none"> - feels fine using Czech as well as German as Czech is his mother tongue and German more or less his second mother tongue - adds that his German is not perfect, but it is sufficient to perform his job - acknowledges that he would personally prefer other training than the language one - adds that they are trying to motivate the employees to do further language training 	- the need of further language training for employees who do not have a sufficient level of Czech or German
5'	09:12-10:03	LT	Language attitude	<ul style="list-style-type: none"> - feels very comfortable using Czech and German as Czech is her mother tongue and she has German at a very good level (C1/C2) - does not feel the need to improve her German - feels the need to improve her English as she thinks it will be more and more current 	- possible advantage of knowing English
6	11:45-12:40	JL	Solutions to language problems in the Tandem organization	<ul style="list-style-type: none"> - says that they motivate their employees in Tandem Pilsen to learn and speak German and also in Tandem Regensburg they motivate their employees to speak Czech by using the services offered in the context of volunteer cooperation or volunteer exchange - still does not feel integrated there: Belgians do not have the tendency to accept foreigners among themselves 	- motivation of employees to learn the second language by using the services e.g. within the European Voluntary Service, which offers language training courses

				- says that the organization itself focuses more on providing the employees with training focusing on content knowledge	
6'	10:13-10:28	LT	Solutions to language problems in the Tandem organization	- refers to what the director said	X
7	12:59-13:45	JL	Perception of the linguistic and intercultural aspects of cooperation	- sees some differences (e.g. the German side speaking often German or having some different approaches), however, perceives them rather as a challenge in their cooperation - does not perceive any problems or obstacles concerning these aspects	X
7'	10:49-12:06 + 17:02-18:33	LT	Perception of the linguistic and intercultural aspects of cooperation	- sees some differences (e.g. in the way of working in Tandem Regensburg compared to Tandem Pilsen), however, perceives them as a result of the fact that both organizations are set up differently (she does not think it is connected to cultural aspects) - adds that the external circumstances such as holidays or working hours play a role - feels rather that the problems/issues are connected directly to the personalities of the people than to their culture	- linguistic or cultural aspects not playing a role, rather, the external circumstances and the personalities of people - working on the subject of culturalism and multiculturalism intensely for the last five years (working with diversity, "culture" does not play such a role anymore)
8	13:56-14:56	JL	Perception of the use of non-verbal communication as useful for supporting	- perceives non-verbal communication as an important means of communication in general	- importance of Germans being aware of non-verbal communication of Czechs

			verbal communication and for possibly preventing language problems in cooperation	<ul style="list-style-type: none"> - says that Czechs really like to communicate non-verbally - says that it can sometimes be difficult while communicating with Germans - says that Germans are aware of it and they can thus work with it 	
8'	12:18-13:03	LT	Perception of the use of non-verbal communication as useful for supporting verbal communication and for possibly preventing language problems in cooperation	<ul style="list-style-type: none"> - perceives non-verbal communication as generally useful, however - does not perceive it useful in their organization as German language competences of Czechs are usually enough to understand each other while communicating only verbally 	- verbal communication can be sufficient if the language level is high enough
9	15:07-16:02	JL	Solutions to problems connected to cultural differences in the Tandem organization	- does not think that they face these kinds of problems => does not see the need to solve any problems in the organization connected to cultural differences	- not necessary as there are no problems of this kind
9'	13:15-14:02	LT	Solutions to problems connected to cultural differences in the Tandem organization	<ul style="list-style-type: none"> - does not see the need to solve any problems in the organization connected to cultural differences - thinks that the problems are of operational character rather than of cultural one (as the Tandem organization Regensburg works differently than Tandem Pilsen) 	- not necessary as there are no problems of this kind

10	16:10-17:43	JL	Room for improvement within the Tandem organization in regard to communication	- sees some room for improvement, however more in their work in general rather than in their communication	X
10'	14:12-15:56	LT	Room for improvement within the Tandem organization in regard to communication	- sees some room for improvement - sees a lot of room for improvement in communication in general, within their office as well as between offices - points out the differences between male and female perceptions (e.g. non-emotional x emotional) within Tandem Pilsen - points out the need for better communication about organizational matters with Tandem Regensburg	- the need for better communication in general (communication between men and women, communication about organizational matters)

Appendix IV: Guide to writing interview questions

Some Strategies for Developing Interview Guides

Strategies for Qualitative Interviews

A Few General Points

- Stop and Think: should interviews be included in your research design?
 - Are there alternative ways of answering your research question through documentary review, observation or unobtrusive measures?
 - Be clear about the possible biases and limitations of interviews
- The point of a qualitative interview is to let the respondent tell their own story on their own terms.
- THIS IS NOT A SURVEY! The guide acts as a prompt, reminding you of necessary topics to cover, questions to ask and areas to probe. As such, it should be simple so that your primary focus can stay on the respondent. It's best to memorize your guide!
- How much time will you spend with each respondent? Adjust your guide accordingly (it may take several interviews to judge the correct length).
- Try out a new guide (or parts of it) on friends and get their feedback before using it in the field.

Should you record and transcribe interviews?

PROS:

- It helps to correct the natural limitations of our memories and of the intuitive glosses that we might place on what people say in interviews
- It allows more thorough examination of what people say
- It permits repeated examinations of the interviewees' answers
- It opens up the data to public scrutiny by other researchers, who can evaluate the analysis that is carried out by the original researchers of the data (that is, a secondary analysis)
- It therefore helps to counter accusations that an analysis might have been influenced by a researcher's values or biases
- It allows the data to be reused in other ways from those intended by the original researcher—for example, in the light of new theoretical ideas or analytic strategies.

CONS:

- It introduces a different dynamic into the social encounter of the interview, and recording equipment may be off-putting for interviewees.
- Transcribing is a very time-consuming process. It also requires good equipment, usually in the form of a good-quality tape recorder and microphone but also, if possible, a transcription machine. Transcription also very quickly results in a daunting pile of paper.

Source: Harvard University, 1970, p. 1/4

A Successful Interviewer is:

1. *Knowledgeable*: is thoroughly familiar with the focus of the interview; pilot interviews of the kind used in survey interviewing can be useful here.
2. *Structuring*: gives purpose for interview; rounds it off; asks whether interviewee has questions.
3. *Clear*: asks simple, easy, short questions; no jargon.
4. *Gentle*: lets people finish; gives them time to think; tolerates pauses.
5. *Sensitive*: listens attentively to what is said and how it is said; is empathetic in dealing with the interviewee.
6. *Open*: responds to what is important to interviewee and is flexible.
7. *Steering*: knows what he/she wants to find out.
8. *Critical*: is prepared to challenge what is said, for example, dealing with inconsistencies in interviewees' replies.
9. *Remembering*: relates what is said to what has previously been said.
10. *Interpreting*: clarifies and extends meanings of interviewees' statements, but without imposing meaning on them.
11. *Balanced*: does not talk too much, which may make the interviewee passive, and does not talk too little, which may result in the interviewee feeling he or she is not talking along the right lines.
12. *Ethically sensitive*: is sensitive to the ethical dimension of interviewing, ensuring the interviewee appreciates what the research is about, its purposes, and that his or her answers will be treated confidentially.

The Interview as an Interpersonal Encounter

- The social skills of empathy, warmth, attentiveness, humor (where appropriate), and consideration are essential for good interviewing.
- Any judgmental attitudes, shock or discomfort will be immediately detected.
- Never answer a question for the respondent.
- One must be completely engaged with the respondent, while at the same time keeping track of the questions one needs to ask.
- Use every active listening technique at your disposal:
 - Repeating back
 - "Wow!"
 - "Tell me more about that!"
 - "That is really interesting."
- Don't be afraid of silence; you can use it to prod the respondent to reflect and amplify an answer
- Don't follow the interview guide—follow the respondent. Follow up new information that he or she brings up without losing sense of where you are in the interview.
- Try not to think about time—relax into the interview.

Source: Harvard University, 1970, p. 2/4

Guidelines for Developing Interview Questions

- Questions should be simple. Do not ask more than one question at a time.
- The best questions are those which elicit the longest answers from the respondent. Do not ask questions that can be answered with one word.
- Don't ask questions that require your respondents to do your analysis for you. This is YOUR job.
- Likewise, do not ask for hearsay or opinions on behalf of the group they are a part of "What do people around here think of x?" You rarely get anything interesting.
- Don't be afraid to ask embarrassing questions. If you don't ask, they won't tell.
- Types of questions or other interview talk:
 - *Direct questions*: 'Do you find it easy to keep smiling when serving customers?'; 'Are you happy with the way you and your husband decide how money should be spent?' Such questions are perhaps best left until towards the end of the interview, in order not to influence the direction of the interview too much.
 - *Indirect questions*: 'What do most people round here think of the ways that management treats its staff?', perhaps followed up by 'Is that the way you feel too?', in order to get at the individual's own view.
 - *Structuring questions*: 'I would now like to move on to a different topic'.
 - *Follow-up questions*: getting the interviewee to elaborate his/her answer, such as 'Could you say some more about that?'; 'What do you mean by that . . .?'
 - *Probing questions*: following up what has been said through direct questioning.
 - *Specifying questions*: 'What did you do then?'; 'How did X react to what you said?'
 - *Interpreting questions*: 'Do you mean that your leadership role has had to change from one of encouraging others to a more directive one?'; 'Is it fair to say that what you are suggesting is that you don't mind being friendly towards customers most of the time, but when they are unpleasant or demanding you find it more difficult?'

Source: Harvard University, 1970, p. 3/4

Step-By-Step Guide to Writing Interview Questions

1. Write down the larger research questions of the study. Outline the broad areas of knowledge that are relevant to answering these questions.
2. Develop questions within each of these major areas, shaping them to fit particular kinds of respondents. The goal here is to tap into **their** experiences and expertise.
3. Adjust the language of the interview according to the respondent (child, professional, etc.).
4. Take care to word questions so that respondents are motivated to answer as **completely** and **honestly** as possible.
5. Ask “how” questions rather than “why” questions to get stories of process rather than acceptable “accounts” of behavior. “How did you come to join this group . . .?”
6. Develop probes that will elicit more detailed and elaborate responses to key questions. The more detail, the better!
7. Begin the interview with a “warm-up” question—something that the respondent can answer easily and at some length (though not too long). It doesn’t have to pertain directly to what you are trying to find out (although it might), but this initial rapport-building will put you more at ease with one another and thus will make the rest of the interview flow more smoothly.
8. Think about the logical flow of the interview. What topics should come first? What follows more or less “naturally”? This may take some adjustment after several interviews.
9. Difficult or potentially embarrassing questions should be asked toward the end of the interview, when rapport has been established.
10. The last question should provide some closure for the interview, and leave the respondent feeling empowered, listened to, or otherwise glad that they talked to you.

Source: Harvard University, 1970, p. 4/4