MASTER THESIS

THE CHALLENGES OF MULTILINGUAL AND INTERCULTURAL TEAM COLLABORATION
A case study of KAM organization

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Theses guidelines

Objective:
The aim is to find out whether knowledge of the Czech language can influence the work and integration in the organization.

The topic takes into account the dimension of multilingual (and thus multicultural) cooperation in culturally mixed teams, based on the example of a Christian Non-Profit Organization. It may reveal the specific mechanisms of multilingual team collaboration. This research will be focused on the challenges of multilingual and intercultural team collaboration. Some elements to discuss would be also question of integration completed by questions concerning language policy(competences) and intercultural challenges in that particular context.

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Methodological approach:
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The core is the qualitative research based on interviews. The methodologic procedure is as follows:
- Theoretical background
- Data collection
- Data analysis
- Results
- Proposals and conclusions

Framework structure:
1.Introduction
2.Theoretical part
3.Research methodology
4.Empirical part
5.Discussion
6.Conclusion
7.Summary
References
Annexes

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Adair, W.L., Hideg, I., Spence, J.R. The Culturally Intelligent Team: The Impact of Team Cultural Intelligence and Cultural Heterogeneity on Team Shared Values (2013) Journal of Cross-Cultural Psychology, 44 (6), pp. 941-962.

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Acknowledgements

Abstract

This master thesis examines challenges of intercultural and multilingual team collaboration using the example of Christian non-profit organization – Křesťanská Akademie Mladých (KAM).

Qualitative guided interviews with its American workers were used to collect data that provided information on various aspects of intercultural and multilingual team collaboration such as challenges, communication, multilingualism and interculturality in the organization. Subsequently, a qualitative content analysis was used to evaluate the data, which led to conclusion that one of the biggest challenges for the American staff of this organization is the Czech language. In terms of longevity, quality of work and life in the Czech Republic, it is extremely important to learn the Czech language.

Keywords: team collaboration, multicultural teams, interculturality, multilingualism, culture, communication, challenges, second culture

Content

1 Introduction

One of the biggest challenges in modern organizations is managing diverse work groups (Harrison et al. 2012, p. 1029). On the one hand, diverse teams can be especially useful in complex, dynamic, and uncertain task environment that require teams to balance quality and speed, and long-term and short-term perspectives (Mohammed and Nadkarni 2011, p. 491), but on the other hand, diverse teams can face several challenges related to different cultures or languages. Cultural differences in communication styles can make communication in culturally mixed teams more complicated than e.g., in the same culture groups (Yuan et al., 2019).

The research will be conducted on the example of a Christian organization located in the Czech Republic called KAM. The Christian Academy of Youth (KAM) is a non-profit organization focused on working with youth throughout the Czech Republic. It has been operating since 1997 and its main goal is to prepare, inspire, train and coach young leaders in the church environment. This goal is realized in close cooperation with church institutions through a wide range of programs and activities. As a certified organization to provide universal primary prevention, it also works in primary and secondary schools. KAM is also a member organization of the international Josiah Venture (JV) group, which operates in 16 Central and Eastern European countries united by the same mission in youth work (O NÁS). A significant portion of the workforce in this organization is American. For this reason, we will focus on team collaboration in this specific organization. Because I would like this work to serve as feedback for the organization itself and the fact that KAM is currently trying to encourage Americans to gain some proficiency in the Czech language by a given time, the following two research questions will be investigated and answered in the practical part of the master's thesis:

1. What are the biggest challenges for American workers of KAM (Křesťanská Akademie Mladých) organization?
2. And what impact can proficiency in the Czech language have on their work?

In order to answer these research questions, the theoretical part will be dedicated to the definitions of terms related to the chosen research topic, challenges of team collaboration, communication styles, multilingualism and the place of interculturality in

organizations. Then, six interviews will be conducted with some selected American employees of this organization to find answers to the research questions through their personal and professional experience. The answers of the interviewees will be compared and presented in "Results". The conclusion of the study will be presented in "Discussion".

2 Literature Review

The theoretical background should explain the basic concepts and theories related to team collaboration and its multilingual and intercultural aspect. Using these theoretical foundations, we will be able to compare in the empirical part whether this information can be applied to our research.

2.1 Definitions of Terms

In this chapter, terms related to the chosen research topic will be defined and explained. In addition, it will be explained which interpretation of terms will be used in the context of this thesis.

2.1.1 Non-profit Organizations

Defining a non-profit organization can be quite difficult, the reason given by Dart (2004) is the fact that there are many non-profit organizations that undertake profit-making activities. Steinberg and Weisbrod (2018) call them hybrids because they are private, but they have restricted ownership rights. *"A nonprofit organization is, in essence, an organization that is barred from distributing its net earnings, if any, to individuals who exercise control over it, such as members, officers, directors, or trustees."* (Hansmann, 1980, p. 838). They provide services but also create opportunities for collective action *"for the mobilization of disadvantaged"* or for *"the expression of diversity"* (Ott and Dicke, 2006, p. 147). The non-profit sector started to grow rapidly after the second world war. In 1984, these organizations generated 5.6 % of national income and 9.5% of employment in the United States (Dimaggio and Anheier, 1990, p. 138). Non-profit organization's origins transcend political, cultural, and religious boundaries (Powell, 2006, p. 971) and its subsectors of non-profit economy differ considerably (e.g., religion, human services, health, education, youth, arts and culture, environment, international, and public benefit). They might also rely on different levels of volunteer time and charitable donations from different individuals (Van Slyke and Johnson, 2006, p. 469). In the Yale Law Journal (vol. 89), nonprofits are divided into two categories: Donative and Commercial. Donatives are those, which receive most or all their income in the form of donations or grants. Good example for this category can be the American Red Cross. Whereas commercial would be called nonprofits which receive the bulk of their income from prices charged for their services (Hansmann,

1980, p. 840). However, many nonprofits might face a problem of financial sustainability, which is critical to its effective organizational performance, quality of programs, services delivered to clients but also to government policy makers, and managers (Van Slyke and Johnson, 2006, p. 467-468). That is the reason why so many non-profit organizations need to look for alternative and creative options like e.g., fundraising. (Brands and Elam, 2013). Non-profit groups often require continual strategies assessment in order to maintain efficient provision of their services. Not-for-profit managers can use management strategies originally developed for profit making corporations, which is largely beneficial. So many today's business graduates are active in the non-profit sector during the course of their careers like administrators, directors or highly trained volunteers. This their private sector experience can highly contribute to their performance. This concept of strategy can equip them with a common tool, or language which might be helpful for the subsequent evaluation of organizational needs and identification of future needs (Hatten, 1982, p. 89-90). Work in any organization often requires working in a group.

2.1.2 Work Group & Team

Nowadays, group work is a very common method. Authors such as Alderfer (1977) or Hackman define it as following: *"A 'work group' is made up of individuals who see themselves and who are seen by others as a social entity, who are interdependent because of the tasks they perform as members of a group, who are embedded in one or more larger social systems (e.g., community, organization), and who perform tasks that affect others (such as customers or coworkers)."* (p. 308-309). A link between the individual and the organization is created by task groups. Whether the group is effective or not shows us its performance and satisfaction. However, in addition to performance and satisfaction of group-member needs, the group effectiveness includes also the ability of the group to exist over time. The prerequisites for effective group work are good decision-making skills, and communication with external groups with which they are interdependent. Each of group members bring different levels of experience to the task (Gladstein, 1984, p. 499-501). One of the characteristics of groups of two or more people is diversity. Usually, it refers to demographic differences of one sort or another among group members (Ely and Thomas, 2001, p. 230). Fredrich Nietzsche said: "Madness is the exception in individuals but the rule in groups". This old claim come

even more pertinent in today's organizations as dependence on work in groups is increasing. Therefore, careful coordination and awareness of the potential for increased unpredictability is needed (Lau and Murnighan, 1998, p. 325). In 2001, there was research done by Ely and Thomas, identifying three different perspectives on workforce diversity. These three perspectives are: the integration-and-learning perspective, the access-and-legitimacy perspective, and the discrimination-and-fairness perspective. Each of them had a different implication for a work group's ability to realize the benefits of its cultural diversity. All three perspectives were successful because they motivated managers to diversify their stuff, but only *"the integration-and learning perspective provided the rationale and guidance needed to achieve sustained benefits from diversity"* (Ely and Thomas, 2001, p. 229). Relationship among group demography, social integration of the group, and individual turnover may also have an impact on the working group. Results of research made by O'Reilly, et al. (1989) show us that heterogeneity in group tenure is associated with lower levels of group social integration, and thus associated with individual turnover. It means that if there is a more distant climate in group, its members are more likely to leave. To regulate and regularize group members' behavior, we need to adopt some group norms, which can be basically called "informal rules". These rules have often a powerful, and consistent, influence on group members' behavior (Feldman, 1984, p. 47). It's likely that with the term workgroup, many of us will think of the word 'team'. So, what does the word "team" mean and how does it relate to a work group?

For more than a decade, there has been a growing interest in groups and teams in psychology. In the argot of organizational psychology, word "team" has for the most part replaced "group" (Guzzo and Dickson, 1996, p. 309). Some authors like Guzzo and Dickson (1996) use labels 'team' and 'group' interchangeably in view of the fact the word "group" predominates in the research literature. We can have several definitions of team. E.g., Katzenbach's and Smith's (1993) claim that groups become teams when they develop a sense of shared commitment and strive for synergy among members. While working in teams, team climate can play an important role and have a direct impact on team members' creativity. Zhu et al. (2016) conducted research concerning relationship between micro (intrinsic and extrinsic motivation) and molar (team climate) variables with manager-rated creativity of R&D employees. The result of their research showed that also a collaborative team climate, and extrinsic (inner) motivation can

positively influence relationship with creativity which might be important for a teamwork (Zhu et al., 2016, p. 2094). Each team usually has a leader. The role of a team leader is to schedule deadlines, synchronize team member behaviors, and allocate temporal resources (Mohamed and Nadkarni, 2011, p. 490). Team leader can be a key player for setting a team goal orientation and performance improvement. Team goal orientation is a key variable of team performance, but it must also be added that one critical mediating variable for both is team self-regulation. According to some recent studies, this theory of team goal orientation and performance applies to teams as well (Mehta et al., 2008, p. 1026). In this thesis the terms team and workgroup will be used interchangeably.

2.1.3 What is Culture?

The concept of the culture might be difficult to grasp and that's mainly because numerous definitions of culture have emerged: "*The collective programming of the mind that distinguishes one group category of people from another*" (Hofstede, 1993, p. 89). House et al. 2004 (p. 15) defines culture as "*shared motives, values, beliefs, identities, and interpretations or meanings of significant events that result from common experiences of members of collectives that are transmitted across generations*". However, scholars do not agree on a uniform concept of it. Definitions and assumptions about cultures ranges from concept of nation to individualism or power distance (Tsui et al., 2007, p. 430). Culture was created and developed in the context of socialization, and thus includes multiple cultures and identities. To put it simply, every single individual is shaped by socialization and enculturation during their life's, therefore grasping a certain space of experience of it is better than reduction of culture to a nation or ethnic group (Barmayer et al., 2021, p. 32). In Baymayer's (et al.) book of *Constructive Intercultural Management*, the author states that focus on understanding and functioning of culture in intercultural management can positively influence its organizational development. Culture can be also considered as a system of values, meaning system, and a solution system. And hence, if working in an international team, the following question may be on point: To what extent culture affects the thinking, feeling and acting of individuals, and to what extent they are typical representatives of their culture? Awareness of the impact of culture on individuals can be an important tool in overcoming various challenges of working in a multilingual and intercultural

team. Culture assessment has basically two approaches: culture-centered (uses qualitative method and is derived from cultural anthropology) and personality centered (uses quantitative method for identification and description of a culture) (Lenartowicz and Kandall, 1999, p. 782)

Nowadays, there is a growing number of people exposed to a second culture, therefore, Tadmor and Tetlock, (2006) created a model of second culture exposure.
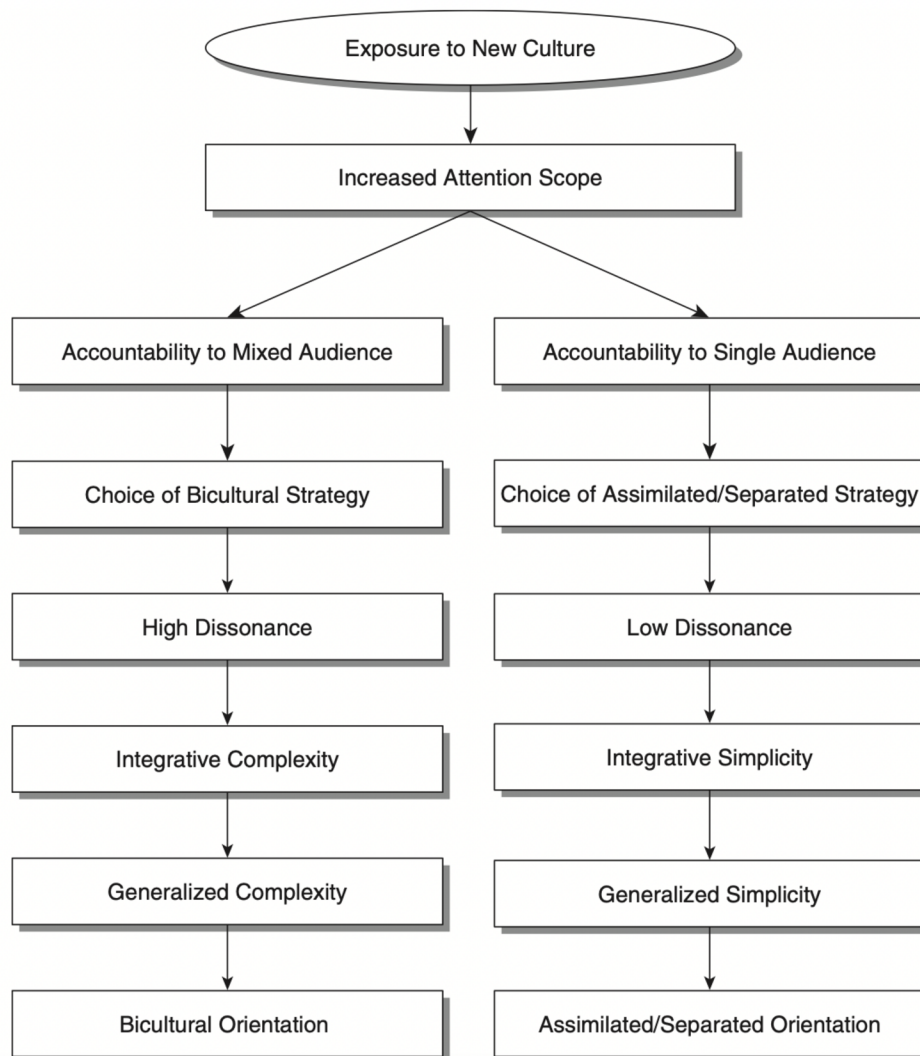
Figure 1 Second Culture Exposure Model (Tadmor and Tetlock 2006, p. 176)

This model consists of 5 steps: During the first step, people start to be aware of value differences between the new and old culture. In the second step, the choice of acculturation strategies is chosen according to a single or mixed audience, and it also depends on the degree of gravitation of people to the values of old culture. The third step of the model explains the dependance on the prevailing type of accountability

pressure, and the dissonance which might people feel between the two cultural value system. In the fourth step we will understand why these dissonance varying levels demand varying levels of integrative complexity in our coping responses. And finally, in the step five is addressed whether modes of resolution could generalize to other domains and discusses how we can achieve an acculturation strategy (p. 175).

In the practical part, we can encounter expression "*third culture*", therefore, we will briefly explain this term, too. With the increase of international business and migration, this new term has occurred (Limberg and Lambie, 2011, p. 45). Third culture individuals (or third culture kids) are used to refer to individuals who have been exposed to various cultural influence during their childhood or adolescence (Barmeyer, 2021, p. 23).

To conclude, awareness of the impact of culture on individuals can be an important tool in overcoming various challenges of working in a multilingual and intercultural team.

2.1.4 Integration

Cronin, Matthew et al. (2011) divided integration into two group: affective and cognitive. "*The affective integration is based on the levels of trust, respect, and liking between team members*" (p. 833). Each of these dimensions contribute to successful functioning of a team. Affective integration views the whole as better than the individual parts and is a part of the group atmosphere. In contrast to affective integration, the cognitive integration is pretty much about incorporation of perspectives of other team members into the one own. It really depends on perspective or framework to interpret an information because if team members have different perspectives, they can interpret the same information as a different knowledge. Therefore, without the common ground, teammates won't be able to create links between knowledge of their colleagues and their own one. Critical about this type of integration is the reality of understanding others without agreeing or having the same knowledge (p. 834-835). Team's behavioral integration means that team's collective behavior can contribute to the positive organizational outcome (Du, Juan, et al., 2022, p. 276). Three key-elements for integration in a team are (1) level of collaborative behavior, (2) quantity and quality of information exchanged, and (3) emphasis on joint decision making (Simisek, Zeki, et al., 2005, p. 69).
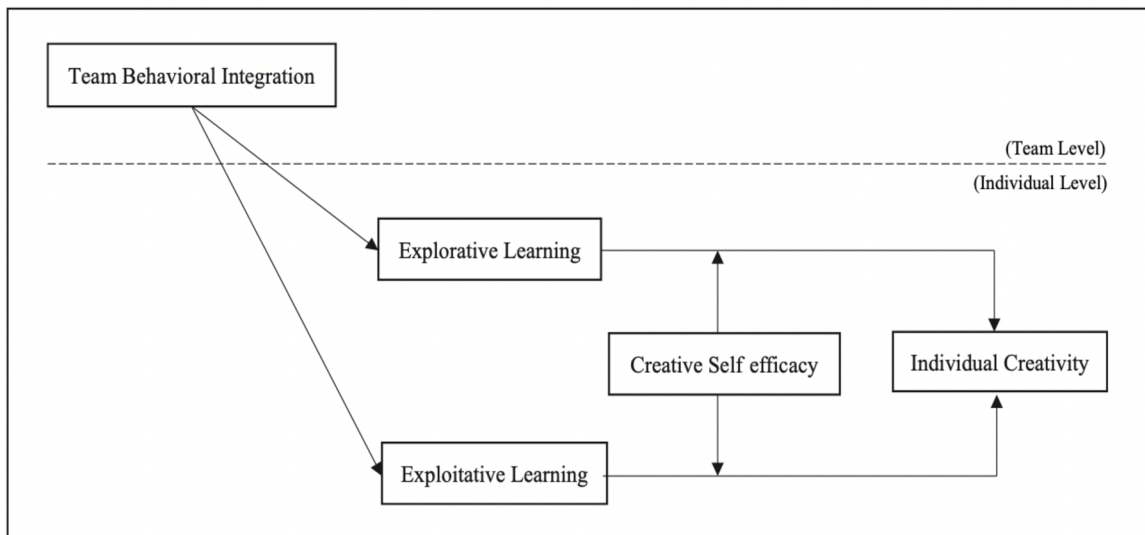
Figure 2 The theoretical model (Du, Juan, et al. 2022, p. 277)

How much proficient we are in a foreign language (if we are in an intercultural team) also plays a big role in integration.

2.1.5 Language Proficiency

Proficiency movement share common beliefs about the nature and purpose of foreign language learning in school. Kramsch (1986) calls the first language is a functional tool, the second language is a bound to its situational context, and the third language proficiency is a marketable skill. Accuracy can be tested through e.g., oral interviews and measured in comparison with an educated native speaker. Strong grammatical skills would differentiate learners who has a formal training from those who picked the language on the street. Function, content and accuracy are important at all levels of learning and will help learners to function well in the real-life contexts (p. 366). Boyle (1987) states there is a clear link between intelligence, reasoning, and language proficiency. As the language development is dependent on mental development, there must be a close connection between these two. Therefore, he conducted research in which he addressed whether reasoning, and intelligence can be distinguished from general language proficiency (p. 277). The results of his research showed that inductive reasoning tested with symbols (rather than with words) is distinguishable from language proficiency. However, the conductive reasoning is a central part of intelligence, therefore his experiment provides clear evidence that language proficiency is indistinguishable from intelligence. One should not forget that one of the factors

influencing learning process is culture (Smolcic and Arends, 2017) but in terms of learning methods, group work is highly recommended by methodologists in the second language classroom because it increases language practice opportunities, improves the quality of student talk, promotes a positive affective climate, and helps individualize instruction. For some types of learners, it can be highly motivating (Long and Porter, 1985).

2.2 Challenges of Team Collaboration

In intercultural collaboration, different challenges can be encountered. Because of different cultural background, people may lack a common knowledge about which social cues signal competence. Therefore, group members should establish common ground in understanding expertise cues to avoid misjudgment of colleagues from a different culture (Yuan et al., 2019, p. 239). In this chapter, we look at some typical challenges that foreigners may face when they come to work in another country.

2.2.1 Culture Shock

Furnham (2010, p. 87) claims there are some disputes and debates concerning who developed this concept and when this occurred. Many researchers have tried over the years to refine the definition with the help of very specific psychological factors that create the experience. There are several ways in which culture shock can be perceived. It can be seen it as a loss of one's culture, a marker of moving from one culture to another, and as a resocialization in another culture. Unfortunately, for some people it can be a "hurtful surprise" during their travels. The reason Ward (2001) cites is lack of social and behavioral skills of the new society. *This creates barriers to effective communication between visitors and host and sows the seed for a vicious circle of misunderstanding, friction and hostility.*" (p. 69). For the last 50 years, the popular media has been full of references to this topic. Even though people might recognize it immediately, they are surprised by it anyway (Furnham, 2010). Some researchers were creating different sorts of models to help them predict, who suffers most from culture shock. However, the most sophisticated model has been created by Zhou et al. (2008, p. 65-67). They proposed three contemporary theories for this area:

- Stress and Coping (necessity of developing coping strategies which will help to cross-culturally travelers dealing with stress and be more resilient).

- Culture Learning (necessity of learning culturally relevant social skills in order to survive and thrive in a new setting).
- Social Identification (which is important for cross-cultural transition involving changes in one's cultural identity and intergroup relations).

Cross-cultural transition and adaptation can be divided into four categories according to Oberg's classification (1960):

1) "The honeymoon" – at this stage, one can experience initial reactions of euphoria, enchantment, fascination, and enthusiasm
2) "The crisis" – for this phase are characteristic feelings of inadequacy, frustration anxiety and anger
3) "The recovery" – crisis resolution and culture learning
4) "Adjustment" – this stage reflect enjoyment of an individual and his functional competence in the new environment

2.2.2 Language Use

Language issues is something, what many companies must deal with every day. However, how they do so, is still largely absent from the literature (Tenzer et al., 2014). Language and culture are closely linked to each other, but it is still necessary to investigate and theorize language diversity separately, because language use of individuals differ (Blume and Board, 2013). Language diversity does not have to necessarily lead to a language barrier, it all depends on interlocutors' proficiency levels. So many studies in this area focus rather on the disruptive effects of language diversity and tackle it as a barrier. Nonetheless, language barrier can be a result of lower social integration, reduced knowledge-sharing or power-authority distortion (Tenzer et al., 2014, p. 509). In this study, we will use a concept of language barrier as an obstacle to effective communication.

Effective language management can be crucial for successful operations of contemporary multinational organizations. Kulkarni (2014) said in her research paper that multilingualism "open doors and hearts" for smooth organizational work. Host country employees in multinationals must face challenge of trying to grasp the functional language in the organizations in order to be engage well in activities. Foreign employees are expected to use the foreign language during meetings, to understand

different policies, to read documents and write reports etc. It is not a surprise that all of that depends upon employees' adoption of the foreign functional language. However, the willingness of language adoption may often differ from individual to individual. The reason might be different linguistic identity which forms part of every individual's social identity. A proper understanding of the linguistic identity of employees is an essential component for the development of a language policy in organizations. With the choice of unsuitable language comes the risk that employees would feel isolated and undermined. These two factors could render them ineffective in workplace communication (Bordia S. & P., 2015, p. 416).
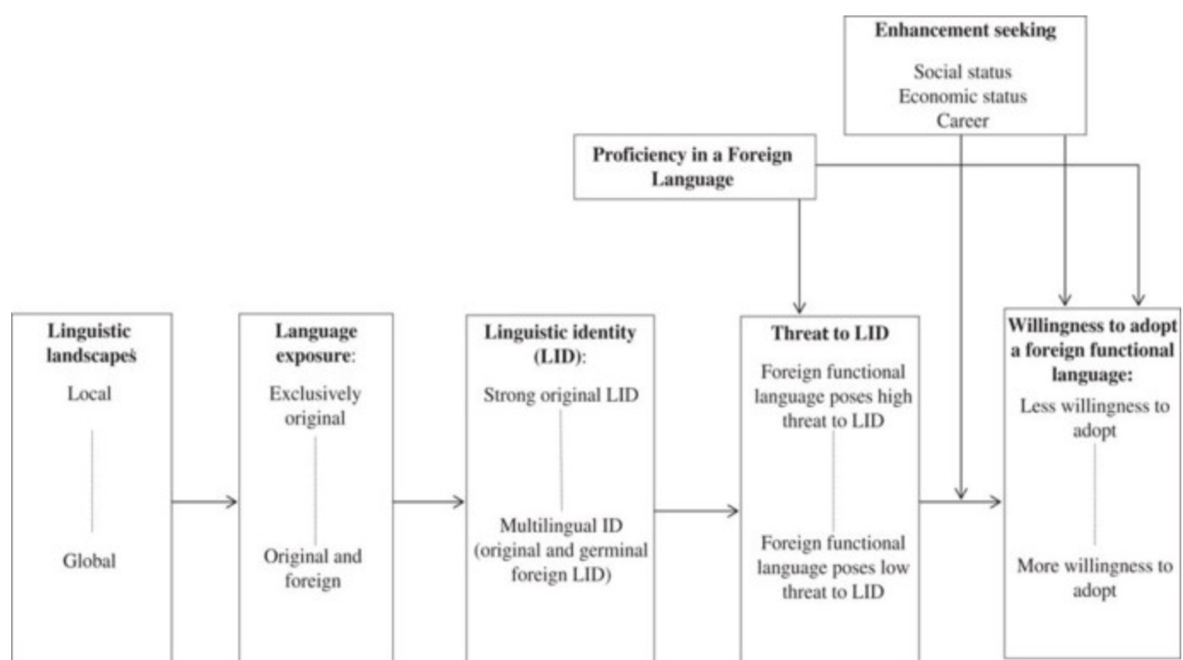
Figure 3 Model of employees' willingness to adopt a foreign functional language (Bordia S. & P. 2015, p. 419).

2.2.3 Feeling of Exclusion

While trying to integrate into a new team, feeling of exclusion due to lack of language knowledge (or any other factors) may appear. Sarah Ahmed (2004) is of the opinion that emotions play a crucial role in the surfacing of individual and collective bodies. Feeling excluded has a strong link with anger (Debono, Amber et al., 2020, p. 66) and can lead to feeling both disliked and disrespected. Seyfert (2012) mentions three theories concerning affects and each of them attributes to different bodies or qualities. Firstly, in

combination with emotions which are located together with affects within an individual subject or body. Secondly, affects can be collective or atmospheric forces that operate external to the body. And finally, the third one describes affects as some effects of interactions between encounters of individual bodies (p. 28). Pfundmair et al. (2015) claim that need to belong is as basic as hunger or thirst to our body. The importance of being included is universal to every single culture (p. 80).

2.2.4 Problem Solving

Problem solving is relatively new area in cognitive psychology. However, research and theory concerning human problem solving has a long history (Tallman et al., 1993, p. 157). Already Aristotle in ancient Greece taught his student heuristic[1] procedures for thinking through problems (Flower and Hayes, 1997, p. 450). As Albert Einstein said: "The important thing is not to stop questioning." While trying to handle a problem, trust can facilitate interpersonal acceptance and openness of expression. Otherwise, mistrust could evoke interpersonal rejection and arouse defensive behavior. If we want to solve a problem effectively, some interpersonal trust will be required (Zand, 1972, p. 229). Problem solving can be confounded with learning, thinking, decision making, task performance, coping, communication styles or information processing. These elements make it more difficult to distinguish whether a team is engaging in problem solving. Tallman et al. divided problem-solving research and theories into three broad categories, and each of them concerned different behavioral processes and outcomes. The first category focuses on mechanisms which could help eliminate stressors affecting individual's life. Problem solving is thus seen as part of the more general process of coping. The focus of the second group is conflict resolution, which requires interpersonal and intergroup reactions analysis. Several conditions and situations are included in this group e.g., zero-sum or mixed-motive games, and communication in close interpersonal relationship. This category emphasizes actor's abilities to account for the motives or actions of others. The third category's approach reflects the influence of cognitive psychology. Actors' abilities to comprehend critical aspects of problem are emphasized. Therefore, cognitive psychologists who are engaged in problem solving concentrate on information processing explanation (Tallman et al., 1993, p. 157-158).

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[1] Heuristic solutions (=try problem solving) are often only approximate, based on educated guesses, intuition, experience, or simply common sense.

2.3 Communication Styles

Communication in purely linguistic terms could be formulated as follows: *"Communication is traditionally referred to as the exchange of values (information) between individuals through a common system of symbols (signs), linguistic signs, in particular"* (Bittner, 1998, p. 112). However, intercultural communication differs because the subjects of intercultural communication enter the communication process with different, culturally determined cognitive and emotional structures, with different ways of perceiving and evaluating reality. The specificity of languages, cultures, mentalities and value systems play a major role here (Průcha, 2010, p. 17). There are so many ways to describe communication. E.g., Hans and Hans put it into three step process of thought, encoding, and decoding (2014, p. 72). The reason why some discrepancies can occur during this process is, for example, when the "source" wants to transmit an idea or a though, decoding with the help of words and symbols is necessary. Subsequently, this message is forwarded to "the receiver" who decodes it according to his understanding. However, disruption might complicate this whole process and the result would be a decoded message which differs from the initial thought or source. For this reason, communication should be clear and understandable.

2.3.1 Communication within the Consortium

People can communicate with each other formally or informally, and visually or digitally. (Hans and Hans, 2014, p. 72). Formal communication has rules, regulations or norms (Cheney, 2011, p. 41) and is used in order to solve more complex problems or to inform about situation by means of reports etc. Rajkumar (2010) divided communication in project management up as external and internal. In internal communication, we would include team members who communicate with each other. While external communication is with people outside the team/organization and communicates information about the project publicly. The complete opposite is informal communication, which is not governed by any clear rules and is often done verbally. It is more natural and enriching for organization (Cheney, 2011, p. 95).

2.3.2 Agile Methods

Project-based work is often linked to modern knowledge work with agile methods on rise as an example of typical post-industrial form of work organization. This form of

work has evolved since the mid-1990s as an alternative solution for traditional "heavyweight" methods (Lee and Xia, 2010, p. 89), and has been expanding rapidly with a high satisfaction. Agile project management *"is an iterative approach to managing software development projects that focuses on continuous releases and incorporating customer feedback with every iteration"* (ATLASSIAN Agile Coach). It may be associated with stress, but they also have four forms that avoid typical project management stress. The first advantage of these methods is the short iteration cycles that allow users to see early demonstrable results. This prevents major failures and creates the possibility of frequent success experiences. The second plus is planning within the actual iterations, which allows the team to see how much work can realistically be achieved. It creates the potential for regeneration phases that are protected from external demands. Subsequently, thanks to these methods, teams are largely freed from controlling and monitoring requirements which gives them opportunity to focus on core work and experience of utility value contributed by individual work. Lastly, work-related meetings are limited to short periods and delegate higher-level coordination outside the team which creates a relief from external communication efforts. One of the most prominent methods is Scrum which can be seen as a management framework used for complex projects. Scrum process has three principal elements: three roles (product owner, team and ScrumMaster), four meetings (sprint planning, daily Scrum, sprint review and retrospective) and four artefacts (user stories, product backlog, sprint backlog and burndown chart (Pfeiffer et al., 2019, p. 20-23). The way Scrum works is that a team of ten (or fewer members) divide work into weekly/monthly goals and complete the task in time boxed repetitions, then they track their progress and reorganize themselves in daily Scrum which is a name for their meetings (Cluster, 2019, p. 41). Nowadays, it is no exception that teams use different communication tools and software to help them perform more efficiently.

2.3.3   Use of Communication Tools & Software at Workplace

One of the tools employees are likely to use to communicate with their coworker, customers and colleagues is e-mail. This kind of communication is flexible and asynchronous. Byron (2008, p. 309) states that e-mail proliferation can be also challenging and harmful for relationships at work because emotions are difficult to accurately communicate via e-mail. Even though e-mail and other communication

technologies gives us control over work, it can also contribute to overload. People send e-mails, because it is relatively costless to make requests for them. However, it diverts attention away from the tasks and interrupt concentration of workers. A piece of advice given to those, who need to reduce communication overload is typically to regain control by deploying a technology's material features more effectively. For example, using e-mail filters might be helpful (Barley et al., 2011, p. 887-888).

Organizations invest into communication technologies because they want to facilitate communication for their employees and enhance job performance. Today, many organizations and companies are using various project management tools (e.g., Asana, ClickUp, Monday, etc.) to help them track how they are performing their tasks. The ability to meet through online conferencing (Zoom, MS Teams etc.) is also a great advantage where one saves not only time but also money. Social media such as Instagram are also used extensively and help with external communication and awareness. Yet, research related to technologies impact on job performance has been limited (Zhang and Venkatesh, 2013, p. 695).

2.4 Multilingualism in Organizations

Language acquisition is a process that humanity has been contemplating for decades. Learning a foreign language is influenced by various external factors such as the social, economic and political situation in a given cultural context. In Europe, the EU requirement that every individual should know at least two foreign languages in addition to their mother tongue could be described as an external factor (Janíková, 2013, p. 15).

Languages in organizations are diverse and multifaced, and it is the cultural diversity which determines the extent of linguistic diversity in companies (Barmeyer, 2021, p. 142). In addition to all of this, there is not only combination of different national languages, but also dialects, regiolects and sociolects etc. and all these languages are influencing each other. Lo Bianco (2014, p. 312) claims language communication is widening, deepening and speeding which results in globalization (p. 312). Barmeyer (2021) classified multiple layers of language into four categories: National and regional languages, Organizational (or corporate) language, Professional language and Team Language.

The most significant types in organizations are "*National and regional languages*". It is often the case that multinational companies tend to introduce English as a common 'standard' corporate language, but most companies stick to the language of the country where they are located. Colleagues and different business partners usually stick to a national language as a means of everyday communication. Nevertheless, an interesting phenomenon might be organizations which are regionally embedded, because their organizational language is strongly influenced by the local culture and language.

For "*Organizational (or corporate language)*" are typical abbreviations and acronyms. This kind of language is often used for faster and more efficient communication between colleagues and can reinforce organizational identification which leads to improvement of formal and informal communication. The only downside may be that it can make it difficult to integrate new members who are not familiar with different acronyms and meanings.

"*Professional language*" includes professional expressions, specific vocabulary that are used in a domain-specific way. Typical example could be language of computer scientists, researchers etc. The last category is "*Team language*" which is created in groups of people working together. In intercultural teams, this layer of language can play an important role, because it can accelerate socialization and positively influence a hybrid team culture. However, this only applies if all members have the same level of language skills (p. 143-144).

2.4.1 Language Choice

Multilingual organizations can adopt different language choices, which influence their collaboration and performance. Several Countries have bilingual populations and many of them are fluent in at least one foreign language (e.g., people in Belgium are often fluent in at least one local language and on the top off that in a foreign language like English.) This leads to additional complexity in case bilingual format is used (Krishna, Aradhna, et al., 2008, p. 692). We will look at a language choice from the perspective of three types of organizations.

In *Ethnocentric organizations* may decide for top-down introduction of lingua franca which is usually language of headquarters or stakeholders, or they can opt for a third language such as English. It is important to mention that these organizations do not

become monolingual with an introduction of an organizational language. The top-down approach is supposed to assure a certain resistance.

Polycentric organizations can opt for a choice which is sensitive to different cultures and thus several languages within organizations (multiple local languages included). The positive thing about it is the desired language flexibility for intercultural teams.

Geocentric organizations have quite opposite approach from the Ethnocentric ones. They opt for bottom-up approach and the language use is constantly negotiated by employees. In this case multilingual franca is introduced. A good example could be Switzerland which is well-known for its multilingualism (Barmeyer, 2021, p. 144-145)

2.4.2 Translation in Multicultural Work Setting

"Translations is an act of articulation that takes place in the social topos of difference or incommensurability" (Sakai, 2006, p. 71). Linguistic diversity might lead to a number of challenges in multilingual organizations (Bernaerts, 2021) because meanings are shaped by cultural, institutional and linguistic influences. To interpret and decipher meanings correctly, we need to be sensitive to context and intercultural experience. Transferring logic of a mother tongue to other languages is a form of ethnocentrism called "lingo-centrism". In order to deal with translations constructively, a shift from technicist view, based on the lexical transfer of meaning to a more contextualized approach that considers translation as a process of intercultural interaction is essential. The main three reason why translations can be challenging are: 1) ambiguities, 2) interference between languages and 3) lack of equivalence. Artificial intelligence has recently been very useful in addressing these challenges. With DeepL or Google Translate, texts can be translated within second. However, documents can be translated in a wrong way and reflect the logic of the original language (Barmeyer, 2021, p. 148-149). For the sake of overcoming this kind of challenge, individuals have to possess language skills and cultural knowledge and sensitivity.

2.4.3 Language Training

Everyone is born with the ability to learn its first language with a certain degree of success. An important influencer might be the fact people are growing up in a community in which they have to function through language, and with rules imparted in everyday life. However, this does not apply to learning a second language. It's a well-

known fact that some people are better at it, and some are less good at it (Rubin, 1975, p. 41). That does not change the fact that organizations should invest into language training of their employees. There are plenty of possibilities and access to language courses is easy nowadays. An employee can go to a language school or do an online course from home, which saves a lot of time. Barmeyer (2021, p. 152) states high level of language skills among leaders can also help to build trust with their employees from different culture and gives a positive image of leaders abroad.

2.5 Place of Interculturality

Term "interculturality" refers to *"the relations that exist within society between diverse majority and minority constellations that are defined in terms not only of culture but also ethnicity, language, religious denomination, and/or nationality."* (Dietz, 2018, p. 1). With the late 20th and early 21st century came unprecedented changes as the volume and speed of global flows of people and information (Gu, 2009). As a result of internationalization and globalization, an increasing number of organizations work with intercultural teams. Team members have to collaborate under pressures, and they need to fit the VUCA (Volatility, Uncertainty, Complexity and Ambiguity) environment. As team members have often different common knowledge and experience, it can be beneficial but also risky for the teamwork. Therefore, intercultural teams can be highly effective or ineffective - depending on the task and management (Barmeyer, 2021, p. 105). Interculturality can lead to complementarity and synergy when managed in an appropriate way.

Dietz (2008) divided interculturality into two categories: functional and critical. Functional interculturality uses intercultural competences as tools for increasing tolerance, mutual understanding and empathy with others. Its aim is to improve social relations and identify individual features (e.g., lack of competencies) as causes for exclusion and discrimination. In this way, functional interculturality will provide excluded minority with the necessary tools for competing in labor markets, whereas critical interculturality's competences are received through anti-discrimination, consciousness raising, and dealing with conflict. It deepens our understanding of inequalities in history and identifies collective actors transforming asymmetrical relations (p. 2).

2.5.1 Three-factor Model

This model differentiates factor of intercultural interaction situations: a) actors, b) cultures and 3) institutions.
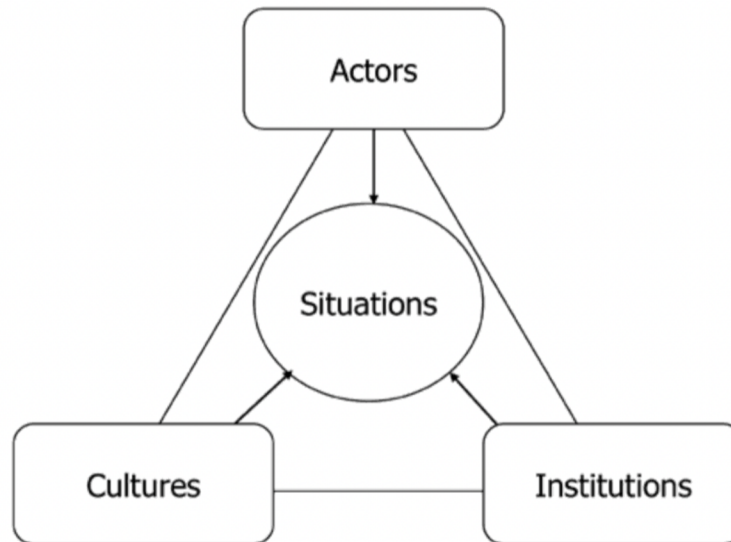
Figure 4 The three-factor model (Barmeyer 2021, p. 66)

All those three factors are influencing intercultural situations. For example, in culturally mixed teams, certain behavior can cause surprise, annoyance or irritation, and that is the reason why the three-model relativizes the influence of national culture. For constructive interculturality, it is important for organizations to analyze interaction of the three elements with each other from different perspective. According to Barmeyer (2021), intercultural situation should be always considered with actors and institutions.

2.5.2 Critical Incidents

Also called "critical interaction situation" is an "*event when misunderstandings arise between interaction partners in intercultural encounters*", usually because differences such as diverging norms, interpretation or value system (Barmeyer, 2021, p. 72). These kinds of conflicts are usually unintentional and reasons behind them are initially explicable. It is a starting point for personal development and intercultural learning (p. 73). Jehn (1995) conducted research with 105 work groups where he examines whether conflict can be beneficial. Results showed it depends on the type of conflict and the structure of the group. Conflict is something inevitable, and its forces are only in part

subject to control by the groups or organizations (Thompson, 1960, p. 409). However, with certain tools e.g., intercultural training, we can avoid unnecessary incidents.

2.5.3 Intercultural Competence and Cultural Intelligence

Interaction with people from different background in organizations may require intercultural competence. It is the ability to understand the values, ways of thinking and behavioral patterns of individuals from other cultures, to communicate transparently and try to think about alternative solutions (Barmeyer, 2021, p. 172). Development of this competence requires affection (attitudes, values and sensitivity), cognition (terms, knowledge and understanding) and behavior (skills, aptitudes and actions). These elements are mutually dependent and when we use them simultaneously, they can become a mega competency and will lead to effectiveness and adaptation to a specific situation and context.

Bennett (1986) developed a model of intercultural sensitivity. This model has two stages: ethnocentric and ethnorelativist. During the first (ethnocentric) stage, an individual has to deal with denial of difference, defense against difference and minimizations of difference. Then he can proceed to ethnorelativist stage containing acceptance of differences, adaptation of difference and finally integrations of differences. This model can be used, when we want to determine, to what extent individuals already gained intercultural sensitivity.

Cultural intelligence refers to "*multiple abilities which enable individuals to adapt to different cultural contexts.*" (Barmeyer, 2021, p. 177), and it is composed of four elements: Cognition[2] (which is needed to acquire declarative and procedural knowledge), metacognition[3] (concerning cognitive strategies), Motivation (which we need to put our knowledge into action) and Behavior (because knowledge is not sufficient and has to be applied in reality) (p. 177-178). Thanks to cultural intelligence, individuals can find their way in different cultures.

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[2] The mental action or proces of acquiring knowledge and understanding through thought, experience and the senses (Oxford Languages and Google).

[3] Awareness and understanding of one's own thought processes (Oxford Languages and Google).

2.5.4 Intercultural Training

The aim of intercultural training is to prepare individual for intercultural work in order to avoid role conflicts between the new and the home cultures, and to help people to cope with unexpected events in a new culture. If an individual is overwhelmed by s new culture, it might enable him to perform his duties well (Earley 1987, p. 685). Organization of intercultural training programs is usually performed in the following steps: 1) Analysis of company situation, 2) training program proposal, 3) implementation of training sessions and 4) training program evaluation. During intercultural training, three elements need to be considered: Goals, methods and learning outcomes (Barmeyer 2021, p. 180-181). The main goal of the training is to prepare people for different intercultural situations but also to help them avoid critical incidents.

Tung (1981) provided a classification for intercultural training methods: 1) area studies, 2) culture assimilator, 3) language preparation, 4) sensitivity training, and 5) field experience. These methods are supposed to be complementary and a part of continuum (p. 70).

3 Methods of Data Collection

Venkatesh, Viswanath, et al. (2013) see diversity of methods as a major strength of research (p. 21). In this chapter, we will explain the starting point of the research, its goal and external circumstances, and the reason why certain methods were chosen. Subsequently, the conception of the questionnaire, the sampling and execution of interviews will be described. Also, the explanation of the approach regarding the evaluation of the qualitative interviews will be provided.

3.1 Aim and Circumstances of Data Collection

The research is conducted on the example of a Christian organization located in the Czech Republic called KAM. The Christian Youth Academy (KAM) is a non-profit organization focused on working with youth throughout the Czech Republic. It has been operating since 1997 and its main goal is to prepare, inspire, train and coach young leaders in the church environment. This goal is realized in close cooperation with church institutions through a wide range of programs and activities. As a certified organization to provide universal primary prevention, it also works in primary and secondary schools. A significant portion of the workforce in this organization is American. For this reason, I have decided to focus on team collaboration in this specific organization.

KAM is a member organization of the international Josiah Venture (JV) group, which operates in 16 Central and Eastern European countries united by the same mission in youth work. In 2019, I did a summer internship facilitated by Josiah Venture. It was interesting to see how the KAM organization works in terms of team collaboration between Czechs and Americans, for that reason I wanted apply my thesis topic to this organization. In September 2021, I decided to apply for my internship with the desire to collect all the data during my internship. During my interview, the HR manager and I discussed what I wanted to focus on, and she gave me suggestions on who I could work with. KAM is currently trying to encourage Americans to gain some proficiency in the Czech language by a given time. One of the important factors for me was that this work could be useful to the organization itself, so after much thought and research I formulated my research questions as follows:

1) What are the biggest challenges for American workers of KAM (Křesťanská Akademie Mladých) organization?

2) And what impact can proficiency in the Czech language have on their work?

These questions should be answered by Americans working in this organization through qualitative interviews. By already knowing some of these employees personally and doing my internship at KAM should provide me with easier access to the data. This research project is inductive, practice-oriented and adapted over time in terms of content and methodology.

3.2 Qualitative Guided Interview

Research methods can be broadly categorized as quantitative and qualitative (Venkatesh, Viswanath, et al., 2013, p. 22). For this research, I have opted for qualitative guided interviews which are *probably the most widely used method in qualitative research*" (Ritchie and Lewis, 2003, p. 36). Interviewer has an essential role for a qualitative interview and takes on a significant value from the beginning of the process until the end. It is important not to neglect the conduction of the interview itself (Prettto, 2011). Well formulated research questions are a foundation for larger research. Interviews can be guided with a focus group (multiple participants) or as one-on-one conversation. Both methods are similar – researcher is asking questions and participants need to provide answer. Interviews can be divided into two groups: structured ones which are dependent on point-by-point list of questions to be asked during conversations, and unstructured ones, which do not allow strict schedule described above (Aktinson, 2017, p. 67-70). Semi-structured interviews provide views into the complex cognitive links; however, their scientific objectivity is often doubted (Price, 2021, p. 186). Some may argue that telephone mode is not suitable for qualitative interviewing because it lacks face-to-face natural encounter elements important for qualitative data generating. On the other hand, an interview mediated by telephone or other means of communication can save considerable time and it might provide greater anonymity around some topics. Therefore, some qualitative studies do obtain their data through telephone (Irvine et al., 2013, p. 88). Price and Smith states that semi-structured interviews provide us view into cognitive links we as humans have in our mind while processing the world around us (Price and Smith, 2021, p. 186).

3.3 Questionnaire Development

Process of developing a questionnaire can be difficult because questions have to ensure valid and adequate data (Linegang et al., 2001). First of all, it was necessary to create the categories I wanted to touch upon in my questionnaire. These categories include warming-up, challenges, work-context, communication within the consortium, language proficiency, intercultural team collaboration, and finally conclusion. Each category contains at least two questions. The form of the questionnaire was inspired by Helfferich (2014, p. 568) for clarity. The questions were consulted with my supervisor. Knowing how the KAM organization works was a big help for me in creating the questions. I was working on the questionnaire in February 2022.

3.4 Conducting the Interviews

For this research, I have opted for qualitative guided interviews - specifically for semi-direct interviews which means that the interviewee can speak freely but the interviewer guides him and adapt the questions according to the answer received. It turned out to be the right choice because my interview partners are very communicative people. A semi-directive guided interview is appropriate for this research, because it can gain access to the subjective perceptions of American members on teamwork in the culturally mixed teams of this organization.

All interviews were conducted from April 7, 2022, to May 15, 2022, in English since the main language of this thesis is English and because it was easier for the interviewees to express the exact idea in their mother tongue. The interviews were recorded from the first question onwards as the introduction was not relevant to this research. The shortest interview has 00:46:15 and the longest 01:10:00. All interviews together last 344.4 minutes. Interview partners were chosen based on whether they had at least some experience with English camps, because that is the highway, we have already experienced the most. I know all the interviewees personally, either from the summer internship I did in 2019 or they are people I was working with during my internship (from March to August 2022). Interviewees were approached personally and subsequently were sent more information along with a declaration of consent via email or FB messenger. After each interview, a spreadsheet with notes from the field with basic information such as time, location and my impressions were created. It was surprising that all of the interviewees were very good speakers and mostly elaborated on

the topic as much as they could. One interview was conducted in person and the rest via ZOOM. There was a friendly atmosphere throughout the interviews, and it was interesting to listen to each interviewee as these people are or were connected in some way.

3.5 Transcription

The goal of transcription is to produce valid written record of interviews (Graham, 2005, p. 121). All the six interviews conducted were transcribed. Each participant read and signed a written consent to transcribe the interview. Transcription in this thesis means that I wrote down an audio recording in order to reconstruct what has been said. Maintaining quality of transcript is foundational for the validity of data because data with errors may lead to false results. Transcription can be many times taken-for-granted process and even understudied (Clark, Lauren et al., 2017, p. 1751).

For the transcription of interviews, a program called "Ambertranscript" was used. The advantage of this program is that it transcribes the interview automatically. Afterwards, GAT 2 signs for minimal and Basic Transcript were added retrospectively (Gesprächsforschung 12, 2011, p. 37) to make important elements of the spoken language visible through the transcript. The transcription contains loud utterances or linguistic signals, for example word stresses, laughter, or pauses in order to provide inferences about content. Also, repetitive words have been preserved in the transcription. On the other hand, continuers like hmm…. ehm…have often been omitted because some respondents used them automatically and no meaning is attached to them. When it was assumed that some linguistic features were not of great relevance to answering the research question, they were drawn out. For better readability, the interviews are rewritten into larger paragraphs and thus capitalization, punctuation have been preserved. The transcription was done in English, which is the language in which all of the interviews were conducted.

3.6 Qualitative Content Analysis

Good qualitative data must be unbiased. We cannot avoid selectivity, but we need to be aware of how it impacts data collection and credibility of results. In order to develop the awareness, we need to consider tacit and formative theory. *"Tacit theory guide daily behavior, explain the past, and predict what will happen next"* (LeCompte, 2000, p.

146). Its purpose is to avoid bias in data collection, analysis, and interpretation. Whereas formative theories have the same role but are more formal, and they are supposed to help with the development of questions and guide data collection (LeCompte, 2000, p. 147).

Interviews were analyzed and structured by the following topics (see Annexes XIV-LXXXVI):

- KAM organization
- Challenges
- Work context
- Communication within the consortium
- Language proficiency
- Intercultural team collaboration
- Advice to future KAM second culture staff employees

Subcategories are assigned under these categories if the topic was more extensive. The analysis was carried out with the help of a tables containing time, comments, interpretations, and everything that stood out. All interviews are anonymous, and it was decided to use numbers to refer to them. The purpose of the tables was to analyze the texts, gather and summarize information, and prepare for writing up the results.

In the first phase of text analysis, we worked with the text and some passages that are very relevant to this research were color-coded. The aim of this phase was to get a first overview of the material, and therefore all materials have been re-read properly. In the second phase, a table was created that contains four columns: time, topic, subjects covered by the interviewee and comments/interpretation. In the comment's column, I took notes regarding our interpretation. That is, if an idea was repeated in an earlier interview, if the interviewee repeated or emphasized certain words, etc. The results were sorted into the categories mentioned above. The passages used at this stage were color-coded at the beginning and annotated using the notes in the table. The time of the passage is mentioned in brackets. If one idea was repeated, only one example is mentioned, but the interview numbers and times in brackets, when other interviewees mentioned a similar thing, are added. The results of the analysis and transcriptions are presented in the following chapters.

4 Results

In this chapter, results of the qualitative content analysis will be presented descriptively. These results are focused on personal experience and will be followed by a discussion of the current research in a separate chapter. The aim of this chapter is to provide an overview of the aspects discussed in the interviews.

4.1 KAM (Christian Academy of Youth) Organization

All the people interviewed agreed that: "KAM is a training organization in the disciplines of discipleship and evangelism in the context of youth ministry." (Interview_5, 00:00:11). Interviewee_2 even said:" So, I think KAM says that that's what they're about." (Interview_2, 00:02:23). They have different highways of youth work in their organization (English, music, sport, school activities), and they do their work through personal mentoring, coaching, training and conferences.

"So, we do that through:: personal mentoring, coaching h° trainings, different conferences of youth leaders. And then as youth leaders begin to understand those concepts and have the opportunity to analyze and map out where they are strong and where their weaknesses may be lie within their youth ministries. They we then provide opportunities for growth growth plans as well as practical experience in reaching the sectors of people that they would like to do outreach and evangelism." (Interview_5, 00:00:03).

Americans often first come into contact with the Josiah Venture organization before learning more about KAM. "I first heard about (.) Josiah Venture, the like parent organization of KAM back in America, from my youth pastor who had been in turn with KAM °h." (Interview_1, 00:00:45). It is usually only in the Czech Republic that they realize that KAM is the Czech part of the Josiah Venture organization. The first experience can often be through an English Camp that Americans go to with their short-term team. "*((hah))* Through an English camp. And when I came to English camp for the first time in 2009, so it was a long time ago. I found out more about Josiah Venture than KAM, but I came to Czech Republic, which is connected." (Interview_6, 00:01:01). Majority of our interviewees learned about the JV through the Moody Bible Institute in Chicago. (Interview_2, 00:03:08; Interview_3, 00:00:49; Interview_4, 00:00:34)). "I found out about it through the international (.) organization, Josiah Venture. So, I learned about KAM after h° coming on a mission trip with Josiah

Venture through Moody Bible Institute h° for two weeks in 2008." (Interview_4, 00:00:34). Only interviewe_5 learned about KAM in the Czech Republic, when he came to work there as an English teacher.

For a smaller comparison of the interviewees, a table was created with their background to consider factors that might have influenced their attitude (e.g., language level). A large representation is made up of a group of people who studied at the same college in Chicago, which is called Moody Bible Institute. It is interesting that three of those interviewed were preparing to work at KAM just after graduation, and while their applications were in process, they were working as substitute teachers or youth workers in churches. The level of language varies quite a bit, and it is important to take this into account when reading the interview in order to answer our research questions well.

Interviewee	Work in USA	Work in KAM	Length of work in KAM	Previous experience before he/she moved	Education	Czech language level
Interviewee_1	Youth worker in her local church	Camps team	8 months	Summer internship, extended internship	Moody Bible Institute	A1
Interviewee_2	Nurse	(Former) Camps team	4 years	Summer internships, extended internship	Moody Bible Institute	A2
Interviewee_3	Assistant to a contractor, substitute teacher	Camps team	10 years	Summer internship, extended internship	Moody Bible Institute	B2/C1
Interviewee_4	Substitute teacher	(Former) Camps team	9,5 years	Summer internship, extended internship	Moody Bible Institute	B1 to B2
Interviewee_5	Sound engineer	Second deputy director	12 years	No previous experience	?	B2/C1
Interviewee_6	Top manager	Fusion project, regional work	4 years	Summer internship, short-term trips	Theological studies	B2

4.2 Challenges

4.2.1 First Impressions

Czech culture is both similar and very different compared to American culture. "I can tell even in the last ten years how (.) much more western Czech culture has become, how much, maybe closer to American culture it's become, but it's still very, VEry different outside of even just language ((haha)) it's (-) trying to even put into words." (Interview_1, 00:04:40).

Interviewee_2 who had previous experience in China, Ecuador, Paraguay, Jamaica was surprised how normal the country felt. "I think I was, first of all surprised by the way that it felt normal. How Czech felt normal h°" (Interview_2, 00:08:20). Also, interviwee_4 who expected the Czech Republic to be similar like Eastern Ukraine was surprised how different economy, culture, students and food were.

Item sizes were smaller compared to the American ones. "The size of automobiles is extremely different." (Interview_5, 00:04:43). Interviewee_5 laughed at the fact that when it came to portions, it was exactly the opposite with beer. "a large Coke at McDonald's was the size of a small Coke in America. Just differences in portions, differences and things. Yet, oddly enough, when it comes to beer, it was the exact opposite." (Interview_5, 00:04:43).

One of the most surprising things was the language. "The things that surprised me were how normal Czech felt and also how abnormal the language felt to me." (Interview_2, 00:08:20). In the beginning, the conversations seemed to take longer. "It seemed like Czechs would speak for a very long time before allowing the other person to respond, who would then respond for a very long time. And it just seemed like the conversations (-) took longer." (Interview_5, 00:04:43).

Customs in hospitality in the Czech Republic are different than in the United States. Czechs often ask their guests at least three times if they would like something or offer food, for example, which can give Americans the feeling that they MUST take it even if they are not hungry. "The first thing that's coming to my mind, which is so very random, i::s (-) hospitality differences. Like we joke about the: three no Czech rule °h,

that if you, as an American, like, well, I guess even just going into the home or having a Czech over into my home now I know that I will be asked three times if I truly (-) do not want something. If I'm being offered tea or food or something, I'll be asked once, twice and a third time. And as an American that's SO: uncomfortable." (Interview_1, 00:05:25).

Interviewee_1 also mentioned that Czechs as a culture are much colder than American culture. Americans are typically very friendly whereas Czechs can be more closed off and it takes time to develop a meaningful relationship with them. She emphasized that in Czech culture you have to prove by your actions that you mean what you say. "in America you can meet someone and your friends like, meet them once and you're automatically friends (.) and (.) in Czech, you definitely have to PRove that you mean what you say, and in America you don't really have to do that." (Interview_1, 00:06:14).

Interviewee_3 was surprised by how the public transportation system was and he was able to take the train anywhere. He also found Czech students to be shy at first but than during camp, they were opening up more. It was also surprising for him that people knew English so well. Now it's the other way around. He's surprised if someone doesn't speak English. "I remember being surprised at how easy public transportation was. Being able to take a train anywhere. I found (-) Czech students to be shy at first, but then really able to open up at a week of camp, (.) which is a special atmosphere. I was surprised that some people knew English so well." (Interview_3, 00:03:14).

Americans are friendly but they do not talk about their faith even though they have their opinion on it. With Czechs it was different. Even though they are not believers, they are open to discussion. And then also just the the thing that drew me (.) most to Czechs was that even if somebody wasn't a believer, they had no relationship with Jesus, like they were still open to talking about matters of faith. (-) Where I feel like in America, no matter how friendly people are, like if you bring up faith, everybody has an opinion and generally it's don't talk to me about it. (-) So that was that was a nice, nice surprise." (Interview_3, 00:03:14).

Interviewee_3, 4 mentioned that Czechs are not open to new ideas and they are resistant because they think it does not work in the Czech context.

"But h° generally, I felt that family atmosphere working with (-) Czechs on these camps was interesting for me↓ because it's still something I face today. But sometimes there's this idea that what I'm bringing is American (-) and it doesn't it's not valid, and it's not because it's been proven to not be valid. It's just a resistance to some ideas. And I remember facing that sometimes back then like, h° like the team collaboration was, yeah, that might work for you, but it doesn't work for us. (.) And I've learned even through time that that's not necessarily true." (Interview_3, 00:04:44).

Czechs are community minded people, and they were sharing snacks with each other. Interview_6 called part of American culture individual minded in comparison with the Czech one. "Okay. So, I remember with the students, a big thing was the:: sharing, sharing of small of snacks." [...] "Now that I've been here longer, I think it's just more community minded, part of the Czech culture as opposed to the individual minded part of American culture." (Interview_6, 00:05:31).

Americans usually get cultural education about Czech and its history before they start working in KAM. Czechs were introduced to the interviewee_4 as more introverted people who process more internally than externally and verbally. They are not a culture that does small talk. "we got as interns, we got really we received really good, I think cultural education about Czech and its history. And so, some things didn't necessarily surprise me because I learned about them, but I was but I experienced a lot of what I learned that (-) Czechs overall are not a culture that does small talk. Czechs are friendly for the sake of becoming friends. They're not friendly for the sake of the atmosphere, friendliness, per say. So, experiencing that Czechs experiencing that Czechs overall are more introverted or are more internal processers rather than external or verbal processers." (Interview_4, 00:03:44).

Interviewee_4 also mentioned things that were surprising for him in KAM: He felt like there was a culture of competition. It seemed like if someone's highway grows that means there won't be enough resources for someone's else's highway. Culture in KAM was more limited growth opportunity in comparison with the American one which is more growth opportunity minded. "I think one of the surprises in KAM was there was, especially in the first few years, it felt like (.) there was a culture of competition

between the ministries h° where it felt like every ministry was trying to grow or recruit new staff. And it seems sometimes like if that ministry grows, then I won't get the resources I need to grow. Or if that ministry gets that staff, that's a staff member I can't have. Or so it felt like there was this (-)." (Interview_4, 00:03:44).

Things in other cultures are not better or worse, they are different.
"But one of the things that I really focused on was realizing that it's not better or worse, it's just different, and it's okay to be different." (Interview_5, 00:04:43).

4.2.2 The Biggest Challenge

KAM meetings were challenging for the newer Americans. As they do not speak Czech yet, they had a feeling of tension and strain. They called themselves an outsider or minority several times. Interviewee_1 even put an emphasis on the word HArd.
"I'm considered second culture staff and it has definitely been HArd being an outsider in the national organization and feeling some of the strain of that °h feeling, some of the tension of (--) definitely being in KAM meetings." (Interview_1, 00:09:02).
"But that wasn't always easy to do because working in KAM, I was the minority↓, I think working in camps during the English camp season like I was one of the ones helping bridge the gap between the Americans and the Czechs, but then working in KAM. I was then the minority and I'm one of the Americans, I'm one of the younger and newer Americans" (Interview_2, 00:10:39).

The fact that they feel like they have to fight for translation is not helping. It should be expected that the new Americans will need translation.
"I cannot keep up in meeting (.), especially when I'd been here for maybe three weeks. I had known nothing and (.) kind of feeling the frustrations (2.0) of having to fight for translation and saying I've only been here for three weeks. Like you guys, know that I've only been here for three weeks↓. I should almost be expected that I'm going to need translation and I shouldn't have to feel like I'm making a big deal to get that. And that could be really hard and frustrating." (Interview_1, 00:09:02).

Interviewee_2 mentioned during the interview several times she wished she asked more for translations. She wanted to learn by listening, but she did not feel understood and did not know what was happening.

"I was also not feeling really understood or always I didn't always know what was happening. In an attempt to just listen and take in culture. I also wasn't like it wasn't being attached to anything that I knew. I was just like listening. So, then I realized later I wish that I had asked for more (.) translation and understanding." (Interview_2, 00:10:39).

Four interviewees stated that the biggest challenge was the language. For the I1, it was a language barrier within the national organization:

"[...] one of the hardest things is °h (-) language barrier within the national organization." (Interview_1, 00:09:02). Also, the shift from the English camps highway can be difficult. In the English camps highway, there is not that big need to speak Czech fluently as during the year. "I would say the language has also been hard. The biggest challenge, I think crossing over from the time of being an intern, h° (-) I came into comm through camps, English camps." (Interview_2, 00:10:39).

Two interviewees said that even after a few years, they still feel handicaped within the language. It is never perfect. "Probably language, I guess that was I mean, I'm still taking lessons five years later. ((hah)) So that's I think the one piece of my work that I got improved, but it's never perfect." (Interview_6, 00:07:32).

"I think that is one of the biggest things. And then I think as far as me personally, the greatest challenge for me is always feeling like I'm handicapped within my language, even though I can communicate, communicate much clearer and English and those and those thoughts flow a lot better." (Interview_5, 00:12:23).

It is also challenging to find a right place in the new country and solve the administrative aspects of life in a foreign language. *"(4.0)* The biggest challenge. (4.0) Hmm. (3.0) I think one thing that's hard i::s. One thing it was hard for me is finding the right place." (Interview_3, 00:05:57).

"So, solving rental contracts, insurance contracts, visa documents, it's just something that's always a lot of extra work and it's not necessarily easy in your own language, so it's." (Interview_4, 00:07:21).

The biggest challenge for the KAM organization was the shift back to their roots. They want to be a training organization. It manifests into personal things like staff members not being able to or not willing to go through that change. KAM is working with people and not a product. This might be a longer process and it is a cross-cultural aspect of the position because there is an international aspect of the organization. (More than one third of the workers are from North America).

"And so, one of the hardest things that we've gone through as an organization is that shift back to our roots of no, we want to be a training organization that mentors and equips young leaders and that and then provides program for them, but not the other way around." (Interview_5, 00:12:23).

4.3 Work Context

4.3.1 American Way of Working Versus Czech One

Most of the interviewees do not have enough experience from an American work context because they left the USA after graduating from university to work in KAM. However, they still tried to compare these two ways of working. Interviewee_1 would make a distinction between Czech work culture and Czech Christian work culture. "*Yes, °h this is something I'm still processing through, and I would even make a distinction. (-) I think, from my perspective, I think there's a distinction between Czech (-) work culture and Czech Christian work culture.*" (Interview_1, 00:12:22).

Interviewee_2 thinks there's a difference in personality styles and their background rather than in American and Czech culture. "I felt like more of my experience of working↑ has more to do with (.) different people's personality styles, their backgrounds, and their previous work experiences. Because I worked with Czechs and Americans. (-) And there's just it's really a difference in people and not so much in culture, h° at least like American versus Czech culture." (Interview_2, 00:15:00).

Czech people value rest more than Americans. However, Americans work hard, fast, efficiently and with quality as the Interviewee_6 mentioned. He does not always see that with Czechs.

"[...] Czechs definitely value rest." (Interview_1, 00:12:39). "and so Americans definitely do not (2.0) like to rest or rest well, I mean you can see that in lots of things,

but °h (--) but I will say I think, being an American (1.0) with that work ethic or the American work ethic." (Interview_1, 00:12:39).

"I think Czechs appreciate their weekends more than Americans, ((hah)) especially coming from like where I worked in a restaurant." [...] "I think American culture values a lot more (.) like (-) Working hard, get the job done quickly and efficiently and and also with quality. And I would say I don't always see that with Czechs ((hah))." (Inerview_6, 00:08:07).

Americans are usually more organized and make goals and timelines more than Czechs. "I think on one side it's. (—) I think Americans like to be much more organized." (Interview_3, 00:08:38).

"I think it sometimes leaves things more flexible, both in good and bad ways. So, every once in a while, it's like, we don't know what we're doing next week. (-) And that happens in America, too. But I think the goal is always, let's plan, let's kind of outline things and make a whole goal for each week of the year." (Interview_3, 00:08:38).

Interviewee_4 observed that leaving the organization has been taken personally. In American people can decide without feeling bad. "I:: (--) I think the biggest one I've observed is the willingness to:: (-) Let people like leave and come into the organization." (Interview_4, 00:10:22).

Czechs do not want to look for the best practices, they are trying to "reinvent the wheel". The interviewee_3, 4 often hear that it won't work in the Czech because it is not part of its context. "it's hard for Czechs to accept (.) principles from the outside, is what I've observed. It's difficult for. It seems difficult for Czechs to look for best practices and let that influence them. So, (.) I think sometimes I observe that Czechs often are trying to reinvent the wheel instead of using trying a wheel that works. I hear often that won't work here or we can't learn." (Interview_4, 00:10:22).

An influx of Western corporations has influenced the Czech working culture. I.e., people start work later. "But as we're seeing an influx of Western corporations and and and even more and more Czechs who are seeing the world and experiencing different cultures, then coming back and implementing those concepts into their own personal

work home lifestyles, you're seeing a very (.) progressive shift in workdays that begin later in the day." (Interview_5, 00:18:09).

4.3.2 Project Management Methods and Tools

Interviewee_1 mentioned that she likes to use Trello because she is a very visual person. The advantage of Trello is that you can create different categories of things that are completed, and you can see the next tasks which can be color-coded. "I love color coating things and I'm also very much a visual person. So:, I like (--) Trello boards." (Interview_1, 00:17:14).

"Trello boards are wonderful, °h but they're (-) VIsual so you can create different categories of things that have been done, which I love because it's always great to see all things that you've completed, °h but you can see the next tasks and you can even color code color-code tasks. So that's usually how I divide up a project is: by deadline." (Interview_1, 00:17:37).

In the Camps team, the Basecamp platform is used a lot. It is possible to directly message people, break projects down into smaller tasks and to set up Google Drive there. In this way, it helps to keep the work-related stuff at one platform. "We were starting to u::se Basecamp toward the end of our time together. I think that was a pretty effective way of using getting communication and projects especially." (Interview_2, 00:18:36).

KAM adopted project Fisher which was adopted for short-term project. They realized that projects need to have clear start and end date.
"One is:: our project Fisher. Fisher, which is basically a general outline of short-term projects that includes an outline of what the project might be, specific milestones and then expected outcomes. h° We adopted that model for short term projects (.) because we started realizing that projects can go on indefinitely unless there's a really clear start and stop date." (Interview_5, 00:22:32).

All interviewees' meetings are in the SCRUM style. They would meet at least once per week and go through tasks they completed and tasks which needs to be done.
"So, with the camps team, specifically that's (-) most present, we have two meetings once a week and during those meetings we typically say okay, what have I completed?

We all go round. We have different aspects °h or focuses within camps for the summer and typically we are able to communicate with each other. I've completed these tasks for my focus and there's a lot of collaboration withIN. So, we're a team of two: five of us. We all have different focuses, but they all have to work together, and so the things, the tasks that I have for that next week depend on deadlines that one of the other people on the team has. So, we definitely have to work together °h to be able to (--) complete tasks. So typically, when I'm given my task, °h I usually need it to be done within the next week. (--) ↓" (Interview_1, 00:18:32).

"Hmm. During the school year. (--) At least once a week. The. To to at least once a week in person. And then usually we would be talking with each other remotely." (Interview_2, 00:20:37).

"So, we usually would have some sort of list (-) and just go from top to bottom and talk about each each part of that list. And it just depends on the project, what's what's necessary and just communicating through each piece." (Interview_6, 00:12:04)

The most used software is probably Google Suite (Interview_2, 00:18:36; Interview_3, 00:11:15; Interview_6, 00:09:59). Slack software is used for communication. Some of the interviewees mentioned using Asana (Interview_1, 00:20:28; Interview_3, 00:11:15) project management tool, too.

"So, we use a lot of Google Drive because you can share documents quickly and easily there. So, Google drive. We communicate mostly through: (-) slack, just because it helps to keep work focused in one location °h and, like personal communication in another, emails. So, google (-) the whole sweet Google. I'm also using a Base Camp a lot °h because KAM is part of a greater organization, Josiah Venture, which is in, I think, 15 countries and we all are using some of the same materials, and so all of those materials or the international materials are put on-base camp. So, we have basecamp and we also kind of use a program called Asana↓ °h which incorporates in what I was sharing earlier about the boards, which is how I usually project manage my personal tasks." (Interview_1, 00:20:28).

The advantage of the Google Suite is that everything can be stored in the cloud. It is enterprise focused while still protecting the individual.

"And the advantage of the Google Suite and then storing everything in the cloud is that everybody has access to it as it's needed. And obviously, there's permissions and you can set permissions really well within that within that suite. But h° it's it's much more (.) It's much more enterprise focused while still protecting the individual. So that's one of the reasons why I like it." (Interview_5, 00:24:42).

4.3.3 Problem Solving

The first step in problem solving is to determine the type and root of problem. "Knowing what type of problem, you're: stepping into is half of your battle." [...] "any time I'm approaching a problem, I'm always asking myself, what's the root issue here? Obviously, we need to address how it's manifesting itself, how it's how it's showing itself on (.) the outside." (Interview_5, 00:26:44). The interviewees_5 approach is to achieve an objective with two sides getting what they want and not losing anything. "It's one of the things that I try and do with my employees is how do we achieve this objective with both of us getting what we want without either one of us really having to lose anything↓? And so those are that's that's kind of the way I approach conflict." (Interview_5, 00:26:44). During the interview, he quoted John Hennessy whose quote is his motivation. "John Hennessy said, your job is not to tell people what to do, but to dedicate yourself to helping them do better. And so that's my approach with everything is I know you can do this job and I know you're going to be really great at it (.) so how do I help you do even better at it?" (Interview_5, 00:26:44).

The main element of problem solving was for the interviewees' communication.
"I would say the main thing was communicating with one another. If there was an issue, we could talk about it." (Interview_2, 00:23:59). "Hmm. (2.0) Yeah. (--) Yeah. Varies. It highly varies depending on the problem." [...] "I would say that my first my first step is always to go to that person one on one." (Interview_6, 00:13:50).
But there are situations where, even after a one-on-one conversation, the problem is not solved, and the people involved have to learn to live with the problem.
"We tried to solve things one on one, you know, if there's a relational or work problem and if it didn't get solved one on one, there wasn't a lot of clarity about what to do after that. You kind of learn to live with it, so to speak. (--) h°" (Interview_4, 00:16:10).

Interviewee_3 said that his first reaction is annoyance that a conflict occurred. He needs time to process, to journal his thoughts and ask for some extra perspectives.

"So that's my first reaction is kind of being guarded and annoyed that it's happening. But then after that, I think taking some time to journal my thoughts, to type my thoughts out, something like (.) that is helpful." (Interview_3, 00:12:35).

Interviewee_5 has experience as a manager which helps him to solve certain problems. If there's a thing that needs to be done, sometimes he'll do it himself or he is highly directive and mentions step by step what needs to be done.

"So, if it's a problem, that's like just something needs to get done, then it can be either that I just do it myself so that it gets done h° and I know it's done, or I can be very highly directive to someone." (Interview_6, 00:13:50).

He thinks that a healthy amount of stress helps with productivity. "Like your team needs to have a healthy amount of stress. So, if you have too much stress and then everyone like either freezes or they give up. (.) And if you have too little stress, then nothing gets done." (Interview_6, 00:13:50).

4.4 Communication within the Consortium

4.4.1 Language Use

The most used languages in the organization are Czech and English. "I would estimate that it's probably close to (.) 85, if not more percent of my day. I speak Czech in my in my role. (-) Partially. That's because Czech is the language of our organization. We are a Czech organization. We're not an American organization operating in Czech." (Interview_5, 00:33:23).

Workers with a higher level of Czech language often use more Czech. "I would say, actually, when I'm working, it's like 80% Czech (-) or maybe more 20% English." (Interview_6, 00:17:12).

It depends on the project the people in question are working on and also on the level of English and Czech language. "English is still my primary language to work in." (Interview_1, 00:23:12) "Because I have not (--) I'm not far enough along in the Czech language yet↓." (Interview_1, 00:23:51).

In the camp's team, people would speak mostly English. "In our smaller camps team, we would usually speak in English (-) most of the time when we were organizing things." (Interview_2, 00:26:06). Language use depends on the strongest language between two people. "[...] whatever is the strongest language between the two people. That's what they would speak in." (Interview_2, 00:26:06).

"But I usually speak Czech with other members in a group setting, and sometimes we switch to English if they're English is good and it works out that we can. I can talk about the topic better in English in meetings with with the X team in KAM it's probably 80% English and 20% Czech because it can still be hard for me to track the deeper relational inner workings of the organization and a conflict in in Czech, then in English. So, I can communicate better and understand better. (-) h° And usually those meetings, those types of meetings are more complex." (Interview_4, 00:18:54).

It also depends on subject or personal preference "So, if I can sense that the person wants to speak English, I'll speak English. If they want to speak Czech, I'll speak Czech. And then if they don't care, then I'll kind of make the call based on feeling or subject." (Interview_3, 00:14:18) but also on relationships with certain people: "And then there's, I think, certain certain relationships that are in English or are in Czech. That's true. Like I meet with my uplink in Czech and when I need to say something in English, I just say it in English." (Interview_3, 00:16:06).

Interviewee_5 said that language is tied to facial recognition, and it translates into language. "And so, one of the interesting things about language is, is it's very tied to facial recognition. And so, what translates is the language that I initially start talking to you in is the language I feel most comfortable in." [...] "The few times that I have spoken with my boss in English, both of us always say it's awkward, even though his English is is maybe better than my Czech, but it just feels awkward, and we feel more comfortable speaking Czech to each other." (Interview_5, 00:33:23).

4.4.2 Importance of Learning the Czech Language
Being able to speak Czech in a KAM organization is important especially for developing relationships. Not all employees speak English. "[...] being able to speak (-)

the same language is going to be able to develop those relationships." (Interview_1, 00:24:02).

In a camp's team it is not so much needed because one can work with American teams and this job requires a good level of English. "In the English camp setting, it felt less. Necessary. To to learn Czech because everything was mostly in English." (Interview_2, 00:28:08).

Most respondents mentioned that Czech is important for longevity, so it is extremely important. „I think it's super key. (--) Like on a scale of 1 to 10, I would say (-) an eight." (Interview_3, 00:17:24).

"We need to be able to speak Czech to communicate with those people (-) for the longevity of life in the Czech Republic." (Interview_3, 00:17:24)

"I think if you don't learn Czech, it becomes more and more difficult to be on the field for more than five years or eight years. (--) So, I think it's really, really important." (Interview_4, 00:21:24).

The effort and care is really appreciated. "I would say if you don't learn Czech, you won't last long." [...] "I would say showing that you care and you're trying, I think is more important than the success of it." (Interview_6, 00:18:37).

The management of the KAM aims for all foreigners to reach the B2 level of the Common European Framework of Reference (CEFR). "*(--)* Extremely important to a certain degree. So, my goal for all of our foreign employees. Or we call them second culture. So, somebody who is working in a culture that they didn't grow up in. So, my goal for all of those people is that they would have a B2 level of language (.) against the European grid. I think you can survive on B1. I think you start seeing genuineness emerge at the B two level and there's just a more transparency and you're just more cAptive. You have a more. A capable use of the language of B2." (Interview_5, 00:37:17).

4.4.3 Internal and External Communication

The English language does not distinguish between "tykání" and "vykání" like the Czech language, so the main difference is in tone. "Most of that comes across in TOne.

And so, when you're committing something, communicating something towards the outside, you're presenting maybe a more unified presentation of what you do." (Interview_5, 00:38:57).

External communication can be more reserved and formal. "I'm definitely more reserved and formal in my communication with: leadership and even as I communicate with teams coming from (-) America and the UK, speaking in a way that shows that (2.0) shows I have authority, I guess, power ((haha)) which comes with having to speak formally, well so, no (-) smiley faces in emails." (Interview_1, 00:26:11).

"Yeah. (--) Yeah. (.) I think usually if someone that I didn't know that I would try to speak in the more formal tone." (Interview_2, 00:29:57).

Colleagues inside of their smaller team would be more open and honest. External communication would be more diplomatic. "Inside our team, we were much more open and honest and direct with each other and about different issues or challenges we were facing. And EXternally we were much more diplomatic in our communication." (Interview_4, 00:22:39).

Interviewee_3 is a support level coach and when he is coaching people, he would be more informal because he feels closer to those people. However, his groups emails are more formal. His office team (he is the only American on the team and speaks Czech with them) is more formal. "When I'm speaking with people I'm coaching or people I'm communicating with about their support level, that kind of thing. I feel closer to them, and so I think I'm able to be more informal. I still often send out more of a group email with plural, and it's formal, but (--) But it's an interesting dynamic where I feel like in my team it's a little bit more formal. It's the office versus informal, it's the people on the ground (.) doing the ministry." (Interview_3, 00:22:00).

Interviewee_6 does not really change the tone or formality because he is someone formal in everyday life. "I would say I don't think about I don't have like a switch that I flip when (.) I'm speaking inside my team or outside my team." (Interview_6, 00:20:18).
When it comes to communication, a big variable can be the platform or the audience. "So, I think the platform, the context and the audience affect everything. And it does change (.) It sigNIficantly changes specifically for us when we begin working and

communicating with different cultures. And so, h° communication (.) towards a North American or a UK audience is going to have a different feel and content to it than it would h° communicating nationally here in Czech or even internally here in Czech." (Interview_5, 00:38:57).

4.4.4 Translations

In the beginning there is a need for translation in every situation, both in meetings and when reading messages that are in English. "So, every week I have translation from Czech to English or if I'm speaking °h because I'm not able to speak in Czech yet ↓ yet, I speak in English and then I have a translator who translates into Czech." (Interview_1, 00:28:31).

Interviewee_2 said she needed the translation more than she could admit to herself. "I think I needed translation more often than I asked for it or maybe admitted to myself that I needed." (Interview_2, 00:31:37). She was surrounded by American male workers who learned Czech very quickly and well. She had no single female American role model in the organization to compare with, which might have helped her. "Like I didn't have a lot of single female (--) American women to be able to compare myself to in a way." (Interview_2, 00:28:31).

By not asking for translation and not being able to separate learning Czech from the relational aspect, when she did not understand she felt emotionally disconnected and as a result was demotivated. "I think some people can can separate mOre the learning Czech from relational::. Relational. I don't know how to say it exactly, but I think more like everything was connected for me. If I couldn't understand something, then I was feeling an (--) emotional disconnection. Therefore, that made me demotivated." (Interview_2, 00:33:33).

Interviewees whose level of English is higher usually need a translation only when they do not understand a sentence or word. "When I don't understand a single sentence. Like like one sentence in a (--) in a meeting or when someone. Whatever they're explaining is just complex enough that I didn't quite get it." (Interview_3, 00:23:17).

Reading emails is easier in their native language. So if there is an English text option, they would opt for it. "But generally emails I (-) tend to try to read in Czech. (1.0)

Every once in a while. If somebody doesn't put English below like they don't write that at the top, I'll read the whole email in Czech and then find out that it was in English. Sometimes that's annoying, so any time that happens, I've tried to tell the person like, - Hey, if you put English below or English follows, then I won't waste my time reading it in Czech if you've worked on translating it." (00:25:25).

Interviewee_6 said that he would never translate anything without a Czech checking the text because he wants to make sure it is correct. "I would never try to translate something myself without a Czech. Checking it first ((hah)) or last. Just I would always, always need help from a Czech just to make sure that I'm saying things correctly." (Interview_6, 00:21:05).

At KAM they have a weekly online meeting called "Good Morning" for which a translation is required to make Americans feel included. "So, when I first came I was learning Czech. I needed translation for our weekly staff meetings, which were called Dobré Ráno, to make sure I got all the details or at the conference. So, for sure, until I reached B one, I definitely needed translation for pretty much anything that was happening exclusively in Czech." (Interview_4, 00:25:30). In the past, the way it worked was that an American worker who did not speak Czech had to sit next to a Czech worker who would translate for him. "So that was definitely true for a long time, was if we wanted translation, we had to sit next to a person who could translate for us and ask them if they would do that for us." (Interview_4, 00:26:03).

This is no longer the case, because these meetings are translated using a Google doc., where the translation is written for the second culture staff. "So, then a few years ago, a colleague was able to figure out another way to do translation through a Google doc. So, (.) a Czech or someone who knew would just type out the translation and they could read it as they listened a Czech. And that was a good solution. But even at the last training that KAM did, there was no plan for a translator. And we had a number of Americans who are who are A1 or A2 who attended, and there was no plan for a translator there." (Interview_4, 00:26:03).

Interviewee_5 uses Google translator as a check for correctness of writing. "I use Google Translate for a lot of things, mostly. Mostly to check my spelling. If I can't

remember where where an accent mark goes or doesn't go, or (-) there are certain words that I just always reverse in my head. And and "vidět a vědět" those are things like I just mix them up in my head and I can never remember which ones which." (Interview_5, 00:41:39). Also for terms that do not appear in normal conversation such as medical vocabulary. "Medical, medical terms, types of sicknesses, things like that. Those are things that I'll have to look up pretty regularly. (-) Yeah. More nuanced language stuff (.) versus general conversation." (Interview_5, 00:41:39).

4.4.5 Hierarchy

There are two different organizational charts that all their employees are constantly interacting with. Everybody in the organization has two separate job functions.

Interviewee_5 officially works in JV NFP (not for profit) in the United States, where he pays his taxes, and he worked them full time here. He is on a permanent loan to the Czech team as a full-time volunteer, and every aspect is determined by the national KAM organization. JV partners with 15 different national organizations and each of those countries has a similar model. KAM is registered in Czech as a non-profit organization. They have their own governing data. The highest governing authority ("členské") – Members' Assembly. Members' Assembly vote for the Board of Trustees (directors). Board of Trustees is responsible for maintaining the legal perspective. They do it by naming the country leader. KAM members elect the board, the board chooses the director. Director shapes the organizational structure as he/she chooses. The only exception is that all the deputy directors have to be confirmed by the board. Country director has three deputies. Every deputy oversees a different group.

1st oversees finances, the hotel and internal functions.

2nd oversees all their outreach programs, missionaries and foreign relationships

3rd Regions and relationships.

They all have direct reports in all the areas they are responsible for.

Employees do not have to realize that things happen at the legal status. "And so and so there's a lot of things that happen at the legal level that the average employee doesn't even know exists. And that's okay." (Interview_5, 00:44:33).

All interviewees confirmed that there is a clear hierarchy in the organization. "There is definitely a visible sort of hierarchy in the organization. "So, then I mean obviously

within the organization there is definitely a hierarchy. I mean they sent us (.) a MAp of positions and who is the boss of whom and who's the boss of your boss and a whole map of it. So there definitely is a hierarchy °h ehm…" Workers know who their supervisor and subordinate are. "Within our organization, I would say that there is hierarchy. (-) I was an assistant to the director on our team, so I was the assistant." (Interview_2, 00:36:33). "Like can KAM for sure. There's a hierarchy in my team for Fusion." (Interview_6, 00:23:31).

Interviewee_3 who is in the position of coach may have a little more insight into the structure because his position requires communication with every member of the organization. "Yeah, there's definitely an organizational structure because I do have to connect with the uplinks for people, their bosses, h° just to find out how much time somebody has for support raising or to inform them of (.) generally what we're what we're talking about. Then I, I generally have an idea of who is connected to who." (Interview_3, 00:26:06). Interviewee_1 stated that despite the clear hierarchy, there is trust between superiors and subordinates. "But there is also this sense of trust within the team of Kevin CHose us as people because he believed that we could do the work well and so:: (-) typically (.) I get approval from him. "(Interview_1, 00:29:23).

Despite various challenges, management and HR are willing to address the situation. "So:, there's never (1.0) this fear of I can't communicate these things because I mean (-) the boss knew that I had been on the field for six months and wanted to have a meeting with me and with HR to see how I was doing so there is this aspect of care that the organization is definitely trying to have as kind of our (-) DNA." (Interview_00:32:21).

Interviewee_2 mentioned that she often felt embarrassed to speak English because the organization values employees who are able to communicate in Czech."h° I think within KAM (1.0) As a whole (1.0) I:: (1.0) Have different had different feelings about things because I think, one, I didn't feel like I could always (-) again, it sometimes felt a little bit (--) embarrassing to speak in English, because I felt like most of the people were speaking in Czech. (.) And again, it was the expectation feels like the Americans who speak English are really like that's the goal. So, when you get to that, that's like where I feel like the most respect comes." (Interview_2, 00:36:33). Take expressed that there

were situations where she wished there was a third party who was not biased and could objectively assess the situation when there was a disagreement or a conflict. "In some ways, (.) I think because there was miscommunication between our team and the team. I really do wish that there had been at some point a third party, someone else coming in who was not from KAM. Maybe not from or not from the team. Not from. They can't steam because it would have been nice to have like another perspective, (.) I think, to help us work through things a little bit differently or better or yeah. H° But yeah, I think we were all learning (.) through that process. X team was learning. We as camp team are learning how to communicate." (Interview_2, 00:36:33).

Everyone has an uplink and downlink across the whole organization. Uplink is responsible for the leadership, support and care of their downlinks. "So, on, on our team we had a clear team leader who was our uplink, and we would have weekly or every other week we would have a meeting to go through what we accomplished before and how we're doing and what projects are ahead of us. And then he had an uplink or a boss, so the org chart was very clear for us." (Interview_4, 00:29:07). They do not want to provide only direction but also care for their people. "And so, everybody has (.) a downlink as well as uplinks across the whole organization. Each uplink is responsible fo::r the leadership and supPOrt or CAre of their down links." (Interview_5, 00:44:33).

4.5 Language Proficiency

4.5.1 Learning Path with the Czech language

The beginning of the learning process is characterized by listening and learning simple phrases. "beginning with just having conversations and listening to people and learning simple phrases." (Interview_1, 00:33:52). An uplink that has experience in learning Czech can be a great help in this process. "My uplink. And so, he took responsibility for my language learning. (--) He himself was also going through language training at that point." (Interview_2, 00:41:13).

After Interviewee_5 realized that he would like to live in the Czech Republic, he started taking more classes and found a personal coach. Since Czech pronunciation is completely different from English, he decided to take Czech pronunciation classes for two semesters. „I started signing up for more lessons, a number of (.) personal language

coaches, individual classes, and and I was (.) studying language sheets and and dictionaries as much as I could. I did two semesters of pronunciation classes with a Czech language teacher (.) just trying to get my mouth to make sounds that it wasn't used to. And so, I did that for two semesters. (-)" (Interview_5, 00:51:30).

Intensives

All of the respondents have experience with intensive language courses. "And then when I officially moved here, I took, I think, eight weeks, six or eight weeks straight, of language intensive, which definitely (1.0) propelled my language skills. And I s:topped doing intensive because that's just a lot that's like at least three hours a day, five days a week, and that's a lot of language ((hah)) to now." (Interview_1, 00:33:52).

Interviewee_2 was doing an intensive course with her uplink. "So: as pretty much as soon as I arrived on the field within I think a month, we were taking a language intensive in Czech in Prague together and then landed and had quickly set me up to do to read a book called Fluent Forever." (Interview_2, 00:41:13).

Interviewee_6 confirmed that it is not good to do the intensive course alone at the beginning. "I think at the beginning it's really important. I would not recommend for a single person to go to an intensive by themselves for a month. (-) I had it was it was kind of a dark month ((hah))." (Interview_6, 00:27:48).

Interviewee_4 called intensive courses as unfruitful. "I've done a couple intensives and for me both of them were unfruitful. I personally don't recommend (.) intensives now." (Interview_4, 00:31:03).

One of the first important steps is to find a teacher who has years of experience. "I was able to find a professional teacher who has been teaching Czech language to foreigners °h for many years (1.0) and that has been going really really well. So, I've used↓ „Krok za krokem". I've used conversational Czech." (Interview_1, 00:33:52).

Interviewee_2 stated that it is important for the teacher to fit with the student's personality and requirements. "I tried to teachers and then my third teacher was more formal, and I felt like she had more of the personality that also fit with me. So, I was learning, I think, along that that this process too, that again, not one teacher is great for every person. And I think I needed a little bit more of a formal way of learning

language, the basics. I couldn't just hear something and then remember it." (Interview_2, 00:41:13).

The number of hours devoted to the language is very important in the learning process. For the first six months, Interviewee_6 devoted 15-20 hours a week to learning Czech. The next six months it was 10-15 hours a week. "And so, I think that pouring my time into that was really important. (-) And probably I would say I studied language (-) like in the first six months, I would say 15 to 20 hours a week, and then the second six months, like 10 to 15 hours a week. Like I was still keeping it up. It was really important to me. (-)" (Interview_6, 00:24:54).

It can be a great advantage if you get an A2 level during your internship, as it can make the first months of life in a new country a lot easier. "I think I reached a one, A1 and A1.5 during my ISSI. And so that made a huge difference. Honestly, like I observe, I think a big difference between those who move to the field for their two years, and they've never lived here before and learned any Czech before they arrived full time." (Interview_4, 00:31:03).

Interviewee_4 stated that he rarely reached 10 hours per week during his learning process. Even 6 hours a week can make a difference. This means 3 hours of courses and 3 hours of personal study. "But we I would say I rarely hit the full ten hour mark every week. I would say (-) on average, I was doing my best language learning environment, I would say (.) Let's say 6 hours of language learning a week, let's say 3 hours of class and 3 hours of personal study, including intentional conversation." (Interview_4, 00:31:03).

<u>Least helpful</u>

Interviewee_2 learned during her training (before she moved to the Czech Republic) that when learning a language, one should mainly listen and not write, which was a detriment to her a lot because she is a very visual person."[...] they had taught us in this missionary training that you should just listen and not write things down, h° which was a detriment to me because Czech language is so phonetic and I am also visual. h° "(Interview 2, 00:41:13).

She also said that if she could have done anything differently, she would have done counseling because it was stressful for her, and she could not separate her life from learning the language. "I think I would have done counseling. ((laughing)) To be honest, I think I kind of maybe thought that language learning was such a separate part of my life (-). Like people language learning, language learning all the time. It's not such a big deal. But I think the stress that I experienced even from (--)." (Interview_2, 00:45:44).

Interviewee_3 was not comfortable with learning by the book itself, nor was he comfortable with the teaching style of his teachers. "But I found out that just learning from a book doesn't work. I got through maybe a few lessons, but I would often open the book and not want to do it↓. "(Interview_3, 00:27:08).

"I've also had many private tutors (-) through the years, generally one tutor at a time, though at one point I had two, and one tutor would get me through the book (.) but not know how to answer any questions. And the second one would answer my questions well and (-) would plan a lesson in the moment based on what I needed but wouldn't (.) Didn't have a comprehensive program for me." (Interview_3, 00:27:08).

As Interviewee_4 mentioned, it is necessary to choose learning Czech over loyalty. "But it really, really is. I'd say all about the teacher is if you don't if a teacher's not working with you h° You have to. You have to choose learning Czech over loyalty." (Interview_4, 00:41:28).

Certain types of students might use flashcards and it can be suitable for them, but for I6 they were unsuitable for the reason that there is no experience behind them. "I've used flashcards multiple times for learning vocab, (.) and it hasn't always the words haven't

always stuck. I think for me the words stick better when I have some sort of experience behind the word when I'm learning it." (Interview_6, 00:33:29).

If the teacher does not have a clear structure and does not follow through with the lesson, learning is ineffective. "Despite all of that, I did not have a very good experience with most of my Czech language teachers in that (.) we would start well for maybe the first two months of the semester and we would have a book and we'd be working through it, and then (.) the teacher would begin to start focusing in on different things that they thought was maybe more relevant than whatever was in the book, (.) which from a teacher's perspective, they have the right to do. And they were doing the best that they could. As a student, though, it meant that I nEver completed any language book beyond maybe the first four chapters (.) of that book." (Interview_5, 00:51:30).

As mentioned before, structure and different themes are important. "But I do like structure, so I definitely like books and kind of having different topics. Yeah, I would definitely say STructure was important." (Interview_1, 00:33:52) Also find material one likes such as movies or Podcasts. "I think you do need to do something that is STructured, whether that's through a book or through that. And then it was really helpful to find things I liked listening to or watching in English and then do those in Czech." (Interview_4, 00:41:28).

It can be very helpful to learn in a group where there are people going through similar situations as the person who is learning a new language and experiencing a new culture. "*(3.0)* I think. (--) I think studying in a group environment helped the most. So:, the the lessons that I had at the Integration Center were group lessons h° with other foreigners. I did two intensives that were also group (-) lessons and:: I think that the surprise thing that had the most impact on my language learning was after I lived here a year, I switched to a different church and different ministry. h° So, I ended up and a little bit slightly lower socioeconomic level. So, like they didn't speak English, wasn't as important for the people that I was connecting with. So, I was able to take the Czech that I had learned that year (-) and start relationships in the Czech language More (.) so it forced me to practice." (Interview_3, 00:31:06).

The biggest shift according to interviewees_3,5 and 6 was the change in the community and being exposed to situations when they were forced to speak Czech and there was no possibility to speak English. "Yeah, for two weeks I had no English. And so, this was like super. This helped me like improve a lot. When I coOUldn't speak English, that was like not even a choice. And then yeah." (Interview_6, 00:27:48).

"You're forced to recreate new community, and some people gravitate more towards community that they are used to and understand, and it becomes a great safety net for them. But then it doesn't challenge them to go forward. And so, you have to find a balance between having that safety net community and also having a community that's going to force you to integrate into the culture and language." (Interview_5, 00:58:03).

First contact is very important because, according to I5, the use of language is associated with facial recognition, and it is very difficult to change a relationship which was based in English in the beginning. "And so that that was actually very beneficial of trying to have conversation with somebody who (.) there was no option of of reverting back to English. (.) That was extremely helpful. The other extremely helpful thing was then eventually finding a community of people where I could restart language conversations and relationships wholly in Czech. And again, we talked about it earlier (.) because of that issue of of use of language association with people and that first contact, it's extremely difficult to change relationships that I built at the very beginning into relationships that were now Czech language based, because everybody we all knew each other in English. And so being able to switch into that into a different community where I only spoke Czech with them was actually really beneficial." (Interview_5, 00:51:30).

Other ways to make more progress is by listening and writing down words that are repeated, which you then need to translate. "I would point to always writing down vocabulary. So, any time I was learning words, I mentioned that like when I did my extended when I was here for seven months, I was listening for repeated words and then writing those down, looking up in the dictionary and writing those down." (Interview_3, 00:33:01).

"Even if I didn't understand, I would write down words that I heard, (.) try to learn them later." (Interview_6, 00:27:48).

Regularity is one of the most important aspects. Five hours of intentional learning a week will make huge progress. „I think a much (.) better way to learn is to have regular lessons with regular homework over (.) a period of time." (Interview_4, 00:31:03)

"So, what I tell people is if you do at least 5 hours a week of intentional Czech learning, you'll make really huge progress." (Interview_4, 00:35:41).

It was suggested that KAM could be more strategic and partner with schools. "I think, you know, KAM could be much more strategic in partnering with the school and in when we have a new missionary move to Czech do, we have them move in the middle of the semester in the spring and then they can't do Czech in or something. So, I think there are KAM could be much more strategic in its language learning." (Interview_4, 00:35:41).

However, interviewee_5 said this is not realistic because people from the organization are spread all over the Czech Republic. "No, we don't provide teachers. And that's partially because it's not realistic. It's not feasible where our organization is across the entire country. And we have people in every single different place, h° and it would just be too much for one teacher to do. We did look at it and, in the past, we've had language coaches that were willing to come to our to our offices and do that with us. H° But in the end, it really wasn't something that was helping (.) our team. And so, we made the decision that empowering people to find their own language (.) style of learning and and helping them figure that out is a better resource than just providing a teacher." (Interview_5, 01:01:35).

KAM should set goals and priorities for new hires. If a new employee is starting a full-time job, 6 hours per week of learning is realistic. "Is is something that KAM has to figure out, (.) like do our principles and priorities?" [...] "So, if you get 3 hours with the teacher, do 3 hours as homework (.) or personal study. I think those are some good principles, especially if your main job is not to learn Czech, but you're supposed to learn Czech." (Interview_4, 00:35:41).

4.5.2 KAM Language Support

KAM does not provide language courses, but rather guidance on how to create a language learning plan. "Yes, there is someone that's trying to help (-) second culture staff learn the Czech language, as in they're COaching. They're (.) helping to say: how do you learn? (-) What are some options? Here are some options if you haven't considered these options↑, but there's no one that's specifically teaching us. It's more just the support aspect [...]." (Interview_1, 00:38:42).

The person who is responsible for the language learning is most active in the first year after the arrival of new staff. A newer thing at KAM is E-learning, which is in process and is intended to guide and help new staff on how to approach language learning itself. "And so, we have somebody there that is very active in the first-year arrival of new staff (.) and helps them create a language acquisition plan It points them in the right direction as far as intensive courses and things like that (-) We also are working on a E course e training course to be able to help people understand what all of that entails (.) So, it's a newer development. It's not something we've had in the past, but it is something that we are implementing across the board." (Interview_5, 01:00:44) I2 commented that it would be good if there was a more formal approach in assisting the Americans. "I think there should be more formal (--) Like approach to helping Americans." (Interview_2, 00:49:20) This is already being worked on, as I5 mentioned.

Interviewee_3 said that the organization mainly provides time and money to learn the language, adding that the coach tries to support the Americans and ask them regularly how they are doing in the language learning process. "So, we'd constantly had those conversations of what we were doing, but there was no official language support besides the fact that I had time and money for language learning. So, I was able to use like a: company money from my ministry budget and time as well for language learning." (Interview_3, 00:34:07).

Everyone is responsible for their own learning, and it is up to them how they approach it. KAM is trying to develop language learning assistance for the second culture staff and sees that their expectations should be higher than before. "I wasn't hearing a lot from KAM about how's your language learning going? It was it was more like me

pushing my language learning. It was more on me. So, h° I would say that that was a weaker part of KAM when I first moved here. It's maybe stronger now. I think they're trying to develop it more now and they kind of see that the expectations should be higher." (Interview_6, 00:35:01) In the past, new employees were mainly dedicated to work and did not value learning as much. I6 mentioned that everyone was surprised to see that he valued learning the language and putting in the work. Second culture staff should also value the organization and put the work behind it. "h° But I think also I put a lot of work into it, and I think that as KAM we weren't valuing that work. I would say that when missionaries were coming, they were more valuing, doing missionary work and like being a part of some team and organizing events and organizing projects. But they were not valuing language learning enough. (-) And so, when I valued that and it shOwed, I think that everyone was surprised. And so, I would say as the organization just wasn't valued enough, the work behind it." (Interview_6, 00:36:48).

4.6 Intercultural Team Collaboration

4.6.1 Nationalities of the Colleagues

Czech and American workers are the most represented (Interview_3, 00:34:58; Interview_6, 00:38:27). "I mean my team is almost half (1.0) almost the half American. (.) Two of the Americans have been here for at least ten years, so I say they're ((laughing)) not Czechs, but they they speak Czech …" (Interview_1, 00:39:38).
The largest share of the organization is made up of Czechs. "When there were five of us. It was three Americans and two Czechs. (--) And then in KAM, I would say that it's. Maybe two thirds' Czechs and one third Americans maybe." (Interview_2, 00:52:11).

In teams it's very individual and it also depends on the project the team is working on. "And I would say it's I collaborate probably 60:: 60::% with American colleagues and 40% with Czech colleagues." (Interview_4, 00:45:35). I2 mentioned that it is mostly Czechs who work with Czechs. "It was definitely more Czechs who were working mostly with other Czechs, not Czechs working with other Americans." (Interview_2, 00:52:54). However, I6 works mostly with Czechs "Most Czechs like. (--) Yeah. Mostly Czechs like some Americans, but it's been mostly Czechs that I work with." (Interview_6, 00:38:27).

The fact that teams are made up of multiple cultures and languages can sometimes result in slower communication (Interview_3, 00:37:27); "And then it kind of like the game telephone a little bit sometimes. So, it definitely impacts, and it oftentimes makes things slower (-) just because you're working across language, a language barrier (.) that makes it hard sometimes. But (-) I would say I don't think it necessarily affects our ability to collaborate. (-)" [...] "I think not being able to speak Czechs keeps me from being able to collaborate well with the greater organization. (-) Sometimes." (Interview_1, 00:41:06).

I6 said that he was a stronger speaker and needed to be careful about how this impacts the outside. When he speaks Czech, it comes across stronger. "Language like (.) there's times where I say something in English, and it comes across a lot stronger than I mean it. And I think in general, when I speak English, I'm kind of a strong speaker. And so, but when it's like someone, when it's the Czech second language, it's a lot stronger to them. So, I have to be careful. (-)" (Interview_6, 00:38:48).

The difference in American and Czech culture may be that Czechs see it as just a job, so it may be more difficult to navigate other values in a culturally mixed team. For Americans, their colleagues are not just workers, but potential friends. "ħ° I think. The hardest part was sometimes just navigating the different values (.) that we brought to the table." [...] "I think that was a difference, too, as the Czechs viewed it more as like a job and the Americans viewed it more as like these are people, we're also building community with. These are going to be (.) friends." (Interview_4, 00:46:08).

I5 stated that the biggest problem occurs when there is a lack of understanding. Communicating a problem in a foreign language is more difficult in that the language has different nuances and if one misses them, misinterpretation can occur. "So, I think there's definitely that. (--) I would say the biggest problem comes when there's lack of understanding (.) or there's conflict within the team and we're trying to address conflict (.) cross-culturally. And so, you have somebody trying to (.) understand the deeper meaning of somebody's hurt and pain. (-) Through a second language and somebody else trying to communicate that hurt and pain in a second language. (-) And so, you miss the nuances of language. You miss the idioms that are in there. (-) And so that's those are the places where it's been most difficult. Which is why we've tried to really

make sure that if those situations are happening, we have people who are both native speakers and native Czech speakers in the room so that we have (.) a more (.) Holistic perspective and interpretation of maybe what people are trying to say with a lot of reflection at the end. But it does create tensions." (Interview_5, 01:02:34).

4.6.2 Integration/Feeling as a Part of the Organization

Interviewee_1 said she's definitely part of the organization, but it's hard not to feel like an outsider. One reason for this is language, which she stressed is hard. "Yeah, ehm:: I mean, I'm definitely part of the organization. (2.0) Yeah, I'm definitely part of the organization and I know that. (3.0) Yeah, I think it's (.) it's very hard to not feel like an outsider,(.) and that's not. (--) I don't know::... I don't know whether that IS a wrong thing to feel like an outsider↑. (-) But yeah, I would definitely say that the like the language, DEfinitely (1.0) the language, is definitely hard." (Interview_1, 00:42:45).

Interviewees often feel most integrated in their small team. e.g., I2. Such as in a camp team where a lot of English is spoken and therefore one feels that one is understood. „I felt much more integrated and a part of (-) our camps team because again, that's where my relational connections were. That's where I felt most understood and able to understand others." (Interview_2, 00:54:25). However, the camp's team often felt like their ministry was the least important for the organization. "I think it was hard being on the camps ministry team to feel integrated. I think we often. I like to think I can say we often felt like (.) our fruit and our growth and our ministry was often the least important ministry." (Interview_4, 00:50:41).

Positive feedback from leaders was vague and short while criticism was very specific with very few questions. It was easier for this Interviewee to be integrated into ministries led by Americans than Czechs. According to him, building a relationship with the Czechs is also a longer process. "And oftentimes when we would meet with leaders there, their their positive feedback was vague and short and (-) their critical feedback was much more specific and drawn out with very few questions. So, I think unfortunately, professionally integrated, being on the camps team or ministry h° was more challenging to be professionally integrated, but it (.) was different like I would. (1.0) It was easier to be integrated into the ministries that were led by Americans as well. So, I think, for example, they felt more comfortable like contacting me (.) to help

with an event than maybe a Czech did. I also. It took longer to build relationships with the CZechs (.) on the team." (Interview_4, 00:50:41).

For I3, the big change has been that in recent years he has become a support raising coach and supports people in the organization. "*(2.0)* That's been a positive change in the last three years because I do support raising coaching h° and I work kind of behind this, behind the scenes and team support" [...] "But for a lot of people, I'm offering something. And that helps me feel a part of it, part of the team in a very different way than I think it would otherwise. (-) So, I feel I feel a lot a part of the team." (Interview_3, 00:39:10).

KAM has made great strides over the past few years and is still working on it. "(*2.0)* I don't know how to like on a scale of 1 to 10 or. ((haha)) I like I'm going to give the Czech answer and say seven I guess. ((haha)) Like I think KAM ((hah)) KAM doesn't have a good picture of product right now. They're working on it and they care and they're open to it and like more than, say, even two years ago h°. So. I, I think they're still ((hah)) trying to understand." (Interview_6, 00:42:01).

Interviewee_5 thinks the problem is not the language, but the fact that people in the organization work from home and don't necessarily have a centralized hub. "I don't think it's a language issue. I think that's a work from home and and a reality of of an organization that doesn't necessarily have a centralized hub for everything or very decentralized." (Interview_5, 00:05:19).

A big help in integrating at the beginning is getting to know people who are not afraid to speak English to spend time with them. "I think it's just getting to know more people within the organization who do feel confident, speaking Czech right now↓, or↑ speaking English right now and just getting to spend time with people that are in the organization." (Interview_1, 00:45:05).

I2 would like to have more shared experiences. "It might have been helpful to have more. (--) Shared experiences with people." (Interview_2, 00:56:06).

Thanks to the translation of the meetings, one does not feel left out. "*(1.0)* I think the I think team meetings and translation like big the bigger team meetings that we had were super important. And then any time things were translated for me, I felt a part of the team and any time things weren't, I felt very left out." (Interview_3, 00:40:44).

According to I4, Czechs and Americans should try to get to know each other more, even if they do not feel completely comfortable speaking in a foreign language. "I do think that is something that needs to change in KAM's culture to for more just to have that same as KAM workers, Americans and Czechs, we take the initiative to get to know new people, even if we make a fool of ourselves in our second language. So that's also for the Americans to go to the new Czech and try and talk with them as well." (Interview_4, 00:55:30).

The organization is bigger than it used to be, and KAM is trying to restore the family aspect despite its size. "It's hard because I think what helped me feel a part of the organization isn't something that's replicable right now, and that's mostly because (.) we were a very different sized organization back then. "[...] "because we're trying to recreate that family aspect. That (-) was something that helped me a lot at the beginning, and it's (.) very different now." (Interview_5, 01:07:23).

4.6.3   Teambuilding Activities due to Cultural Diversity

The organization has training days, but these have nothing to do with cultural diversity. I1 mentioned that KAM has lost a lot of second culture staff due to a lack of awareness of the cultural diversity, and they are trying to improve the situation. "We do have training days." (Interview_1, 00:47:24) "but those are long days and not as much fun. But yeah, I think I think (2.0) I think right now KAM is losing a lot of second culture staff, (1.0) KAM is Definitely losing a lot of second culture staff, and I think (--) that is and has been due to a lAck of awareness of the cultural diversity and I believe that KAM leadership is trying to fix that." (Interview_1, 00:47:25).

I2 would like to see this type of training where the Czechs realize what it is like for Americans. "No. And actually, I thought that that would be really cool (.) to do something more because it is interesting what I've talked about, some of the challenges that I've faced as a second culture person. H° I think Czechs (.) can often be surprised (-) What I've experienced." (Interview_2, 00:58:47). However, I3 thinks the organization

is too big for this and people would not appreciate it. "like I don't think we really have those team building games or things like that because our team is just too big four or something like that. And a lot of people I think Don't appreciate it." (Interview_3, 00:41:59).

Every year a garden party is held as part of teambuilding. "We have the garden party in June, it's like every year and then we have like the "Dobré Ráno". So, like once every quarter-ish, I think we have some like in-person meeting amount of I'd say I'm not sure if it has to do it has less to do with like it's not really about the cultural. Mixing of it." (Interview_6, 00:44:32). However, if people are not active in building relationships, it can end up with Czechs talking to Czechs and Americans talking to Americans. "But also, if you don't have that culture of welcoming throughout the year, you end up with a lot of Americans talking to each other and a lot of Czechs talking to each other." (Interview_4, 00:58:58).

KAM is aware that the aspect of cultural diversity is present. From their annual survey, it came out that they should focus on training of this aspect. "We don't do any specific to culture diversity, although that is one of the things that we are looking at, because it did come out of our yearly evaluation survey that we just did. (.) So, one of the things was, is, is working on a training aspect specific to cultural diversity." (Interview_5, 01:09:58).

4.7 A Piece of Advice to Future KAM American Employees

It might be harder than you probably think it is, but it is also going to be beautiful in ways that you do not know yet. Learning is beautiful but also hard. Be kind to yourself and take your time to learn (Interview_1, 00:49:37). Figure-out who you are first, you won't have to abandon your Americanness, but you will have to acclimate in the Czech culture, and more acclimatization you can do, the better (Interview_2, 01:02:05). By living cross-culturally, it is important to have no expectations. If you do not expect anything you won't be disappointed. (Interview_5, 01:11:03). You will not probably experience the amount of support from KAM like you did from JV. KAM as the Czech organization is very different from the Josiah Venture as the international organization and foreigners are not usually aware of that (Interview_3, 00:43:10). Ask a lot of

questions (Interview_4, 01:01:43; Interview_5, 01:11:03), take initiative. You have to be willing to speak up for yourself but also for other second culture staff (Interview_1, 00:49:37). People are aware of your massive transition, and they will try to support you, but they do not see into your head. You will have to advocate for yourself regardless of your language. (Interview_4, 01:01:43). Focus on the language learning, it is supposed to be 20 hours per week, unless you are working full-time which is wrong (Interview_6, 00:45:25). And finally, find someone who will support you and care for you in the beginning, because beginnings might be extremely difficult (Interview_2, 01:02:05).

5 Discussion

Christian Academy of Youth (KAM) is a non-profit donative organization (Yale Law Journal, vol. 89) which focuses on training young leaders in local churches (Interview 1, 2, 3, 4, 5, 6). There are different projects across the organization with different work groups/teams working on them (Alderfer, 1997). KAM organization has a clear hierarchy and employees usually do not realize there are things happening at a legal status. Therefore, when asked about hierarchy, most of them tended to talk about hierarchy within the team, and generally mentioned the hierarchy in the organization. The only interviewee who gave us the clearest answer was the interviewee_5 (00:44:33), who, due to his position as second deputy director, has more insight into the organizational structures. Every team has a leader who sets team goal orientation and performance improvement, together with his team (Mehta et al., 2008, p. 1026). All interviewees mentioned their uplinks who are there not to just provide a direction but also care for their people. Interviewee_5 put an emphasis on the word care. Approximately one-third of the staff are second culture employees (Tadmor and Tetlock, 2006) who often moved to Czech with their families. For this reason, you might often come across the term "third culture kids" (Barmeyer, 2021). The interviews revealed that interviewees often felt more integrated in KAM cognitively than affectively (Cronin, Mathew et al. 2011), due to the fact that the organization has grown in size in recent years and does not have a centralized office for all staff. For this reason, it is easier to feel affectively integrated in their work groups where there is a certain level of collaborative behavior, quantity and quality of information exchanged, and emphasis on joint decision making (Simisek, Zeki, et al., 2005). These three elements are found in teams and therefore it is not always possible for people in a larger organization who do not work together to feel 100% integrated across the organization. The second language for the American workers is a strong bound to their situational context (Kramsch 1986) because they work in a Czech organization (interviewee_5). When it comes to learning a foreign language, for some of the interviewees, group work learning was highly motivating (interviewee_3, 4), and they would recommend finding a good teacher (Long and Porter, 1985) that has a clearly defined structure that will lead to progress (interviewee_1, 2, 3, 4, 5, 6). Real-life contexts are helpful with memorizing and associating new vocabulary (interviewee_6, 00:33:29).

Team collaboration in different cultural backgrounds can be highly challenging and group members (organization) should establish common ground in understanding cues to avoid misjudgment of colleagues from a different culture (Yuan et al., 2019). All the second culture staff has to go through culture shock which can be seen as a loss of one's culture (interviewee_1, 2), marker of moving from one culture to another (all the interviewees), and as a resocialization in another culture (all the interviewees). In the beginning, the second culture staff is going through stress and coping, culture learning and social identification (Zhou et al., 2008). National staff should be aware of this and try to be tolerant. Americans' first contact with KAM is often through the international organization Josiah Venture through various internships (interviewee_1, 2, 3, 4, 6). During this period, interns experience a period of what Oberg (1960) classifies as "Honeymoon" which can manifest itself in enthusiasm. After moving in and getting involved in the day-to-day functioning of the organization, one may move into the next phase, which is called "crisis" and manifests itself by feelings of inadequacy, frustration, anxiety and anger. After this phase, there is a "recovery" where the individual's crisis is resolved, and the learning of the new culture begins. The final phase of "adjustment" begins when the individual enjoys his or her functional competence in the new environment.

Language use is something that organizations have to deal with every day. Despite the fact that KAM is a Czech organization, the most used languages are Czech and English. The language diversity does not have to necessarily lead to a language barrier, it depends on interlocutors' proficiency levels. However, there are Czechs in the organization who are not quite able to communicate in English and Americans who are still in the beginning stages of learning the Czech language. If the worker has at least some knowledge of English, he should try to have at least a small conversation with the new American worker, because his level of English is higher than that of the new American's Czech, and it will have a positive impact on how the newcomer feels about a meeting of all employees of the organization (revealed in the qualitative research). After some extended time, the second culture staff is expected to use the foreign language during meetings. It all depends upon employees' adoption of the foreign functional language. With the choice of unsuitable language policy occurs the risk that employees would feel isolated and undermined (Bordia S & P, 2015) unless they are

able to speak and understand the Czech language (interviewee_1, 2). In KAM, the possibility of speaking English is accepted and translated at official meetings if the speaker wishes to speak in his/her native language (interviewee_3). As Pfundmaier et al. (2015) stated, feeling of exclusion may be experienced by American workers due to lack of language knowledge and can lead to feeling both disliked and disrespected but it is important to realize that the need to belong is as basic as hunger or thirst to our bodies and importance of being included in universal to every single culture. We can see this in the example of the first two interviews, where interviewee_1 is a beginner, and it is more difficult for her to be integrated because after such a short time it is impossible for her to be fluent in Czech. The interviewee_2 has lived in the Czech Republic for 4 years, but her level is A2. During the interview, she said that she often did not feel understood and also felt that the more a person in the organization speaks Czech, the more they are respected and liked. My personal perception of this interview is that it took this interviewee to find a learning style that suited her because she was comparing herself to different personality types and she herself is a very visual person. Thus, the fact that she was advised not to write down the words and just listen was wrong. It is very interesting that the interviewees (3, 4, 5, 6) who have a very good level of Czech language all mentioned that it helped them the most when they changed the community of people and thus were forced to speak only Czech. This could also support interviewee's_5 assumption that language use is associated with face recognition and the first contact in a given language often remains, so it is also good to change the community of people.

If there is a problem, it is important not to stop questioning and some interpersonal trust will be required (Zand, 1972). Interviewee_5 stated that identification of a problem is halfway to solving the problem. If we are talking about conflict, which most of the respondents automatically understood as problem solving (not surprising, since the organization is all about relationships and not about product), its resolution will require interpersonal and intergroup analysis (Tallman et al., 1993). All interviewees said that open communication about the problem/conflict was an important first step, and that if there was ever a problem in their close teams, they immediately talked about the problem (interviewee_1, 2, 5, 6) and tried to understand it and get different perspectives (interviewee_3, 4), because some misunderstandings can be caused by differences in

cultures (interviewee_5; example with Easter when he as an American did not want to work on this holiday).

Communication in KAM is more informal within the organization and more formal outside. Staff communicate visually but also digitally (through ZOOM - "Dobré Ráno" monthly meetings). Smaller team meetings could be compared to the Scrum method of project management (interviewee_1, 2, 3, 4, 6), where team members meet once a week to plan, check that last week's tasks have been completed and track their progress in weekly Scrum (Cluster, 2019). The most used software, according to the results, is Google Suit (all the interviewees), which includes Drive, e-mail (Barley et al., 2011), and many other tools. Advantage of this software is that everything is in the cloud and can be shared with other workers (interviewee_5). Employees in the organization use software called "Slack" for shorter messages and information (interviewee_1, 3, 5). Project management tool "Asana" has been also mentioned several times, but this program is used by staff who prefer it (interviewee_4).

Organizational language of the KAM organization is Czech, but the team language is often English if there is someone on the team from the second culture staff who is not so far along in learning Czech (interviewee_1, 2). We would therefore classify it as polycentric (Barmeyer, 2021). It all depends on language choice e.g., if there are Czechs on the team with an excellent level of English, they would speak English or if there were Americans with an excellent level of Czech, they would speak Czech. It may also depend on preference and agreement (interviewee_3, 4).

Artificial intelligence, for example Google Translate, has been used widely to translate some words or a specific terminology. Staff with a higher level of Czech language usually only need to translate a few words sometimes (interviewee_3, 4, 5, 6) depending on the terminology of the language, they never translate whole sentences. Interviewee_6 stated that he never translates anything without having it checked by a Czech native speaker, which makes sense because Google Translate does not translate flawlessly. In the beginning, the second culture staff need the translation on a daily basis, and it should be a given that at a larger organized official meeting they will get a translation without feeling bad about it (interviewee_1, 3, 4). This can help them feel part of the organization and not an outsider who is not welcomed. During the interview,

interviewee_1 mentioned the word outsider multiple times and gave emphasis to it. The tone of voice was sad. KAM does not offer language courses for its second culture employees, but rather just coaching to set up plans and counseling (interviewee_1, 2, 3, 4, 5, 6). It was expressed in the interviews that KAM should take a more formal approach to foreign language learning (interviewee_2) and could also be more strategic (interviewee_4) in terms of cooperation with universities and other institutions. The more formal approach is currently being worked on. The person who is responsible for coaching second culture staff is working on an e-learning that will have all the necessary information, tips, videos, and documents that should make the whole process of language learning easier. KAM does not offer language courses or teachers for the reason that its staff is spread all over the country (interviewee_5).

There is Czech majority and American minority constellation across the organization (interviewee_1, 5). KAM's functional interculturality can be seen through using intercultural competencies for increasing empathy with others, and critical through dealing with conflict (Dietz, 2008). Intercultural situations are influenced by actors, cultures, and institutions, and it is important to analyze the interaction of the three elements with each other from different perspectives (Barmeyer, 2021). In culturally mixed groups, critical incidents which are usually unintentional and reasons behind them are initially explicable should be considered. These incidents are inevitable (Thompson, 1960) and it might be a starting point for personal development and intercultural training. Intercultural training could help to develop intercultural competence and sensitivity. KAM has various team building activities like Garden parties or "Dobré Ráno" meetings, but intercultural training due to awareness of cultural diversity does not exist yet. Three of the interviewees would like to have this kind of training, one liked the idea but thought the idea would not be successful given previous experience. One of the interviewees (5) expressed that they are thinking about introducing this activity.

A strength of this thesis may be the fact that the respondents are or have been from the same work group, so they have similar experiences (except for respondent 6 who has never been in a camp's team but used to be an intern leader). Their responses overlap and often fit together. This research can be used for the organization as feedback and

also for new workers as a source of information for learning the language or insight into what they may be going through. Through the responses of our interviewees, they can realize that what they are going through or will go through is not just their case and they can prepare themselves well for it. A weakness of this thesis may be the fact that one of the first interviewees is brand new to the organization and therefore at the beginning of the process. The second interviewee has worked in the organization for 4 years and will be returning to the States. Interviewees 3 and 4 have been working in the organization for 10 years, hence their perspective is different with the passage of time. They have gone through the initial phase and have more experience. Interviewee 5 is in the management of the organization which gives a completely different perspective but at the same time during the interview with him we got clarification on specific things without knowing what the previous interviewees answered.

Due to time constraints, it was not possible to interview all the second culture staff, but in the future, it might be interesting to supplement this research with additional interviews or, conversely, to interview some respondents and compare their perspectives after several years.

6 CONCLUSION

The aim of this master's thesis was to find out the biggest challenges faced by the American staff of a non-profit organization called the Christian Academy of Youth (abbreviated as KAM), and what impact proficiency in the Czech language has on their work. I decided to focus my research on this organization because I already had some good experience with it, and I am interested in projects they do in culturally mixed teams. This qualitative empirical study was based on six interviews that I did with workers who had some experience in the context of English Camps highway. Their answers helped me to understand their position in the organization better, the way they communicate with each other, how the language learning process looked like in their case, how they perceive the interculturality and multilingualism in the organization, and what would they improve.

Czech culture is different from American culture, but at the same time it finds many things in common when compared to other countries such as China, Ecuador, Paraguay, Jamaica and Ukraine. Respondents who had expectations before coming to the Czech Republic were pleasantly surprised by how normal things seemed to be around them. The economy, culture, food, students were different than what they expected. The most striking abnormality was a language that belongs to a language group other than English. Listening to a conversation between two Czechs, it may seem that one person is talking for a long time and the other person who is answering is also talking for a long time. In interviews it was said that Czechs are hospitable people and sometimes ask three times to make sure their guest doesn't really need something. This can be uncomfortable for Americans, because if they don't know Czech customs, they may think they have to accept the offered thing. Czechs were described as colder on the surface in comparison with Americans, who are supposed to be very friendly from first contact. According to the interviewees, it takes time to develop a meaningful relationship with a Czech person and one has to prove by their actions that they mean what they say, Czechs are not friendly for the sake of the atmosphere but for the sake of becoming friends. This can be seen during the camps as well, that the Czech students are shy at first, but over time they start to open up more and form real friendships with the second culture staff. However, these characteristics are not based on anything, but the personal perception of the people interviewed. It can be very beneficial for future employees in an organization to take a course on the history and culture of the Czech

Republic which could be helpful in avoiding some of the culture shock. The important element is that one should enter a different culture with the understanding that things are not better or worse, but different and have no expectations.

Learning Czech can be a huge challenge. The interviews revealed that a good teacher and a clearly defined structure are the basis for a successful process. One must find a teacher who suits his personality and knows how to properly advance and improve his student. Intensive courses were recommended for the beginning of one's studies, but the best option is regular study and independent work and homework. One respondent mentioned that he tries to be proactive and look for situations where he could communicate in Czech. For example, he goes to a café where he does his homework and then asks the baristas if they can check his homework and discusses it with them. This allows him to use the language more and form new relationships. Three interviewees mentioned that they had made great progress by changing a community of people where there was no choice but to communicate in Czech. One interviewee mentioned his assumption that language use is associated with face recognition, which could be supported by the fact that the choice of language at first contact has been maintained to this day with our interviewees. This means, if we start a relationship with someone in English, it will be difficult to change the relationship from English to Czech. For this reason, one should speak Czech from the first contact, even though it may be uncomfortable at first. (It should be noted that it is necessary to have a certain level of language. If one has only the basics and is forced to communicate only in Czech, these situations can be deeply frustrating. In the beginning, it is also important to have a community of people where one feels supported and understood). I would encourage new American workers to not be afraid to ask for translation and to talk about their needs so that KAM can address these issues. When there is a conflict or misunderstanding, finding a root of the problem was defined as a half of the solution. Communication in culturally mixed teams is the foundation and bringing a disinterested third party into the conflict may be beneficial. It could show fairness to both sides and an effort to resolve the issue.

To sum up, the biggest challenge for the interviewees was the language. Beginnings might not be easy; one does not understand others and does not feel understood unless there is someone who has a good level of English. Even though some of them have a really good level of Czech, they still feel limited when communicating in the language

and are not able to express themselves the way they can in English. The results also showed that it is possible to work in the organization without Czech language proficiency, however, Czech language is extremely important for the longevity, quality of work and life inside and outside this Czech organization. Given the results of empirical research, intercultural training would be recommended for this organization. There are several areas that could be analyzed in this domain in the future. First of all, it could be the characteristics of Czechs and Americans as cultures for comparison based on scientific literature. A deeper insight into these two cultures and their comparison could be helpful to empathize with the second culture staff situation. From my point of view, it might be beneficial to delve more into intercultural training and compare the results before and after (long-term) completion. What were people's views before the training? What did they realize and learn during the training? Did the situation change in any way after the training? What effect has the pandemic had on building connections between people in an organization that does not have a unified hub for all employees?

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8 LIST OF FIGURES

9 LIST OF ANNEXES

Declaration of Consent

between

Iva Boszczyková
Name of the Street and number
City, Zip Code
Czech Republic

 and

_____

_____

_____

<u>Privacy policy</u> for interview volunteers on the storage and use of anonymized[4] data Iva Boszczyková as well as Prof. Nadine Rentel.

Since the protection of personal data is very important to GIZ, I am informing you here which of your data will be stored and what it will be used for.

- Within the scope of the master thesis of Ms. Iva Boszczyková, qualitative data in the form of interviews will be collected and used.
- Individual qualitative interviews will be conducted and recorded via ZOOM and saved as an audio file to preserve the anonymity of the interviewee.
- Via her private smartphone, Ms. Iva Boszczyková will record the interview in parallel as a backup.
- The audio recording via ZOOM/meeting in person as well as the created backup will be stored anonymously on the private laptop as well as on an external hard drive of Ms. Iva Boszczyková for the period of the evaluation and will be deleted on all devices on 01. 10. 2022 at the latest, after the defense of the master thesis at the end of September.
- For the purpose of evaluating the work, the audio recording used for the evaluation (the ZOOM audio recording or the backup[5] recorded from the cell phone) will be sent anonymously to Prof. Nadine Rentel via private email.
- The audio recording will not be forwarded or published as part of the work.
- To facilitate the analysis of the interviews as well as the use of quotes in the main body of the thesis, Ms. Iva Boszczyková will transcribe the anonymized audio recordings.
- For the transcription, the platform ambertranscript is expected to be used, which secures the uploaded anonymized data according to the GDPR guidelines. Information about ambertranscript can be found here: https://www.amberscript.com/en/
- Parts of the transcription will be used anonymously in the text of the master thesis and the transcript will be attached in its entirety to the annex of the master thesis.
- The master thesis will be published on the publicly accessible portal (IS/STAG) of the "University of South Bohemia in České Budějovice".

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[4] This means that the name of the interviewee is not used in the storage and use of the data.
[5] The recording with the higher quality is used for the evaluation.

Declaration of consent

With my signature I agree that the data collected in the context of the master thesis "The challenges of multilingual and intercultural team collaboration. A case study of KAM organization." (working title) by Ms. Iva Boszczyková, on XX.CC.2022, may be used as ticked:

Audio recording:

☐ I consent to the audio recording, its storage, processing, use and forwarding to Prof. Nadine Rentel in anonymized form as explained in the upper part.

Transcription:

☐ I consent to the preparation of an anonymized transcript of the audio recording, using the tool mentioned above.

    ☐ I agree to the use of the anonymized transcript in the main part of the thesis, and I also agree to the publication of the transcript in the annex of the thesis.

    ☐ I agree with the use of the anonymized transcript in the main part of the thesis but do not want the complete transcript to be published in the annex of the thesis but only to be used for the evaluation of the thesis.

Degree of anonymization:

The name of the interviewee will not be used in connection with the interview data! I agree that my following personal data will be used and published in connection with the interview data:

    ☐ my position

    ☐ the country package in which I work (place of work)

☐ neither my position nor my place of work should be mentioned.

This consent may be withdrawn at any time. In addition, you have the right to request the restriction of processing or the deletion of the data.

Date: _____ Signature: _____

The interview questions guide

Key question/stimulus/narrative prompt	Content-related aspects/Keywords-only ask if not addressed by themselves	(Follow-up) questions with obligatory wording
Warming-up 1. What is KAM organization about? Can you briefly describe it? 2. Can you tell me what your job was back in the States and what do you do now?	-Introduction of the KAM organization -Period of activity -Responsibility	-How did you find out about this organization? -How long have you been working in the KAM? -On which kind of projects do you work?
Challenges 3. What were your first impressions in the beginning when you first came to the Czech Republic? 4. What has been the biggest challenge for you since you have started to work in KAM?	-Cultural shock/surprise -Difficulties, challenges	
Work context 5. Can you compare the American way of working versus the Czech one? 6. While working on a project, do you use some specific project management methods? 7. Do you have any problem-solving strategies? (inside or outside the team)	-Maybe different work habits/attitudes -Methods -Strategies -Misunderstanding -Conflicts	-Which software do use you?
Communication within the consortium 8. Which languages do you use when you work and why? 9. Is there a difference between how you communicate internally and externally?	-Language policy -Hierarchy x holocracy -Formal x informal language -Relationships, atmosphere	-How important is to learn the Czech language and why? When/with whom do you use English and when Czech language? -<u>Can</u> you tell me about your formal and informal communication? When do you use formal, when informal language and with whom? -When do you need translations? -Is there any sort of hierarchy in your team or organization? Relationships in the org

Language proficiency 10. Can you describe me your learning path with the Czech language from the beginning until now? 11. Does KAM provide any kind of language support?	-Progress, motivation -Effective learning -Tools -Strategies	-Why do you think you made that big progress? -What helped you the most so far? -Why do you think you did not progress more/that much?
Intercultural team collaboration/barriers 12. Which nationalities are the colleagues with whom you collaborate the most? 13. To what extent do you feel integrated or part of the organization?	-Feeling of exclusion or isolation -Cultural differences -Maybe linguistic misunderstanding	-What influence have the two different languages and cultures on your team collaboration? - What helped you the most to integrate in the beginning? - Are there any Team building activities, organized by the organization, due to the awareness of cultural diversity by the leaders?
Conclusion ➢ Which piece of advice would you give to someone who is about to come from the US to work in KAM? ➢ Would you like to add something?		-Do you have some questions for me?

According to Helfferich (2014, S. 568)

Thank you for your time and willingness to be interviewed!

6. Summary of the most important GAT 2 transcription conventions

Minimal transcript

Sequential structure

[ ] [ ]	overlap and simultaneous talk

In- and outbreaths

°h / h°	in- / outbreaths of appr. 0.2-0.5 sec. duration
°hh / hh°	in- / outbreaths of appr. 0.5-0.8 sec. duration
°hhh / hhh°	in- / outbreaths of appr. 0.8-1.0 sec. duration

Pauses

(.)	micro pause, estimated, up to 0.2 sec. duration appr.
(-)	short estimated pause of appr. 0.2-0.5 sec. duration
(--)	intermediary estimated pause of appr. 0.5-0.8 sec. duration
(---)	longer estimated pause of appr. 0.8-1.0 sec. duration
(0.5)/(2.0)	measured pause of appr. 0.5 / 2.0 sec. duration (to tenth of a second)

Other segmental conventions

and_uh	cliticizations within units
uh, uhm, etc.	hesitation markers, so-called "filled pauses"

Laughter and crying

haha hehe hihi	syllabic laughter
((laughs)) ((cries))	description of laughter and crying
<<laughing> >	laughter particles accompanying speech with indication of scope
<<:-)> so>	smile voice

Continuers

hm, yes, no, yeah	monosyllabic tokens
hm_hm, ye_es, no_o	bi-syllabic tokens
ˀhmˀhm	with glottal closure, often negating

Other conventions

`((coughs))`	non-verbal vocal actions and events
`<<coughing>    >`	...with indication of scope
`(    )`	unintelligible passage
`(xxx), (xxx xxx)`	one or two unintelligible syllables
`(may i)`	assumed wording
`(may i say/let us say)`	possible alternatives
`((unintelligible,`	unintelligible passage with indication of
`    appr. 3 sec))`	duration
`((...))`	omission in transcript
`→`	refers to a line of transcript relevant in the argument

Basic transcript

Sequential structure

`=`	fast, immediate continuation with a new turn or segment (latching)

Other segmental conventions

`:`	lengthening, by about 0.2-0.5 sec.
`::`	lengthening, by about 0.5-0.8 sec.
`:::`	lengthening, by about 0.8-1.0 sec.
`ʔ`	cut-off by glottal closure

Accentuation

`SYLlable`	focus accent
`!SYL!lable`	extra strong accent

Final pitch movements of intonation phrases

`?`	rising to high
`,`	rising to mid
`–`	level
`;`	falling to mid
`.`	falling to low

Other conventions

`<<surprised>    >`	interpretive comment with indication of scope

Annex: Interview Field Note T

Interviewer	Iva Boszczyková
Date of interview	April 7, 2022
Time of interview start	18:50
Interview duration	52:05
Interviewee's name/title/organization	T (Private person)
Location of interview	Prague
Language	English
Consent form for the recording and processing of data signed	Yes
Permission for personal information usage	Anonymity

Themes that emerged, general observations, anything that stood out:

The atmosphere was good and relaxed because we have known each other for almost two months as we are colleagues. It was interesting to listen to my interviewee and I really enjoyed our discussion. The tone of her voice was got sad when she was talking about KAM meetings and her needing translation-that she should not feel bad to say she needs translation. After the end of the interview, interviewee said that she enjoyed it and it was interesting for her to think about these questions.

What went well:

-The interview was fluent.

-The interviewee seemed comfortable and answered all questions. She was very honest and did not really need time to think.

What worked less well:

I forgot to ask one questions. The person at one point forgot at the end of the interview that I was recording and started rustling his hand next to the recording device.

Areas for possible follow-up or further exploration:

In what ways can this organization improve the intercultural collaboration?

Annex: Interview Field Note J

Interviewer	Iva Boszczyková
Date of interview	April 14, 2022
Time of interview start	10:00
Interview duration	01:10
Interviewee's name/title/organization	J (Private person)
Location of interview	ZOOM
Language	English
Consent form for the recording and processing of data signed	Yes
Permission for personal information usage	Anonymity

Themes that emerged, general observations, anything that stood out:

She was willing to be interviewed, she asked me questions ahead of time so she could think about it. The only thing that was surprising to her when she moved to the Czech Republic was the language, otherwise everything seemed to be like in the States. All of the interviewees are from another state in the USA, and this may also reflect their perception of the Czech Republic. By going back to the States, the interview also served as "debrief". Interviewing this person was very enjoyable, just like the first interview. It stood out that it has been difficult for her during the year not being able to understand …

What went well:

-Her answers were fluent and even when she was thinking.

-She answered quickly.

What worked less well:

-The connection cut off briefly at one point, so I asked her to repeat it.

-There were also various noises such as cars passing outside.

Areas for possible follow-up or further exploration:

-

Annex: Interview Field Note JH

Interviewer	Iva Boszczyková
Date of interview	April 22, 2022
Time of interview start	10:15
Interview duration	00:47
Interviewee's name/title/organization	(Private person)
Location of interview	ZOOM
Language	English
Consent form for the recording and processing of data signed	Yes
Permission for personal information usage	Anonymity

Themes that emerged, general observations, anything that stood out:

He asked if I wanted to interview also some Czechs, that it would be interesting to hear that perspective from Czechs, too. But this research is focused on Americans in the organization. The atmosphere of the interview was pretty relaxed for me, this person is my colleague and I see him during our weekly meetings.

What went well:

-Fluent

-Did not speak too long and covered everything what was important

What worked less well:

-

Areas for possible follow-up or further exploration:

Fundraising, his work during the global pandemic.

Annex: Interview Field Note JOR

Interviewer	Iva Boszczyková
Date of interview	April 22, 2022
Time of interview start	11:40
Interview duration	01:03
Interviewee's name/title/organization	(Private person)
Location of interview	ZOOM
Language	English
Consent form for the recording and processing of data signed	Yes
Permission for personal information usage	Anonymity

Themes that emerged, general observations, anything that stood out:

He is not working at the moment due to health complications, during the interview you could see that he was lying down and probably in pain. Anyway, I really appreciated his willingness despite all this. One of the Americans in KAM who learned Czech quickly and well, so it was interesting to listen to his experience. Also, it was interesting to listen to his point of view because there is certain connection between some interviews, and I listened to other people's perspective he mentioned, too.

What went well:

-He was on time

-Interview was fluent

What worked less well:

-His sound was little worse, but it had no impact on the comprehensibility of the interview

Areas for possible follow-up or further exploration:

Work during the global pandemic. It would be interesting to hear opinion of the people mentioned from the interview.

Annex: Interview Field Note K

Interviewer	Iva Boszczyková
Date of interview	25 April, 2022
Time of interview start	16:00
Interview duration	01:06
Interviewee's name/title/organization	(Private person)
Location of interview	ZOOM
Language	English
Consent form for the recording and processing of data signed	Yes
Permission for personal information usage	Anonymity

Themes that emerged, general observations, anything that stood out: The atmosphere was relaxed, I have known this person for several years, so he was not a stranger to me. His answers seemed very professional, and he answered from a completely different angle than everyone else - he is a person in the management of the organization, and it was clear that he has a good understanding of how the organization works. He has been living in the Czech Republic for 18 years, which is longer than all the other interviewees. Sometimes, he was using some Czech words while explaining something, to make use I understand, or it was easier for him.

What went well:

-The interview was fluent, and the connection was good, he was on time

-He provided interesting information concerning the problem solving and also deeper understanding of the hierarchy in the organization.

What worked less well:

-His throat ached, and he grunted a little, but he could be understood well and talked himself out of it.

Areas for possible follow-up or further exploration:

Administrative aspects of the work, fundraising.

Annex: Interview Field Note JD

Interviewer	Iva Boszczyková
Date of interview	12 May, 2022
Time of interview start	9:00
Interview duration	46:15
Interviewee's name/title/organization	(Private person)
Location of interview	ZOOM
Language	English
Consent form for the recording and processing of data signed	Yes
Permission for personal information usage	Anonymity

Themes that emerged, general observations, anything that stood out: Talked about language longer than about other things. I know him since 2019, so it was relaxed and easy talking to him. The interview started in a funny way; he was in a good mood. He was also using some Czech words, while talking about something.

What went well:

-Fluent

-No connection problems

What worked less well:

-

Areas for possible follow-up or further exploration:

-He moved to Prague so it could be interesting to talk more about what is like to be part of the organization when he's that far for him more.

Content Analysis: Interview 1 – T

Time	Topics	Subjects covered by the interviewee	Comments/Interpretation
00:00:07 00:00:45	KAM	KAM (Christian Academy of Youth) is an organization working with young people and local churches. Its hope is to see a movement of God among the young people of the CZ that finds its home in the local church and transforms society. It is work with local churches and equipping young leaders to fulfil Christ's commission She first heard about the organization (JV) from her youth pastor in USA – about their summer camps.	
00:01:31	Work	Before she came to the Czech rep. she worked in her local church with youth. Right now, she is a youth worker year one. She is also on English Camps team, organizing American and UK churches coming to Czech during summer. She is in several cross-cultural work groups (Camps, and other small groups)	

00:04:40	First impressions	Hospitality differences-In Czech you have to say 3times no. Czechs as culture as colder and reserved than Americans. It takes more time to make friends. In USA, people consider each other friends immediately. In Czech you have to prove by your actions that you mean what you say.	Puts emphasis on the word prove
00:09:02		She has been in the Czech for 7 months and meeting in the organization are difficult because she cannot keep up in meeting. She feels like she has to fight for translation. She feels like she should not feel like she is making a big deal to get translation. She admits it can be something cultural that Americans do not want to make a big deal out of things, so they do not speak up. People who are setting up meetings and HR know that these meetings are long, and they know she is supposed to be there so it should be sure thing all the time that there is translation provided.	Tone of her voice got sad, she was making more pauses before she said something. Calls herself „an outsider" Uses words hard and frustrating. Puts emphasis on know. I can tell from her voice that this is frustrating for her.
00:12:22	Work differences	There is distinction between Czech work culture and Czech Christian work culture and the same with American work	

		culture. Czech people value rest while Americans do not rest or rest well. There is a certain American work ethic. In Czech Christian culture, they do not know how to rest because they want to see lives changed. So, they end up working like Americans.	Put emphasis on want.
00:17:14 00:18:32 00:19:48	PM methods	She is very visual person, so she loves to color coat things. She likes Trello boards. She puts things into categories and i tis great to see things she completed. She divides projects by deadline. She also keeps things in her brain a lot. They have two meetings once a week, they all go round and say what they have completed in the last week. They have to work together a lot so when she gets a task, usually it has to be done in a week. A lot of her work are emails, editing and reading through documents, it is lot of collaboration and organization.	It is clear from her voice that Trello Boards are her favorite. Thinks about it and then she stops and ask how much detail I want.
00:20:28	Software	Uses a lot of Google Drive, for	Basecamp is JV's website for camps organization.

00:22:02 00:22:41		communication Slack. Also, a Base camp. The team uses Asana- pm tool. But she gave up on that. She like when people know how to use Slack – just for work. Separating things is important so she does not have to sort out through messages.	Separating Slack for work is important for her. She gives example mentioning her colleague.
00:23:12 00:23:51	Language use	Within the greater organization of KAM, she is trying to use Czech to the best of her ability, but in the camps ministry it is mostly English. She is not far enough along in the Czech.	Again, mentions KAM meeting and Czech language, she exhales often and makes pauses… Tone of her voice goes down, pauses…
00:24:02	Importance of learning Czech	It is her top priority. By learning the Czech language, she will be ale to develop relationships with people in the org who do not feel confident to speak English. To learn the Czech language is extremely important.	She mentions the organizations meeting being in Czech language again,
00:26:11	Communication	Within the team they communication informally. There is not this kind of distinction like in the Czech language in English. When she communicates with	Emphasizes informally.

		people she does not know well in the org, she is more reserved and formal and the same with communication with Teams from USA and UK. Her formal communication show she has the authority and power.	She laughs when she mentions that she has power and authority.
00:28:31	Translations	Uses Google translate, and has to translate constantly within e.g., FB messenger with her youth group. She gets translations from group events. She is also being translated.	She means interpretation.
00:29:23	Hierarchy	There is a clear hierarchy in her camps team but also in the organization. She gets approval from her team leader which is positive for her.	She is laughing when mentioning Kevin-director and Zuzi co-director, and describing the hierarchy in the org.
00:31:03	Atmosphere	As leaders of the KAM are heavily involved, it gives sense that they are in this together. They have respect for each other.	
00:32:21		Giving example and referring to herself as an outsider again. She feels she can come to leader and have an honest conversation with him. Organization is trying to care for them.	
00:33:52	Learning language	She started as an intern 10 years ago, just listening conversations,	

		using Duolingo, Memorize. When she officially moved to Czech, she started to take language intensives, which propelled her language skills. She stopped with that because it was a lot of language for her.	
00:36:52	Most helpful things in language learning	She found a teacher on the Italki platform-it is conversational based. She started to use „Krok za Krokem", conversational Czech. Her teacher creates Quiozzlet of each lesson for her. Language intensives, she likes structure, so books and different topics are important. And also, with her level to start using the language more in everyday life.	Sounds like she is really satisfied with her Italki teacher and the way she teaches her.
00:38:42	Language support by KAM	Kam is working on the language support, but not courses but tools. They do not provide teachers.	
00:39:38	Interculturality	She collaborates the most with Czechs but also with few Americans who have been living in the Czech for at least 10 years.	So many of her American colleagues have really good level of Czech and have been living in Czech for a few years. They feel almost like Czechs.
00:40:42	Influence of different nationalities on	It can be confusing sometimes. When she has a question from American church for Czech	

		church, she needs to go through her Czech colleagues who communicate with them. It is like the game telephone. It slower things. Language barrier makes it hard sometimes. But it does not affect their ability to collaborate. Just when someone i stalking too fast, it can cause confusion or distraction. For her, not to be able to speak Czech keeps her from being able to collaborate well with the greater org.	
the team collaboration			
00:42:32 00:45:05	Integration	She can say she is part of the organization. Feels like an outsider and does not know if it's normal or not. Even when she has translation, it takes time to translate joke to English form Czech, so it is funny. She misses the moment when everyone commonly laughs because of the translation. It can feel hard to feel like part of the org. Because of the language. Having friends helps her a lot because they have good English and translate for her automatically as they know she is American and is still learning the language.	She thinks about her words after saying them. She was making really long pauses, again she mentions that it is hard to not feel like an outsider. From the tone of her voice, I can say it is something emotional for her. Something positive in the situation-relief.

00:46:23	Team Building Activity-cultural diversity	Just teambuilding team within smaller work groups, also they couldn't meet because of Covid so probably that is why they had those small team meetings. No official Team Building Activities concerning the cultural diversity.	
00:47:25		KAM is losing a lot of second culture stuff due to lack of awareness of the cultural diversity and the leadership is trying to fix that. Czechs do not understand what it means to be second culture stuff, they do not think about it. Americans need to bring more awareness to that so that the leadership can support them well.	Gives an example with translation during the KAM meeting again.

Content Analysis: Interview 2 – J

Time	Topics	Subjects covered by the interviewee	Comments/Interpretation
00:02:23	KAM org	She thinks that KAM really is what they say they're about: They want to see a movement of God among the youth of Czech that finds its home in local churches and then transform society.	Looks like she is sure about the fact that KAM is really as what they present themselves.
00:03:08	How she found out about KAM	She found out about the organization through Josiah Venture when she was interning with them. Her brother and sister in-law introduced her to JV, and they had learned about JV through Moody Bible Institute. It was little bit confusion for her in the beginning, what KAM was. But during her intern training in 2015, she understood the fact that KAM is the organization underneath JV.	She was confused in the beginning about what KAM is, but later she understood. In America, they hear about JV and do not really talk about KAM when they invite people for internships.
00:04:21	Why KAM and not JV?	It was her only option to work for KAM or she did not realize it was an option to work for JV international. As she was coming to camps, all the interns in the Czech Republic were all under KAM. She was offered a	

		position of intern director assistant which is couched under KAM.	
00:05:37	How long has she been working in KAM.	As a full-time, employee, she has been working for KAM since 2018 (overall four years). However, she has been doing summer internships since 2015, and then started to prepare for being a full-time stuff. So, she would even say that she has worked with KAM for 7 years, because the preparation for the internship took time (fundraising etc.).	
00:07:09	Projects & work groups	She started with English Camps team. Later, they started to coordinate with Fusion and Edge camps, so they were becoming more multi camps. She has helped with some EXIT Tours, and had some temporary work with Fusion, Fusion dairy.	Her focus were English camps. She helped also with some smaller projects.
00:08:20	First impressions	Czech felt so normal for her because she had been to Europe before. She participated in a study program focused on studying in Europe. She mentions her previous experience - China, Ecuador, Paraguay, Jamaica. Everything was similar to	This may be the reason why it felt like States to her except of the language. That was the only different thing to her. Also, all the other countries all completely different category then the

		America-people, shopping centers, bathrooms.	Czech Republic.
		She did not have category for the language-it was something she has never experience before. Czech felt so normal to her and the Czech language abnormal.	Maybe the fact everything seemed to her like in America except of the Czech language in the beginning could influence the fact she did not expect things to be difficult.
00:10:39	Biggest challenge	She explains that crossing over from the time being an intern – English Camps-she was used to the summer context of the project which is focused on learning & improving English. Becoming the full-time stuff is a big shift. There is a more emphasis on KAM meetings and working with Czech leaders. Not American teens like during summer. The need for translation is completely different comparing these two contexts. Her American coworkers can communicate a lot of easier in Czech than she because she was new in the organization. People in the organization would remember she doesn't know Czech, so they needed to think how to help her and include her, but it was not always easy in the	Language has been the biggest challenge for her. The shift from the EC context to the organizational context is big. There is a need for translation in the KAM organization. They did not have to think about translations while working on English Summer Camps because it is a sure thing that everything is in English translated into Czech. People in KAM are trying to help and think about new Americans, but it is not always easy. Most of the Americans have already a good level of Czech

| | | KAM, because she was the minority. EC camps are something like bridge which fills the gap between Czechs and Americans but during year in KAM, she was new and the minority. | language. MINORITY. |
| | | In her local church, she was the only American, and was constantly trying to acclimate to Czech culture, listen and pick up Czech language. Many times, she did not feel understood and was missing what was going on. She wished she asked for more translations. She was listening without really understanding. | She repeats the word minority again and mentions that other Americans have been working in KAM longer and know the Czech language better. The fact she was trying to acclimate as much as soon as possible, and she was surrounded with other people having good knowledge of Czech put her under the pressure and she was listening to the language without really understanding and MISSING what was going on around her. It is easy to feel excluded and demotivated because the fact she was trying to work hard, being without translation sometimes which was excluding her. Translations are really important in the beginning. Misconception of I need to |

			listen in order to learn the language without understanding.
		KAM should work through how to accommodate their new stuff so they feel relational connection and that relational connection will help them in their learning.	The same as in the 1st interview. It is important to understand, feel included in order to be motivated and learn well the language in the organization.
00:15:00	Work context	She cannot make a clean distinction. It has more to do with different people's personality styles, backgrounds, and their previous work experience. She thinks there is difference in people and not so much in culture (Am vs Czech culture). Work in KAM is relational, so it is also a very different experience. As there is a lot of work that goes into spending time with people, one cannot touch and see many things, like progress necessarily immeasurably. There is a lot of interplay between work, play and personal life. In this kind of work, it is difficult to have a distinction between free time and work, because everything is connected. Every ministry	Her experience is more about different personality styles and not work. It is alike for her. She can see differences between her State and California for example. The same in the Czech Republic - maybe differences in regions.

		in KAM is different.	
00:18:36	PM methods	They were communicating via Slack with interns, then email, Facebook, messenger. Also, Basecamp and Google Drive.	Basecamp is a platform where you can directly message people but also break projects down into smaller tasks. It is possible to set up Google Drive there, it is connected with email. It helps to keep work related stuff at one platform.
00:20:37	Meetings	Usually once a week in person. They also talk to each other remotely-at least 3 times a week. During summer almost every day. It was pre-Covid.	Looks like SCRUM style.
			Summers are different because they are e.g., the whole week together doing trainings for American short-term teams, that is why.
		The team leader would have some type of schedule for the meeting which others would follow.	Spiritual, emotional and work part in this order.
00:23:59	Problem-solving	The main thing would be communicating as a team or with the person. She had her uplink which was there to support her when she had questions or needed to solve something.	Main thing is communication and also having someone to talk about the issue.
00:23:06	Language use	In the camps team, they would speak in English most	As there was someone who couldn't keep up in Czech,

		of the time as they were organizing things. Two Czech ladies on her team could switch to Czech in their conversation because they were responsible for Czech churches and there was no need to keep talking in English. Everything concerning the whole team like brainstorming ideas, summaries would be communicating in English.	and others English was really good, it is logic to opt for English as lingua franca.
		The main language in KAM is Czech, there was need for translation-someone was whispering the translation or they used headphones and have something set up. Less often it has been someone in the front. The strongest language between two people would be stronger.	Mentions again the Czech language in KAM. Translations during the KAM meetings would be simultaneously or not. As previous interviewee mentioned that some meetings could last for 6 hours, it is probably a good solution not to translate it on the stage but from the back into headphones.
00:28:08	Importance of learning the Czech language	It is less important to know the Czech in English camp setting but during a school year, it is important as they work with Czech leaders. KAM expects its worker to work in Czech language. For	It is really important to learn the language. Especially during the year, the Czech language is used more than during summer in EC team.

		KAM it is important learning Czech and minister Czech people in Czech.	
00:29:57	Internal and external communication	She would speak in more formal tone with people she didn't know. But she was communication mostly in English with people she already knew. With Covid, things changed because they were having more Czech interns who did not need to have higher level of English as they were supposed to work in Czech with Czechs.	English language does not have a clear distinction between formal and informal language like Czech language
00:31:30	Translations	Had to translate a lot in the beginning in her computer. The expectation was to learn Czech as fast as possible. However, she was not aware of her learning style and some insecurities that came with not being able to understand. She was comparing herself to other American men she knew-they had different personalities and ways of learning. She did not have some female	She said again she needed translations more often than she asked for it or admitted herself she needed it. She did not know style of learning which would work for her and thus she was comparing herself to other people who have been living in the Czech longer than her and are different personalities and different learning styles work for them. Pressure to learn as fast as possible made her to stay without translation sometimes.

		American workers to be able to compare herself in a way. And if she was comparing herself to an American female worker, it was someone who have been living in the Czech longer than she was. So, she struggled because she felt like other people challenges were different than hers.	It would be good for her to have some American female worker who would support in her language learning process so she would understand that they were going through different challenges, too.
00:33:33		She was not able to separate the learning Czech from relational-everything was connected for her. When she could not understand something, she felt emotionally disconnected, which made her demotivated.	It is difficult to separate identity and work-language learning. She felt disconnected and thus, demotivated when she did not understand something.
		She wanted to overcome that by learning Czech faster. She wishes, she had asked more for translation without being ashamed like it was a bad thing. Maybe it would make her feel more relaxed to learn Czech. She felt tense and did not realize that is has something to do with her own insecurities. It was not related to Czech. It was being in the place where she felt misunderstood or not understood or not	Mentions again, she wishes she asked more for translation so she would not feel disconnected and demotivated. Circumstances can have an impact on our learning process. If we feel pressure, we will probably connect our learning with a negative emotion, and this can make it even harder. Also, realizing that some our insecurities can come to surface, and this does not

		understanding others. So, she felt inadequate.	have to be related with the language learning. She made a pause before she said inadequate and looked like she wanted to cry a little bit. It is obvious that it was difficult for her.
00:36:33	Hierarchy	Listed people who were above her. Her uplinks made her feel as important as everybody else. In her team, it did not feel like lower on the hierarchy.	There was an obvious hierarchy on her team. But they were also friends which makes it different from a normal business secular position. She was an assistant to the director on her team.
		However, she did not have the same feeling within the KAM because most of the people were speaking Czech. She felt like if she could not express herself in Czech, it was not the best because by that time, she was supposed to speak Czech and because of the language, she was not able to get to know other people in the organization better. KAM meetings were usually scheduled, and it was not about getting to know other people better.	She is mentioning Czech language and KAM again. Looks like it was hard for her, and she even says that she was sabotaging herself by not asking for translation. Language barrier.

		Her deepest connection points were within her team where people knew her the best.	Felt good to be known and to be able to communicate even in English.
		The KAM's X team is the top of the hierarchy, they make decision, and they do what they want them to do. Things in the cams team were changing when she became a part of it-it was a unique situation. She feels like there was a miscommunication between her team and the X team. She wishes there was a third party at some point (not from KAM) to have another perspective and help them to work through things differently or better. Also mentions that everyone was learning through the process.	Clear hierarchy.

It is really important to communicate well. There was a miscommunication. She wishes there was a third party. |
| 00:41:13 | Language learning path | Her uplink took responsibility for her language learning. She started to take language intensives with her uplink in Prague as she arrived on the field. Her uplink set her up to read a book "Fluent forever" – she started to use ANKI CARDS from its program. There was a list of word suggested to learn (verbs and | There was a person who was supposed to help her. Someone who also had to learn the Czech language before and was going through language training.

Self-teaching with cards. |

		nouns).	
		She carried on with intensives in Prague, and then she was encouraged to find a teacher. She tried some teacher and the third one was fit for her- the teacher's personality and formal way of learning language.	It is important to find a teacher whose way of teaching and personality fits for you.
		Before she arrived to the Czech Republic, she was taught to just listen and not write things down, which was a detriment to her. She could not distinguish the sound because she did not learn how to write before.	Misconception. This kind of learning did not stick for her.
		She tried a lot of different things which helped her: Duolingo, Shows with Czech subtitles. It has helped to listen where she was not expected to say anything. It made her a lot more tense where she was in situation where everyone was speaking Czech around her and she was trying to connect to people, not sure what was happening. Tension made her learning so much harder.	It helps not to feel in pressure, more relaxed way of learning. Apparently, this kind of learning or tension did not help her at all.

00:45:44	What would you do differently?	She would have done a counseling, to understand that language learning was such a separate part of her life. So many role models of her were gifted in language learning-gave her feeling everyone was learning so much faster than her. It felt like something was wrong with her. Even before she same to the Czech Republic, it already felt like fighting an uphill buttle and she did not really want to learn, but it felt like she had to. She wishes she did not ignore what was happening in her body and prepare her body, mind and heart for it.	Language learning and your life-your value are different things. Understanding this, one can avoid discouragement in learning. But it is hard to separate these two. She did not feel like she wanted to learn the language from the beginning, it was rather like she had to learn. Emotional and relational kind of person-everything was connected to her. She ignored what she felt before she even started. It was a big mistake because it is a big part of her-her identity.
00:48:53	Czech level	A2 level	Solid A2 level.
00:49:20	Language support	KAM does not provide any language training; they provide support in terms of translation. There is a worker who has a role of supporting Americans-to help them find teachers or training so that	

		they can be successful in learning. She thinks that KAM's expectation should be more formal. An approach to help Americans. If she hadn't had someone to help her, she does not know who would help her to move forward. It is difficult to look for resources because they might be in Czech-it would be hard to find those things even in English.	But she had someone from organization to help her. She suggested KAM works on more formal approach to help Americans acclimate and learn. (KAM is already working on that-they have a person who is responsible for this).
00:51:58	Nationality of colleagues with whom she collaborates the most.	Czech and American. In camps team almost half and half. In KAM, probably two thirds are Czechs and one third Americans.	She is not sure if ¼ or 1/3.
00:52:45	Influence of two different cultures and languages on team collaboration.	On her camps team, the two Czechs were married to Americans, so they already had American experience. She calls them Americanized Czechs. In general, the camps team is more Americanized because of the kind of work they do and Americans they work with a lot. Czechs were working mostly with Czechs.	Even though it was a culturally mixed team, the two Czech are already influenced and know the American culture. In the organization, Czechs work a lot with Czechs. She finds great the mixture of both cultures because during the year they had to work more in Czech context, too.

00:54:25	Integration	She felt more integrated and part of the camps team, because all her connections were there. She also felt understood and able to understand others. She feels connected to individuals but as whole less connected and integrated. She got to learn KAM during years but because of her level of Czech, she feels like behind a curtain. She calls it even unknown. She has not been working with so many people because they work in different highway or the language barrier.	Again, the Czech language. Relationships are important for her to feel as a part of the organization. Language barrier plays a big role in the process. Because of the language, she did not have the possibility to talk to more people in the organization who do not speak English.
00:56:06	What has helped you with the integration in the beginning?	Shared experiences. When she got to know other people from the organization, it was because she was helping with other projects. During Covid, they were having small groups which helped her to feel more connected. Also says, it makes sense she was more connected to her camps team.	Shared experience and teambuilding activities are really important to her. She wants KAM to do more of that. Smaller amount of people, because it's easier to connect to someone. Organization is bigger and it can be difficult to get to know people who work in

			different group. Also, they do not meet that often as the camps team.
00:58:47	Team building activities- cultural diversity	There are no official team building activities, but she thinks it would be cool to have them. She thinks Czechs can be surprised what she experienced as a second culture person. Americans can feel like minority, and it would be good if the organization earned more empathy.	It would be beneficial for other people to gain some empathy, how Americans can feel. The TB activities can help with gaining a better understanding and unify the people in the organization.
01:02:05	A piece of advice for newcomers	Camps during summer are different than the work during year. During camps, everything is being translated and people outside the organization are excited about Americans. In KAM, there is an emphasis on the Czech culture, and you are expected to acclimate. She even said that more Czech and less American you are, the more highly you're kind of seen. When she came to KAM, she was also trying to figure out who she was which did not make the process easier. The newcomers will still be Americans, but they will also	It would be interesting to see opinions of Czechs in the organization.

		take something from Czech identity. Before you come, it is important to know who you are and what are your expectations. There will be different challenges and it is important to ask questions and have someone who would support you there.	Do you know your identity and what are your expectations?? Being proactive, communicate
00:12:35	Problem-solving	His first reaction is to avoidance.	He is relational and his reaction is avoidance-it is annoying for him. He needs time to journal his thought.

Content Analysis Interview 3 – JH

Time	Topics	Subjects covered by the interviewee	Comments/Interpretation
00:00:14	KAM organization	Its goal is to equip young leaders in churches across the country-to fulfill the great commission, make disciples through their local church. They do it with different ministries-different highways. The whole purpose is to equip the local church and young leaders to serve their community.	So far, all the respondents have similar answers.
00:00:49	How he found out about the organization	It was through his professor in university who took the class on a trip in order to learn, how to plan a mission's trip. He started with English camps.	He studied in the same university as the first two interviewees.
00:01:33	Job in States and position in KAM	He moved right away after finishing university. He wanted to be a youth pastor, and then decided to do something in the Czech Republic. In the process, he was an assistant to a contractor and substitute teacher in public schools. Since he came here, he has worked with camps, interns, local churches. He is also a	People in KAM live from fundraising. He equips Americans who want to

		support raising coach.	come to the Czech Republic during summer.
00:02:46	Length of work	He has been working in the organization for 10 years. In 2007 to 2011, he came as an intern every summer.	10 year is a lot. So many things could have changed during years if I compare it to the first two interviews. He was also interning before he officially moved like the previous two interviewees.
00:03:14	First impressions	He was surprised how easy public transport was. Czech students seemed to be shy at first. People knew English so well even though their national language is Czech. Now it's the opposite, he is surprised when there is someone who does not know any English in today's society. Czech people were more open to talk about their faith even though they were not believers-Americans have their opinion and do not want people ask them about it.	He did not expect that-stereotypes… Cheerful tone of voice and smiling when he talks that right now its opposite. The openness of people was nicely surprising for him.
00:04:44	Collaboration with Czech people	He said it was awesome and it felt like family. There were some disagreements in some small things how to do specific pieces. The	Even with two nationalities. Sounds normal. Disagreements are normal and unavoidable; it

		atmosphere working with Czechs was interesting because that is what he still does today.	depends how people deal with them.
		Sometimes, there is this idea that what he's bringing is American and it's not valid-not because it was not proven to be valid-it's just a resistance to some ideas. "That might work for you, but it does not work for us".	Czechs think that "it" does not work for their context – not a prove for that, just a RESISTANCE TO SOME IDEAS. Refusing some new ideas in culturally mixed teams. It would be good at least to try and be more open.
00:05:57	Biggest challenge	One thing that was hard for him was to find a right place. The fact that he did not know anyone in the beginning. Every weekend, he was travelling to churches that he worked with during summer. Also finding a right work for him in the org.=fit. He also experienced the change, going from small sized organization to a mid-sized-organization or even the international design venture community. This meant not knowing people and not seeing them all the time.	Finding the right place, loosing of rootedness.

Did not have a chance to get to know people, because he was travelling during weekends. He was missing ROOTS&MEANINGFUL RELATIONSHIPS He experienced a big shift. Growing of the organization and internationalization. Difficult to adjust internally. |
| 00:07:58 | American way of working vs | He does not have that much experience in a normal job | |

	the Czech one	in America, so it is a little bit harder for him to compare it. Americans like to be much more organized; they have paid stuff and a year plan. Czechs leave things more flexible, which can be good but also bad. Once in a while it happens, they do not know what they are doing next week. The goal in America is to outline things and make a goal for each week. The culture created in KAM is more businesslike – restricted and outlined in detail. He would expect the opposite.	Says that this is a foreign concept in the Czech. Czechs do not plan that much, leaves things more flexible, and it can happen sometimes they do not know, what they do next week. Outlines & Goals. How many hours, details Then, he asked me if there is an area I want him to look at for this question.
00:11:15	PM methods	He uses Asana and has used different task management tools over the years. Every two years, he is looking for something new. Also, Google Drive, notes. He keeps his notes, talk prep. And outline in his phone.	The most helpful would be Asana and writing out the most important goals of the week or the day.
00:12:14	Problem-solving	His first reaction to a problem is avoidance. He does not like when there is a problem.	He calls is annoying.

		It helps him to journal his thoughts, type his thoughts out, and talking through it with his wife and teammates to get some extra perspective. To see if he is understanding the project right way. He can also talk to his uplink or boss if he needs to clarify a project.	He wants to get extra perspective on conflict to see, if he understands it correctly. The most helpful is talking.
00:14:08	Language use	Just randomly, if someone wants to speak English, he speaks English and if someone wants to speak Czech, he speaks Czech. Otherwise, if people do not care, he makes a call based on feeling. He is trying to do support raising coaching in Czech if the person wants to. If they do not care, he makes it easier on himself and does it in English. So, he does it based on language ability. He calls it dumb if there is group of Americans, British people and one Czech. And they talk in Czech, even though the Czech's person	Based on language ability of the individual. Which makes sense because it's his mother tongue and he is able to express it better and more comfortably in his mother tongue.

		English is perfect. Certain relationships are in English and certain in Czech. He also mixes language e.g., with his uplink, if he does not know, how to say something in Czech, he uses an English word. As he knows English better, it is easier to communicate via e-mail in English. It saves time because he does not have to type all the extra characters which Czech language has and people understand English, so there is no reason to write the email in Czech.	Mixing of languages. There is no need to use the Czech language all the time, because many people can understand English and it saves him time.
00:17:24	Importance of learning the Czech language.	On the scale of 1 to 10, he would say an EIGHT. It is okay in the beginning not to speak Czech. But it is hard to have any sort of relationship if someone cannot speak the language because there are still some people who do not speak English. He hopes they will learn some English as Americans are learning Czech.	8/10 Mainly because of the persons' relationships. It would be a nice gesture from the Czechs to strengthen relationships in the organization. It means

			a lot when someone is at least trying.
		For the longevity of life in the Czech Republic, you need to know the language, otherwise every interaction outside home can be frustrating. Also, they work with Czechs a lot and KAM meetings are in Czech. They have translation, but it is not the same as understanding the language. Meetings are translated via text document or a Google document. People read it but they are getting it a little bit delayed.	It would be difficult to want to live in Czech but do not speak the language. This kind of work contains a lot of interaction in Czech, and even though they have translations during meeting, it is not the same as understanding the language.
00:19:53	Not knowing the language after years.	Person can feel lonely, not being able to do at least small talks.	The main cons for personal relationships and restricted amount of people to have relationship with.
00:22:00	Internal and external communication	He is using plural when communicating with office team, which is the same as formal. Generally, he feels like having a more formal relationship with his teammates because there is not a lot of overlap, but there are small pieces where they	Office-formal, people on the ground-more informal.

		rely on each other. When he speaks with people about their support level, he feels closer to them and is able to be more informal. Group emails are more formal-with plural.	
00:23:17	Translations	Just when he do not understand a single sentence in a meeting or with someone. When it is complex enough so he could not get it. It was probably the only time. In case he doen not know a word, he asks.	He has a good level of Czech language. Unless, he does not need a very specific vocabulary, he is fine.
00:23:51		He used to use Google Translate and had to fix the translation-he is better than a machine. He also tried DeepL on my recommendation.	
00:25:25		He generally tries to read emails in Czech, it is annoying when the English translation is under the Czech text, and he did not know it.	If there is the possibility, he makes it easier for him.
00:26:33	Hierarchy	There is an organizational structure, he has to connect with his uplink or their bosses to inform them about support raising. He has an	There is an obvious hierarchy, he does not work with his boss all the time but there is a necessity to contact them

		idea who is connected to who.	and inform them.
00:26:43	Language level	In some areas B2 in some C1. He hasn't thought about the detail of it for a while.	
00:27:08	Language learning path	As an intern, he was listening to the language a lot. He learnt some phrases and words students taught him.	Calls them "dumb".
		He found out that learning from book does not really work for him. He also has lessons with someone. This was during his internships before he officially moved.	Probably not his style of learning when he felt like he did not want to do it. He is also relational person which might be connected to it. He needs to do things with someone.
		During summers, he was trying to pick up a little bit more from camps, he was listening to repeated words and look those up in dictionary	Lot of listening – for 5 years and learnt some basic things before he moved.
		Then he started learning from a teacher. He knew sounds and pronunciation already. After he moved, he had lessons at an integration center with other foreigners and got through a lot of material. He had some private tutors. One got him	For a year. One tutor at time but later two.

		through the book and did not know how to answer his questions and the other one could answer his questions but would plan the lesson in the moment. He had different ways of studying language-different grammar books, watching shows, TV shows in Czech, Czech radio. His wife talks to their daughter in Czech and he speaks with the family members in Czech.	Learning without having a plan for student.
00:31:06	Most helpful in learning	He switched to a different church where people did not speak English, he was able to use the Czech he learnt and had to speak in Czech more. It forced him to practice. When he could speak Czech with some students, that was huge for his learning and kept him going.	He even calls is the most important. People usually want to practice English with Americans so it can be difficult to learn. It is important to have people to practice with and thus, increase the motivation for learning.
00:33:01		Writing down vocabulary, listening to repeated words, translating them and writing them down. Made it a habit. Get a certain level and then find people to speak only	

		Czech with. It can be changing church or going to a local pub.	
00:34:07	Language support by KAM	Just discuss with them where they can find a teacher, which tools they can use, what can help. But there is no official language support. KAM gives them money and time to learn.	No official language support. They provide money and time.
00:34:58	Nationalities he collaborates with	Czech and American. Slovakia too and sometimes it can be international teammates.	
00:35:38	Influence of two different languages and cultures on team collaboration	They try to integrate and do things together, but they have different philosophies of how things should look. Americans had to leave States and Czechs are working in their own country. Across the organization, people are eager to say no. They stay in their lane, focus. Americans are more open to adjust things. It has also changed a lot since the beginning.	This can be because of the culture but also different personalities. It is different because Americans had to uproot their lives to move and Czechs are working at home. Americans are more open to adjust.
00:37:27		Sometimes the collaboration is slower or just not on one side. It is hard to get everybody involved in	Slower collaboration.

		something.	
		In his office team, the language does not really have a big effect because of his Czech language level, and they do not have other Americans on the team. People who are here for less time that do not know Czech, they are not as connected to the whole group, and they are not as able to participate. KAM let people speak whatever language they need to. They translate to English for Americans or to Czech for Czechs.	No influence in his office team, all the members are Czech, he is the only American and his Czech is good.
00:39:10	Integration	Since he started doing support raising coaching, he feels more a part of the organization because he connects with a lot of workers. Previously, he connected with a smaller amount of people and did not need anything from the rest. He offers something to people, and that helps him to feel a part of the team in very different way than he thinks it would otherwise. Every once in a while, he	"Positive change in the last 3 Years" Work in KAM requires work in smaller teams, so you do not get to work with everyone. This position requires to talk to people in the whole organization, so he started to feel more integrated. He would not feel that way if he did not have this position, as he mentioned.

		battles with the fact that his main team is the office team, because he does different things, than the rest of the team.	
00:40:31	What helped him to integrate the most in the beginning	Team meetings and translation. During the bigger team meetings, everything was translated for him. Anytime things were not translated, he felt left out. He points that when someone learns English and knows that people in the room speak English quite well. It is the hardest thing in the beginning when something is not translated, but most of the time they had translation. And when they did not, it was good for my Czech language. he asked somebody what was being said.	Translation helped him to feel integrated. It can be difficult for the newcomers when something is not translated. Even though something was not translated, he was being proactive, listened and then asked for the info.
00:41:59	Team building activities	They had different meetings, parties just to build the team. But anything due to the cultural diversity. Their team is too big to do that, and lot of people do not appreciate it. Even when they wanted to play some crazy games to build team unity, people do	They do different meetings and parties, but not team building activities due to awareness of cultural activities. Their team is too big, and people would not appreciate it from his experience.

		not understand why they do this.	
00:43:10	Piece of advice	KAM is different from JV. He also added that KAM and JV people work in the same building, but they try to keep things separated. But they also support each other.	Bigger connection to JV as it is more international.

Content Analysis: Interview 4 - JOR

Time	Topics	Subjects covered by the interviewee	Comments/Interpretation
00:00:11	KAM organization	It is about training young leader in churches to do the ministries God has called them to do. Especially ministry to teenagers and college students.	
00:00:34	How he found out about it	Through the international organization, Josiah Venture after he came on a mission's trip with JV through Moody Bible Institute. After he did the 2nd internship, he talked to the KAM president about joining the organization. He learnt more about KAM after joining it.	Americans usually have the first contact with Josiah Venture.
00:01:58	Work context	He had part-time jobs in barbecue restaurants, substitute teacher, after-school care program for elementary school students.	So far, all of the 4 interviewees came directly from Moody Bible Institute after graduating, so they were having part-time jobs in the process of applying to work in KAM, and thus do not really have the American work experience.
00:02:23	Kind of projects	He was on national camps team-in charge of summer	

		interns, summer mission trip teams and summer camps. Later, they increased collaboration with other projects and regional workers.	
00:03:44	First impressions	First, he thought it would look like Eastern Ukraine. In USA, there is a lot of similarity between States. And Ukraine and Czech were former communist. He was surprised how different economy, cultures, students, food were. They also got culture and history education, so they were prepared for it. Czechs do not like small talks, and they are friends for the sake of becoming friends. Czechs are more introverted or more internal processers.	Economy, culture, students, food was better than he expected, because he was comparing it to Ukraine.
			Czech people are more introverted, internal processers, they are friendly for being friends and not for other reasons.
		In the KAM it was a culture of competition between ministries. They were trying to grow and recruit staff. He had the impression that if someone ministry grew, the other one thought that they would not get resources, so they need to grow. Culture of limited growth opportunity vs a lot of growth opportunity.	Culture of competition.
			If they get something that means it won't be available for my ministry.

00:07:21 00:07:58	Challenges	Administrative aspects after moving-rental contracts, insurance contracts, visa documents. It is a lot of extra work. There were individuals to helps with this stuff.	
00:09:22	American vs Czech way of working	He does not have enough experience in America. He can just compare JV America or JV international. The biggest one he has observed is the willingness to let people leave and come into organization. If someone from KAM wanted to work for JV international, it has been felt very personally. It is different in America; people can decide without feeling bad. It is hard for Czechs to accept principles from the outside, it is difficult to look for the best practices and let them influence them. Czechs are trying to reinvent the wheel instead using the one that works. He often hears that it won't work here, or we cannot learn from that because it is not a part of our context. Czechs desire the ownership	Coming and leaving the organization has been taken personally. The same as in the 3rd interview. Czechs like to decide

		of not only what they do in work, but also how they do it and why they do it.	how they want to do things. This can be different from individual to individual and from generation to generation. It has also been changing as he said, so the younger generation can be more open to do things differently.
00:14:06	PM methods, Software	They tried GQ's but it did not work for them. Also, Asana, but that did not work for the team. Email's, spreadsheets, individual's checklists. Basecamps. Google Drive, Slack. Camp's website-created for churches to manage their camps.	GQ's and Asana did not work for them. During their time, so many tools did not exist. In the last two years, Basecamp is used to manage projects.
00:16:10	Problem-solving	He had different bosses over years, and problem solving was different with each one of them. Relational problems were solved one on one. If there was no solution, you kind of learn how to live with it. He also talked to a teammate, but it is better to get someone's perspective out of the team.	Communication between two people. They had meetings in order to solve problems- relational problems, confusion in work goal or the purpose of ministry

| 00:18:54 | Language use | On camps team-90% English-different levels of Czech. After two or three years, they were able to have meetings in Czech but new Americans joined. With Czech leaders 70% English and 30% Czech. In the last few years, it's been more Czech, maybe 50 50. KAM meetings-he speaks Czech because there is a wide variety of Czech levels. If there is a topic he can talk better about in English, he switches. Meetings with X team in KAM it's probably 80% English and 20% Czech-it can be still hard for him to track the deeper relational inner working of the organization and a conflict in Czech. He does not use translation at the KAM events, friendly conversations are in Czech. | Majority should adjust the minority, to find a lingua franca, which was English. Still able to express some things better in English even though he speaks well Czech. |
| 00:21:17 | Importance of learning Czech | It is an absolute necessity. Some workers do not speak English well enough to solve problem in English. Czechs value building the relationship in Czech. If someone does not learn Czech, it becomes more difficult to be on the field for | No doubt about it. Czech is important for longevity and Czechs appreciate it. |

		more than five or eight years. It is really, really important.	Really, really.
00:22:39 00:24:05	Internal and external communication	Internal-more open and honest, talking about problems and people that could be source of it. External more diplomatic, they were trying to maintain unity within KAM. Mass emails-more formal feel. But it rarely felt like it was only business in their communication. They were trying to make it more personal, because they cared about people, not only about product or the job or the camp.	The KAM's goal is to support and train leaders.
00:25:02	Translations	He is around B1 to B2 right now, before he needed translations for KAM meetings, until he reached B1 level. Usually translations were provided, but sometimes Czech staff was surprised that they would translate that day. Number of times, there was not translation provided and it was up to people to ask someone who would sit next to them. After the feedback form American workers,	It was not always automatically provided. Translations should be considered while

		KAM started to take some steps to provide more translation. Translation through Google doc.	planning an event.
00:29:07	Hierarchy	They had a clear team leader who was their uplink. They would have a meeting to go through what they have accomplished before and how they were doing and what was ahead of them. It was clear who was anyone's boss. The organization's chart is very clear. He could do 90% of decisions on his own but for the 10% he needed an approval.	
00:30:03	Learning path with the Czech language	He found a good teacher and was taking classes during his 7-month internship. That time, he reached A1 and A1.5 level. That made a huge difference. He observed a big difference between people who moved right away and never learnt Czech before. He was taking courses for 3.5 months during his internship and then got positive feedback from KAM workers.	Good teacher made a difference (as he stated).

It is an advantage that he was taking course before he officially moved.

Motivation. |
| | When he moved | Then, when he officially moved, he had some | Confidence. |

	How many hours	confidence. He was on survival level-he could order meal, travel etc. He was told to do 10 hours a week of language learning. It could be 5 hours lessons and 5 intentional study or just 10 hours of intentional study. He also had a good luck as he said.	Regular activity, 10 hours during week.
	Language school	He and his friend got recommendations for language school in the area, started to study 3 to 5 hours a week at the Center for the Integration of Foreigners in Ostrava, and they had free lessons. After that, they created their own intensive course with the teacher from those group lessons, alongside with the other American colleagues. Then he sought his own language tutor.	He was learning with a friend. 3 or four months and it was really good for them-satisfaction.
		Overall, he did 6 hours per week.	3 hours class, 3 hours intentional study + intentional conversations.
		He had different teachers who were not effective. Also, intensives did not work for him at all. Although, there are	Calls intensives unfruitful. He would not do them again.

		people who made progress thanks to intensives. According to him, regular learning is a better way to learn.	
		He spent a lot of time listening to Czech audio Bible-chapter in English, chapter in Czech.	Listening (JH was listening to the radio).
		KAM should decide, if the priority for the Americans is to learn the Czech language and let them, or if they want them start working right away, and they won't have that much time to learn language.	Priorities of KAM. KAM needs a clear structure.
		If you can do 5 hours/week, you can make significant progress-it is like every activity. But if KAM want their people to have B2 in two years, 5 hours is maybe not enough.	Cite. Manageable, doable and it can concretely help you.
		KAM can be more strategic and partner with universities. 5 hours should be minimum.	Recommendation. Czech language course at university.
00:41:28		Teacher should follow a book and have a lesson plan. He had a teacher who was asking	There should be a clear plan, and teacher who is leading a student. That is

		him what he wanted to do that day. He did not know what he needed. You cannot learn Czech randomly; you need a structure. His friend's teacher was never following a clear plan and that friend never got Czech ordered in his mind. Doing his homework in a coffee shop and then asking barista to correct it for him. Tried to speak Czech as much as possible. You have to choose learning Czech over loyalty. Be dedicated to find a right teacher-recommendations from other might be helpful and learning with colleagues.	the purpose of a teacher. Czech language is a complicated language with many cases and rules. STRUCTURE. Relational way of doing homework, way to get to know other Czechs. In case you have a teacher, who does not work for you, even though you like them as people. If you are not satisfied with your teacher, change him.
00:45:35	Nationalities of his colleagues	Americans and Czech. He collaborated 60% with Americans and 40% with Czechs.	More collaboration with Americans.
00:46:08	Influence of two different cultures and languages	The hardest part was navigating different values. Czech on his team did not value to go to a coffee shop and spend time with his team before meeting. But the rest of the team did like it. They thought it was nice. It affected them most when he	Values-team wanted to go to a coffee shop together. The Czech leader did not value that.

			thinks about team building. The more someone is still not global, they are still Czech or American.	Teambuilding. Global. They wanted to make their team healthier. People were different on the team.
			Americans are interested in being teammates or coworkers who become friends – team of friends working together. Czech stay colleagues, they can know each other, but they do not become good friends who hang out outside work. For Czech it was more like work, and for Americans people with whom they can build a community with.	Czechs have personal and work life. They do not mix them up.

It is just his experience. He does not know how it was like in other teams. |
| | | | Sometimes, Amricans did more stud together because Czechs did not want to, and that was ok. | |
| | | | Also, they money. For Americans, everything is cheaper than in States. For Czechs, it was expensive and did not want to spend the money. Different views on charging for e.g., trainings. | Money aspect. Americans spend more. Everything was cheaper, but did they consider their income?

Cultural values and compromising. |
| 00:50:41 | Integraiton | | He feels pretty integrated. He has relationships with people from KAM. But it was hard | |

		being on the camps team and to feel integrated. Many times, they felt like what they did was not as important as other highways, and leadership did not ask them or did not give them time to talk about what they do during the meetings with leadership, in comparison with other highways. Their feedback was vague and short, when they were critical, it was more specific and drawn out with very few questions.	The same said Interviewee 2 – J.
			Team could feel isolated
			Looks like the leadership was not interested enough how they see it like and did not ask questions.
		Professionally integrated on the camps team was challenging. It was easier to be integrated on team led by Americans. It took longer to build relationships with Czechs.	Challenge.
			It took longer to build relationships with Czechs. Here we can see the difference between the cultures.
		Also, the last few years were different.	Because of COVID.
00:53:58	What helped him to integrate in the beginning	It would be helpful to know what integration means.

KAM grows so it is not possible to keep track of everyone. | Wanted to know what integration means. In context of this work, it means to feel as a part of the organization. Also to orient within, but does not have to know necessarily all the |

			aspects which are not important for him. It is more about the feeling not being an outsider.
		He felt really integrated into his camps team.	Smaller team, he spent the most time with them.
00:55:30		After he moved, he was known because of all his internships, he knew how things worked, and that made a difference for him. People who come to work full-time without any experience-it can be so much more challenging for them.	Previous experience made a difference for him.
	What should KAM workers do to welcome new staff.	More workers have to be willing come and talk to new Americans in English to welcome them, even though their English is not that good. It is still better than the new American's Czech. It can be difficult for the new Americans, as they do not know which Czech speaks English. It should not be up to the new person to introduced themselves, but they should be introduced. Also, Americans should be proactive. This is a big part,	The first contact for the Americans in the organization can be really important. It gives the first impression, welcoming them can be a key aspect, also the fact that Czechs would come and at least try to say something in English, even though they do not have a high level of the language, would be really appreciated. Language is a big part of the identity

		how they integrate better, when someone new feels welcomed	and it means a lot.
00:58:58	Team building activities due to cultural diversity	They have training events, barbecue event in June. If people do not build the relationships during year, it can happen that Americans would talk to Americans and Czechs to Czechs. They have their annual conferences, weekly online meeting which is called "Dobré ráno." In Ostrava, there are mostly just Americans from KAM. Other places are more diverse	There are no official team building activities due to the awareness of the cultural diversity. Another element which can influence the situation.
01:01:43	Piece of advice	Change your expectation. KAM is not the same as JV. You will have to take the initiative to build the community you want to be a part of. You will have to be committed to learning language. Do not leave things to chance, ask lot of questions, probably there is a plan, and you need to advocate for yourself- in every area. Do not count on	Like the interview 5. Like the interview 3. This can be also cultural, Czechs are more reserved and do not often mix their work life with the personal one, so Czechs can feel ok, in the organization, because it is normal, but Americans are used to to different things. Like the interview 1. Everyone's piece of advice also shows what is important for the

| | | people to do something unless you ask them-you need to talk about it. | individual and his/her experience.

KAM culture=self-advocating. |
|---|---|---|---|

Content Analysis: Interview 5 - K

Time	Topics	Subjects covered by the interviewee	Comments/Interpretation
00:00:11	KAM	It is a training organization in the disciplines of discipleship and evangelism in the context of youth ministry.	Training organization – discipleship context of youth ministry.
00:00:33		They do it through personal mentoring, coaching, trainings, different conferences of youth leaders.	Personal mentoring, coaching, trainings, conferences.
		When youth leaders begin to understand these concepts and have opportunity to analyze and map out their strengths and weaknesses within their youth ministries. Then they provide opportunity for growth plans, practical experience in reaching sectors of people-through different activities like English, sports, music, school activities…	Understanding - analyze & map strengths and weaknesses- growth plans, practical experience in reaching sectors (target groups).
00:01:44	How he found out about the organization	Once he moved to Czech, he moved originally as an English teacher.	
		From there he started to interact with organization called Young Life and from that organization, he was recruited to join Josiah Venture-respectively KAM. He learned everything about them after he came here.	2004-2006 This is different than all the other respondents, because they started as interns or with short-term American teams.

00:02:45	Work context	He had various positions while studying at university. He was a technical manager-sound and lighting for different conference centers. Assistant director for a public high school. He came to KAM in 2010 as a sound engineer for outreach ministry called Exit Tour. Right now, he is a second deputy director of KAM. In that function, he oversees all of their outreach programs, their missionaries from abroad, and also their relationships with all of their Western Church partnerships.	Working just during his studies. Technical manager-sound and lighting. Assistant director for a public high school. He came to KAM as a sound engineer. Now in KAM-second deputy director.
00:04:22	How long	He has been working in KAM for 12 years.	The longest employee from all the other interviewees.
00:04:43	First impressions	The size of automobiles were smaller, smaller sizes of meal in McDonalds. The only exact opposite thing was beer. Things were not better or worse, they were different. The interaction of Czechs-vykat and tykat concept. It seemed like Czechs would speak for a very long time before allowing the other person to respond, who would	Differences in size-in America, everything is bigger. DIFFERENT. Language-it took long when a Czech was talking to another one before he allowed him to respond. Looked like

		then respond for a very long time. He learnt that there is a beauty to the Czech language when it's spoken really well, that there's poetry in it. Socially, the biggest surprise was the blatant sexuality of the culture (stores with paraphernalia)-it was not a taboo subject here. It was something very indoctrinated into the culture and the consequences that come with that is a culture that is extremely atheistic-what is best for me instead of self-sacrificing nature. Students wearing the same t-shirt, but not because they were pure, but it was part of their identity. Czechs hate stereotypes, as he was trying to understand them, he also found exceptions to the rules.	conversations took longer. Czech language=poetry. He even called it almost a theatrical dialog. Visual expression is as important as the nonverbal
00:12:23	Challenges	The organization was returning back to their original mission and vision, because they were more programs driven organization-they had to shift back to their roots. It manifests into personal things like staff	

		members maybe not being able to or not willing to go through that change. Also, they are working with people, not with a product. It takes a little bit of time, and it is a cross-cultural aspect of the position because there is an international aspect of the organization. 60 Americans connected to KAM across the whole country (including children etc.) - Realistically 35 are full-time workers.	In KAM, there is 93 workers and more than one third is from North America (35).
	Language	Different languages abilities and acquisition level. Somebody may understand something in one way or hear it or phrase it in a very different way. There's nuances in the language. E.g., the difference between I want, and I need are often missed in second cultural translation. = your mouth is going faster than your brain translating something. It is important to be careful of clarifying understanding and clarifying intention before judgement. The biggest challenge for him	Maybe misunderstandings because of the different language proficiency. Nuances in the language.

| | | is the feeling like he is handicapped within his language. He can communicate clearer in English and thoughts flow a lot better. In Czech he has a limited dictionary of words and adjectives to he can use to communicate the same thought. High level of Czech but not a complete dictionary. Also understanding, you can understand 95% of the words, but the 5% you do not can be key and change a conversation or the tone of a conversation. You might understand the content but not the heart behind the content. | He is fluent in Czech.

I would say it is natural.

Always difficult, especially because the organization deals with people, not a product. |
| 00:18:09 | American vs Czech way of working | It is hard because the Czech way of working is shifting and evolving. When he moved, it was different. People were started to work at 6 a.m. and they finished mid-afternoon. But we are seeing the influx of Western corporations, Czechs are experiencing the world and different cultures and then implementing those concepts into their own personal work | Influx of Western corporations. |

		home lifestyles. E.g., people start working at 8:30 a.m.	Influx of flex time as far as schedules. These things in a lot of ways were initiated in the United States.
		But KAM organization is different because of the nature of the work that they do and in the manner in which they do it. They tend to work in all parts of the day.	In KAM, they tend to work in all parts of the day-nature of the work.
		Americans have less vacation than Czechs, they have stricter guidelines concerning sick leave and maternity or paternity leave.	
		In Czech, your employer pays your taxes, in the USA, everyone pays their own individual taxes: receiving clean money after month (CZ) vs wages that could still be taxed at the end of the year	Salaries and taxes. It puts people mentally in a different spot.
00:22:32	PM methods, software	Project Fisher-general outline of short-term projects that includes an outline of what project might be, specific milestones and expected outcomes. They adopted it for short-term projects, because they realized that projects could go on indefinitely unless there is a really clear	Definition of projects contains the fact that project has a clear start and end.

		start and stop date. They wanted to distinguish between programs (events or activities) that have no discernible end date vs short term with a very clear and defined beginning and end.	Outlined in Fisher.
		Some use also Asana-pm tool. Also software for financial tracking.	Asana.
		His favorite software to use is Google Suite-drive, shared drives, documents, calendar, integrations, spreadsheets.	Everyone can have access to it with a permission.
		His least favorite is Google Slides-he prefers PowerPoint.	
		He prefers Google Suite than the Microsoft because it is easier to do everything in the cloud. Especially Cloud controlled by employer-the data is not gone in case someone loses his PC or leaves organization	Enterprise focused and protecting individual-with permissions.
00:26:33	Problem-solving	There are different levels of problem: communication misunderstanding, personality conflict problem. These two are fundamental.	Different levels of problem.
		Work ethic issues.	This organization is about relationships.
		Knowing what type of problem, you're stepping into is half of your battle. There	Knowing the type of problem!

		can be many reasons behind that. When he approaches a problem, he is asking himself: What is the root issue here? We need to address how it's manifesting itself on the outside. So, they have to go deep and find a solution. You are always looking for a win win. He tries hard not to compromise. How do we achieve this objective with both of us getting what we want without either one of us really having to lose anything? Also, sometimes there is a problem, but there is no time or capacity to deal with it right now, so people have to put it aside. Not everyone wants to get deeper to the root issue of what's really causing that.	The reason might be different than it looks like. The root issue. His approach to conflict, it might take longer to resolve.
00:33:23	Language use	It goes back and forth between English and Czech. He communicates English with Western churches or North America or missionaries from abroad. In his role in KAM, he speaks Czech-like 85%. It does not bother him after 18 years of live in Czech. It comes	Their native language Czech is the language of the organization. He underlines that it is Czech organization in

| | | naturally. Language is tied to facial recognition for him. In the beginning (e.g., during interviews), he started to talk Czech to some people, and it stayed with him. Since then, it is weird to switch to English. | the Czech rep., not and American.

The language used during the first contact with that person stays! (Tip for people who want to speak more Czech?) |
|---|---|---|---|
| 00:37:17 | Importance of Czech language | Extremely important to some degree. His goal for all the second culture staff is to have a B2 level of language against the European grid. B1 you can survive and B2 you can see genuineness, more transparency, and you're just more captive. Anything beyond B2 is nice to have, not must to have. Anything less than B2 is not enough to be effective in the type of work. | B2 is often required in order to work abroad, people are able to communicate well and work in that language. |
| 00:38:57 | Internal and external communication | In any organization, what is presented on the outside is different than what is necessarily communicated on the inside. Most of that come across in tone. While presenting something outside, it is more unified presentation. It also depends on who your audience is. There is a different style of | |

		communication that's used when they all have team meetings versus a regionalized family gathering because one's more formal and one's going to be more informal. Different set of communication if it's an online Zoom meeting with everybody vs just him and his boss. The communication towards a North American or a UK audience is going to have a different feel and content than it would communicating nationally here in Czech. They have different standards and practice, as much as different email accounts.	He thinks the platform, the context and the audience affect everything.
00:41:39	Translations	If he gets tired, he occasionally turns on Google Auto translate email-in this state is easier to read something in broken English than thinking through something in Czech. He uses Google Translate to check his spelling. Slavonic-online database of words, and also offline app on his phone. He uses translator when they	Czech has many accents.

		start to get into areas or topics of discussion, he is less familiar with like medical terms, types of sicknesses.	More nuanced language.
00:44:19	Hierarchy	There are two different organizational charts, that all of their employees are constantly interacting with. Everybody in the organization has two separate job functions.	Because KAM is part of JV.
		He officially works in JV NFP (not for profit) in the United States, there he pays his taxes, and he worked them full time here. He is on a permanent loan to the Czech team a s a full-time volunteer, and also every aspect is determined by the national KAM organization. JV partners with 15 different national organizations and each of those countries has a similar model.	Structures, standards, report etc.
		KAM is registered in Czech as non-profit organization. They have their own governing data.	
		The highest governing authority=členské – Members' Assembly. Members' Assembly vote for	Really structured and transparent. There is a visible and official hierarchy.

		Board of Trustees (directors). Board of trustees is responsible for maintaining the legal perspective. They do it by naming country leader. KAM members elect the board, the board chooses the director. Director shapes organizational structure as he/she chooses. The only exception is that all the deputy directors have to be confirmed by the board.	He is deputy and statutory.
		People do not have to realize that this is happening because that happen at a legal status. Average employee doesn't even know that it exists and its ok.	It is true-we can see it from other interviews.
		Country director has three deputy's. Every deputy is in charge of a different group. 1st oversees finances, the hotel and internal functions. 2nd oversees all of their outreach programs, missionaries and foreign relationships 3rd Regions and relationships. They all have direct report in all the areas they're doing.	

		Everyone has an uplink and downlink across the whole organization.	Uplink has been mentioned a lot by the other interviewees.
		Uplink is responsible for the leadership, support and care of their downlinks.	
		They do not want to provide only the direction but also care for their people.	Very clear organizational structure
		They do update the org chart every three months and it is available for everyone online.	
00:51:0	Learning path	He did not have any previous knowledge before he moved. He had some introductory conversations while he was working as a teacher in the beginning. Then, once a week class called Survival Czech. When he realized that he wanted to live in the country, he started to be really aggressive about his learning. He signed up for more lessons, had several coaches, individual classes, and he was studying language sheets and dictionaries as much as he could. He did two semesters of pronunciation class-trying to learn the sounds he was not used to. He did not have a	That time, there were not that many sources like now-youtube videos etc…

		very good experience with his teachers. They would work through a book for the first two months, and then teacher would start focusing on different things that he thought would be more relevant. He never completed any language book because they started a book, did few chapters and then started something else (he has 8 or 9 Czech language books). There are a lot of foundational errors in his language as a result of it.	Started something but never finished. Did not follow a plan or structure. He calls it frustrating and has a patchwork of dictionary.
		What helped him the most was to make friends with whom he spoke just Czech. They did not speak English.	Like JH interview-he changed community.
		Because of language association and first contact, it is hard to change the relationship which he started to build in Czech. He asked his colleagues to be patient and speak Czech with him. There were some funny moments or misunderstandings.	Extremely helpful.
		To conclude, private classes and changed community in order to develop the language.	

00:58:03		Balance between having safety community (other English-speaking people) and also having community that's going to force you to integrate into the culture and language. People who stay just with their safe community cannot really learn the language well. Language became a priority in the last 3 years.	
		Longevity of their employees is tied to language and culture skills.	As in interview 3, 4, 6.
		It is difficult when someone moves to work here. They moved because of work, and they do not want to study the language 20 hours/week.	KAM is still in process of finding the right balance. Answer to the previous interviews.
01:00:44	Does KAM provide language support to Americans?	They have a language coach in their first year of arrival who helps them to create a language acquisition plan, to point them in the right direction. They are working on E-course to help people understand what it entails.	Newer development.
		They do not provide teachers because it is not realistic and feasible. They have staff across the entire country. It did not work in the past when the language coaches were	Explanation why KAM does not provide teachers.

		coming to their offices. At the end, it was not helping their team, so they decided to empower people to find their own language learning.	
01:02:34	Influence of the two different languages and cultures on the team collaboration	They are seeing a greater influx in English words into Czech language. The biggest problem comes when there is a lack of understanding or conflict within the team, and they are trying to address the conflict cross-culturally. Somebody trying to understand the deeper meaning of somebody's hurt and pain through a second language-you miss the nuances, idioms in the languages. If this happen, they make sure there is a native Czech and American in the room to have a more holistic perspective and interpretation. It is hard for the second culture when they are trying to speak Czech, but they feel like they do not have permission. You do not know the language so I'm going to speak English with you. Or the other extreme: you are	Problem with nuances has been mentioned before.

		American, you live in Czech so I will speak to you in Czech and I do not care if you don't understand.	
		They key is communication and knowing what is appropriate and what is not.	
01:05:19	Integration	Hard question. As a leadership team member, he is significantly integrated into it. But he works from home, does not have centralized office. They miss a lot of conversations. You communicate something to 4/5 leaders and then you realize that there is one who does not know=because of people working from home (not a mal intent or deceit). There are times, when he feels less connected because they do not have centralized hub for everything	As a leadership team member-significantly integrated. They do not have centralized office.
01:07:23	What helped him to feel integrated	What helped him in the past is not replicable now. Less people (30) and they were not living that far from each other. Right now, they have online Dobré Ráno meeting with all the members. He runs Silesian family meetings and talk	

		about vision-done in an informal way. They are trying to recreate the family aspect.	
01:09:58	Team building activities due to the cultural diversity awareness	No, they do not have any specific to cultural diversity. After the survey they did the last year, they are working on training aspect to cultural diversity. They have other teambuilding's.	They do not, they know about the situation after the survey, and they are working on some training aspects.
01:11:03	Piece of advice	Have no expectations, so you are not going to be disappointed and constantly judging it against standard. Be patient, have grace and ask a lot of questions. People are not in your head, and they do not know, why you are frustrated about something. They are aware that you are going through a massive change but unless you communicate, they cannot respond to it. Learn to communicate regardless of the language.	

Content Analysis: Interview 6 - JD

Time	Topics	Subjects covered by the interviewee	Comments/Interpretation
00:00:10	KAM	Organization whose vision is to see young leaders being raised up in churches across Czech Republic. They do that by going around and helping churches that are in the area and equipping the young leaders and training them up and helping them become leaders so that they can train other leaders. He would say that wants equip and strengthen the local church in each city.	
00:01:01	How he found out about it	Through JV and through an English camp-he came for the first time in 2009. He has done a three-month internship and then he came 3 more times to do fusion camp.	He also came as an intern before he moved in 2017.
00:01:59		A friend told him about JV because his college campus was going to do a mission trip to Czech Republic. He suggested him to come with them.	Fusion is music highway.
00:02:31	How long	He has been working in KAM for 5 years.	
00:02:47	Work context	In States, he was a manager for a pizza shop called Papa	Top manager of a pizza shop.

		John's. He had up to 25 employees under him. He was a top manager in that single store. When he moved, he was part of the fusion team. He was not necessarily leading this because of the language barrier. He was picking up more responsibilities gradually. Right now, he does a little bit of Fusion stuff in Prague and regional work.	Not leading because of the language barrier.
00:05:16	First impressions	He remembers that students were sharing snack and it was a big thing for him. In States, you buy chips and eat it, it is yours. Before he thought it was a selfless part of the Czech culture and now, he thinks it just more community minded. Thing that really attracted him in KAM was the love for the local church.	Students were sharing chips.
00:07:25	Biggest challenge	The biggest challenge was language. He is still taking lessons after 5 years. He states that that's one piece of work where he got improved, but it's never perfect.	Also, language, like every interviewee.
00:08:07	American way of working vs	Czechs appreciate their weekends more than	Like the first interview.

	Czech one	Americans. Even from his experience when they were opening the restaurant seven days a week. He was always available. This is American expectation. In Czech, when people are not in work, they are not in work. Czechs leave city for weekend and go to their cottages into nature.	
		Americans work hard, get the job done quickly and efficiently and also with quality. He does not always see that with Czechs. They have a job; they are going to do it and it gets done when it gets done. And they do not care about the quality because they still get paid. So, there is no incentive to work faster or harder or better. And it is that piece of American culture he appreciates.	American work style vs Czech one
00:09:35		American feel the rush.	
00:09:59	Software	Google, Google Docs, Google Sheets. He would not function without them. Even more Google Sheets than Google Docs. They use them to organize their ideas and organize people and responsibilities.	

00:10:28	Communication	The most effective for him are regular meetings.	
00:12:04	Meetings	If they meet once per week, they will have a sort of outline, things they need to talk about related to project.	
00:12:57		People would share if they were finishing something. He would share his work so everyone could see it is done.	
00:13:50	Problem-solving	It varies depending on the problem. If there is a conflict, his first step would be and have a conversation one-on-one. Everyone wants everything to work. You do not put people who do not want to work with you on your team. If it is something that need to be done, he does it himself or he can be very highly directive to someone and gives them specific e.g., five steps in order to get things done. This is what le learnt when he was a manager. Also, teams need to have healthy amount of stress. If there is too much of stress, people either freeze or give up. With little stress, nothing gets done. You need to put a moderate	One-on-one conversations. Highly directive and specific.

		amount of pressure on your team and say, "we are in hurry". And it pushes them forward.	
00:17:12	Language use	80% Czech and 20% English. Especially now as he lives in Prague.	
		He speaks English with person responsible for youth in Praha. Others of his relationships have been founded on Czech. With his boss, they speak Czech and sometimes small phrases are in English, it depends. It is kind of mix.	
0:18:37	Importance of learning Czech	He would say that if you don't learn Czech, you won't last long. If you want to stay longer than a couple of years, you must learn, even if you are not good at it. He would say that showing you care and you're trying is more important than success of it. If you don't even try and just give up, Czechs will see that. They do notice and their attitudes will change towards you.	Longevity.

The fact you're trying means a lot.

Attitudes of Czech towards Americans learning Czech. |
| 00:20:18 | Internal and external communication | More formal tone just in case he does not know the person directly. His natural writing | |

		comes across as a formal tone already. He does not have to switch when he is inside or outside of the team. He would say there is no difference.	No difference.
00:21:05	Translations	He would never translate something without a Czech. He always need help from a Czech just to make sure he's saying things correctly. When he is teaching, he writes a manuscript in English and then his wife translates it for him. Then he practices that in Czech. Or he would practice saying something in his head and if he did not know a word, he would ask. In this sense, he wouldn't need translation for everything, just to write down some key phrases.	He is asking directly Czechs when he translates something if that is correct.
00:22:24		He has Google Translate on his phone, but it does not translate idioms, so he has to ask anyway. Or when he hears a word and he cannot figure it out from context, he would translate it.	With his language level, he does not need that much of translation.
00:23:31	Hierarchy	There is a hierarchy on his fusion team. They have a leader; he is a member. With his regional work, he knows	Team hierarchy is clear.

		under who he would be. His region is his own work, and he takes responsibility.	
00:24:12		He has an uplink-person with whom he meets regularly and making sure they're doing work. He will transfer fully to regional work by the end of the year.	
00:24:54	Czech language learning path	He started with courses twice a week with a teacher. The teacher was an English teacher, so she was not qualified to teach Czech, but she understood the grammar issues between the languages. For beginner, it was okay. It was really important from the beginning to have regular meetings. She would teach him specific things. Also, it was a huge accountability to do his homework. They went through textbook, which taught him the ideas and had some examples. Then, he would go to a caffe and spent two hours on working through his workbook. Just doing drills, which was boring for him. He was doing repetition and that helped him to sink it into his brain. Pouring his	

| | | time into that was really important. In the first 6 months, he was studying the language from 15 to 20 hours a week. And the second six months like 10 to 15 hours a week. He was keeping it up and it was important for him. He has done a one-month language intensive in Prague – it was language and culture. His speaking was bad, so he got placed low. He did not learn anything new grammatically until the third Thursday. Learning a lot of new words is also really important. | |
| | | Later he had the next intensive at Masaryk university in Brno. No one talked in English to him. There were more Slavic people. Teacher said in the beginning that they would speak just Czech. The teacher did not speak English. This helped him to improve a lot. He had no choice and had to speak Czech. Then he did another intensive in Prague with some friends. At this point, he would not do | No English, he had to speak Czech. |

		another because there are some grammatical things he needs to learn and improve before he starts another level. Needs to learn a lot of vocabulary. This happen over time and intensives are not good for that.	Repetition and time to learn vocabulary. Intensive is not appropriate for it.
		He still has lessons twice a week with a teacher. He speaks just Czech, and they go through a book with different topics, and he learns new words.	
		The passive learning is also important, he went to church, stopped getting translations and was writing down words he did not know. This helped him to learn specific vocab.	As the interviewee 3 – JH.
		During his team meetings, he stopped having translation, because he understood 80% of it and the translated things were also 80% of what was being said.	
		So, everything around him started to be in Czech.	Everything switched to Czech.
		Important being around Czech, listening to it.	
00:32:32	His level	B2	It is a wide category.
00:33:19	Something he wouldn't	He would recommend to try everything than avoiding	

	recommend	something. Everyone learns differently. For him, flashcards did not really work. Words connected with a memory are better for him.	
00:35:01	Language support	When he moved, a coach was in charge of his language learning. It was up to him to sign up to things. She was having follow up with him. In the beginning, he was not hearing from KAM "how is your language learning going". It was him pushing the learning. It was a weaker part of KAM, when he moved. They are trying to develop it more right now and expectations should be higher.	HIM The same thing said the interviewee 5 - K.
00:38:27	Nationalities of colleagues	Czechs and Americans, but he collaborates the most with Czechs.	The most with Czechs- which might have impact on his language, too.
00:38:48	Influence	Once he did not want to work on Easter Sunday because it is holiday and Czechs did not understand that. His boss told him it was cultural. Sometimes he said something in English, and it came across stronger than he meant it. He has to be careful; he speaks that way. He stopped using	

		idioms and speaks very basic English. It is harder for him when Czechs do not simplify their Czech.	
00:42:01	Integration	He feels integrated 7/10. KAM do not have a good picture right now, but they are working on it more than 2 years ago. They are still trying to understand. He moved to Prague a year and half ago and feels more distant from the organization. He does not have issues with anything.	Similar to all the other interviewees.
00:43:07	What helped him to integrate in the beginning	At the beginning, he felt more a part of fusion than he did of KAM. Different ministries did not cross paths. Everyone had their own identity within KAM. KAM's attitude toward ministries changed. The regional work is a big piece o the change.	Most of the interviewees felt more integrated in their own team than in the organization.
00:44:32	Team building activities due to cultural diversity	They have garden party in June but no focus on cultural diversity team building.	As everyone said.
00:45:25	Piece of advice	Focus on language learning. Minimum 20 hours/week=you won't be working full time and that's okay. If you are	

		new in KAM and you are already working full time on some project or in some team, that is wrong. Someone messed up.	Interviewee 4 said that KAM should realize what priorities are. There is a new worker who started to work right away.

Transcription Interview 1 - T

Iva: Ok, so what is KAM organization about? Can you briefly describe it?

T: Yes, so KAM in Czech means Christian Academy of Youth, °h and so we work with young people (.) but we first are working also with local churches, and so our °h hope is to see a movement of God among the young people of the Czech Republic that finds its home in the local church and transforms society. So:,°h we work with local churches and are equipping young leaders to fulfil Christ's commission through the local church.

Iva: How did you find out about this organization? Who told you about it?

T: YES, I first heard about (.) Josiah Venture, the like parent organization of KAM back in America, from my youth pastor who had been in turn with KAM °h and: KAM as an organization we do outreach camps during the summer, and that's how I heard about it. That's how my youth pastor got involved, and so I first came to Czech and worked with KAM to help a local church do an English camp.

Iva: Ok, so what was what was your job back in States and what do you do now?

T: Yes, so back in America I was a student and then I came to Czech first right after graduating and then I moved back to America °h and I worked in my local church, I worked in like (-) with the youth group, with the youth pastor. So that's what I did back in America and now↑ I work with KAM and right now my position is, I think, youth worker year one and that essentially is I am working with a local church. I'm helping to support the local youth group and I'm also studying the Czech language and (.) trying to adjust to Czech culture. So, learning about the culture and especially youth culture here in the Czech Republic. So those are kind of my focuses. I'm also helping (-) run camps, which is fine since I first came for an English camp. Now I get to be part of the camp's team and helping bring Americans and teams from the UK into EU and the native English speakers to be part of camps here in Czech.

Iva: So, in how many teams are you?

00:02:58

T: This summer we have, I think,(-) ten or 11 teams from most of whom are coming from America °h, and then we have a team coming from the UK.

00:03:11

Iva: But I mean you.

00:03:14

T: Ou me.

00:03:14

Iva: You are in team for English camps then you're you're in team of youth group…

00:03:22

T: In how many work groups are you?

00:03:25

Iva: Sorry.

00:03:25

T: That's fine. I have the camp's team (_) ((haha)), have youth group leadership team. I have a team that we get together every six weeks. We don't have work °h, but we are all KAM members that are living in Ostrava and so we get together and have like a kind of community time together and then I don't know if this is part of work but then there's also JV women (.) - Josiah Venture women and then also Josiah Venture singles. So, there's a lot of different groups that are cross-cultural in nature.

00:04:16

Iva: So yeah, so you've already told like on which kind of projects you work.

00:04:24

T: Yeah

00:04:26

Iva: That means English camps.

00:04:27

T: English Camps.

00:04:28

Iva: Study groups.

00:04:29

T: Yes, yes!

00:04:33

Iva: So, what were your first impressions in the beginning, when you first came to the Czech Republic?

00:04:40

T: Yes, I have to go back almost(-) ten years, which is crazy to think about. (2.0) Czech culture is (2.0) similar, but so very different than American culture. (-) I can tell even in the last ten years how (.) much more western Czech culture has become, how much,

maybe closer to American culture it's become, but it's still very, VEry different outside of even just language ((haha)) it's (-) trying to even put into words.

00:05:25

Iva: Or maybe, if you can give me a few examples.

00:05:29

T: The first thing that's coming to my mind, which is so very random, i::s (-) hospitality differences. Like we joke about the: three no Czech rule °h, that if you, as an American, like, well, I guess even just going into the home or having a Czech over into my home now I know that I will be asked three times if I truly (-) do not want something. If I'm being offered tea or food or something, I'll be asked once, twice and a third time. And as an American that's SO: uncomfortable.

00:06:14

T: Because after the first time you say no, to be asked again, you're like, oh my goodness, this person REally wants me to have this, and if I say no again, I'm being RUde. So then, but you're like I really can't drink or eat anything more, otherwise I'm going to explode because I've just had, like meat and potatoes for the past week. I can't fit anything more in my body h° and then by the time you get asked that third time, you're like (.) they must really want this or want me to have it. So, I have to say yes,(-) so just having to (-) get used to. No, they don't they probably don't really want me to have this, but they're just making sure that my no means no, (.) and so I have to do that. And I'm learning to do that when I have Czechs over and they ask or ask them if they want a drink or something to eat °h, having to do the same back. So that's just a very (-) small cultural difference. (2.0) I would also say that Czechs are (.), as a culture is much more COld than American culture, Americans are typically very friendly (.) and very,(.) in some ways like outgoing, whereas I would say Czechs are definitely more reserved and quiet °h and it takes quite some time to (2.0) develop deep, meaningful friendships, like in the Czech culture, you very much have to work for the friendship,(-) and in America you can meet someone and your friends like, meet them once and you're automatically friends (.) and (.) in Czech, you definitely have to PRove that you mean what you say, and in America you don't really have to do that. In American culture, (-) for the most part, we take what someone says and take it at face value, like it's just they said it, so they mean it and in Czech, you not only have to (.) say it, but you have to prove it in your actions as well.

Iva: Interesting. So, what has been the biggest challenge for you since you've started to work in KAM?

T: KAM is the national organization °h, and (1.0) with that that means an incredibly, that there are nationals running the organization, °h and so I'm considered as an American, I'm considered second culture staff and it has definitely been HArd being an outsider in the national organization and feeling some of the strain of that°h feeling, some of the tension of (--) definitely being in KAM meetings. The language should be Czech, the language should be Czech But being here only (-) seven months, I don't know the language, I cannot keep up in meeting (.), especially when I'd been here for maybe three weeks. I had known nothing and (.) kind of feeling the frustrations (2.0) of having to fight for translation and saying I've only been here for three weeks. Like you guys, know that I've only been here for three weeks↓. I should almost be expected that I'm going to need translation and I shouldn't have to feel like I'm making a big deal to get that. And that could be really hard and frustrating, because I would say as (-) an American, and maybe this is also where I grew up in America and my family and so many other things, (1.0)we don't↓ °h feel very general saying this, but for the most part Americans don't want to make a big deal out of things, and so I think there's also an expectation of (-) the organization knows that I'm coming, THE HR knows that I'm coming. The people setting up some of these like events KNOW that I will be there and now, when I arrived, and there is no thought or feels like there's no thought of „T" is going to be in this meeting. It's a six hour-long meeting,(1.0) so an all-day meeting and it's going to be in Czech and she they're she's not the only American that doesn't know Czech. We need to have translation provided and so that (--) can be frustrating, and I don't want to make↓ some special case sometimes of I don't know the language. Someone needs to help me, I want to be accommodating and so that would, I would say, is probably one of the hardest things is °h (-) language barrier within the national organization. Yeah, that was the long answer. Sorry.

Iva: No, that's great. So, can you at least try to compare the American way of working and the Czech way of working like? Have you noticed any differences?

T: Yes, °h this is something I'm still processing through↑, and I would even make a distinction. (-) I think, from my perspective, I think there's a distinction between Czech (-) work culture and Czech Christian work culture.

T: And then I think there's even in that a distinction between American work culture and Czech or an American Christian work culture, and it's a very interesting thing. (-) Generally speaking, I would say from my perspective, ==Czechs definitely value rest,== and (.) I mean you can see that in Ostrava, like third-largest city, it's busy by the time the weekend comes,(.) the city is completely empty because Czechs have gone to their "chata" for the weekend and it's beautiful and even living in (.) like living here like Christmas, everything is shut down (-)for the days leading up to Christmas and the days after Christmas. And in America this past year, (.) at Christmas, I was shocked when my parents told me that the grocery store was closed on Christmas day (-) or that it opened up late in the day or closed early something, °h because that never happens. Even in my small town of 8000 people, the grocery store is open EVery day. It doesn't matter what holiday it is, it's always open, ==and so Americans definitely do not (2.0)like to rest or rest well, I mean you can see that in lots of things, but °h (--) but I will say I think, being an American (1.0) with that work ethic or the American work ethic,== °h I'm seeing that in: Czech Christian work culture, we see all of the work that needs to be done °h and so we don't know how to rest because we WANT to see lives changed. We want to see churches that are healthy, and (.) we want these things to happen, and we want to see young believers, young people equipped and empowered to share the Gospel and to be leaders in their church and in their community,°h and so we end up working (-)like American Americans. So, there's that Czech work culture, that's Czech Christian work culture that I think is different than the rest of Czech culture: work culture.

Iva: Do you do something to protect your time? Then you say okay right now I don't know - on Saturday I have rest. I'll go, I don't know, to the coffee shop or I'm not working.

T: I'm trying to build that because I know that that's something that, (.) AS a Christian, an American work culture, I knew that I needed to protect and it's a challenge as an American like °h my dad never was good at resting well even on his quote unquote day off there was a project around the house that he was working on all day, and so (.) not

that that can't be restful. But I was never good at it in America and it's something that I know that I need to work on and I'm trying to now figure out as an expat(.) what it looks like to rest, because being in a different culture and working and living in a different language, your mind is constantly going and thinking and working, and so I'm trying to find some way to rest where it's not just my body that's resting, but it's my mind that's also resting.

00:16:23

T: Because your mind is just constantly going, I mean after (.) an hour of a full language lesson, like my brain, is: done for the next hour or so. So:, rest is definitely something that I'm trying to figure out how to protect.

00:16:44

T: To kind of reflect that (-) one the Christian like called to rest, but also how to reflect the Czech culture and the value of rest in the Czech culture.

00:17:00

Iva: Yeah, so when you are working on a project, do you use some specific project management like tools or methods?

00:17:10

T: Yes.

00:17:14

T: With projects. I:: (--) kind of have two main things maybe. I love color coating things and I'm also very much a visual person. So:, I like (--) Trello boards, I don't know if you've ever heard of Trello, but it's

00:17:36

Iva: I think I did.

00:17:37

T: Yeah, Trello boards are wonderful, °h but they're(-) VIsual so you can create different categories of things that have been done, which I love because it's always great to see all things that you've completed, °h but you can see the next tasks and you can even color code color-code tasks. So that's usually how I divide up a project is: by deadline, also color coding, and↓ it's nice to be able to click and drag something over to complete it when it's done. But I also keep things in my brain a lot.

00:18:16

Iva: Can you try to describe a little like the process, like ok "we meet with the team? I don't know every day, or I don't know how much…

Iva: Then I get a task, and then I have I don't know in how many days…

T: Yeah!

Iva: If you can describe it a little bit.

T: So, with the camps team, specifically that's (-) most present, we have two meetings once a week and during those meetings we typically say okay, what have I completed? We all go round. We have different aspects °h or focuses within camps for the summer and typically we are able to communicate with each other. I've completed these tasks for my focus and there's a lot of collaboration withIN. So, we're a team of two: five of us. We all have different focuses, but they all have to work together, and so the things, the tasks that I have for that next week depend on deadlines that one of the other people on the team has. So, we definitely have to work together °h to be able to (--) complete tasks. So typically, when I'm given my task, °h I usually need it to be done within the next week. (--) ↓ How much more detail do you want me to go into?

Iva: How much you want!

T: Yeah, a lot of my work is emails and editing or reading through documents. It's not so much strategy at this point right now↓ °h, (.) but that definitely you can get lost in the work, so it's definitely a lot of organization and (-) having to (--) yeah collaborate.

Iva: Okay, which software do you use?

T: Like to work on projects?

Iva: Yeah, to work on projects to communicate like everything you use.

T: Yeah, so we use a lot of Google Drive because you can share documents quickly and easily there. So, Google drive. We communicate mostly through: (-) slack, just because it helps to keep work focused in one location °h and, like personal communication in another, emails. So, google (-) the whole sweet Google. I'm also using a Base Camp a lot °h because KAM is part of a greater organization, Josiah Venture, which is in, I think, 15 countries and we all are using some of the same materials, and so all of those materials or the international materials are put on-base camp. So, we have basecamp

and we also kind of use a program called Asana↓ °h which incorporates in what I was sharing earlier about the boards, which is how I usually project manage my personal tasks. That need to be done, communicating with Americans and people from the UK, or (.) whether that's sending out specific information. So, there's a LO:t of tools.((smiling))

00:21:56

Iva: Which one do you like the most?

00:22:02

T: h°(2.0) Google, for sure, (-) mostly because I really haven't used Asana so much, I gave up on Asana. Base camp is nice, but it's a little bit overwhelming, (.) especially when you have like the international part of it, but slack (-) if people know how to use it. I do like Slack for messaging because I like the separation of(-) communicating with work Zuzi, and in my text messages I'm communicating with my friend and teammate Zuzi.

00:22:41

Iva: Yeah.

00:22:41

T: There's it's nice to be able to separate those things of I don't have to be sorting through text messages between like: "Hey, Zuzi, do you want to get coffee?" compared to emergency, "this church, like has a problem." Can you communicate with them? I know where that communication is and it's always in my work Slack, so that's really nice.

00:23:05

Iva: So which languages do you use when you work and why?

00:23:12

T: Yes, so:: that depends on which team I'm working with.((hah)) When Greater Organization of KAM, I'm using Czech to the best of my ability, °h because all meetings are in Czech, which is great personal (-) camps, ministry is in English and my communication with teams coming from America and the UK are obviously (-) in English as well. So English is still my primary language to work in.

00:23:51

T: Because I have not (--) I'm not far enough a long in the Czech language yet↓.

00:23:56

Iva: Okay, so how important is to learn the Czech language according to you, and why?

00:24:02

T: I:: would say that learning the Czech language is one of my top priorities because, like I'm in °h h° an organization in the national organization where our meetings are in

(.) Czech and one (.) that's important, I want to be able to build relationships with the nationals - my teammates that are Czechs, and not all of those people speak English or feel confident to speak English, °h and so: ==being able to speak (-) the same language is going to be able to develop those relationships.== I would also say something I'm learning AS: I learn the Czech language °h is: you can see so much of the culture in language, even just like going through the months of the year and seeing like all of these things have to do with nature and the outdoors, and that is a huge part of Czech culture, is the Czechs love the outdoors, and so you're learning about the, you're learning about the culture of the people you're like, where you're living through learning their language (.) and as a Christian and working for a Christian organization and working with young people - Czech young people, even if they know Czech. That's not the language of their heart, and so if I'm trying to communicate something that is to me so important, the Gospel and who God is, I want to communicate that in someone's heart language↓, and that is Czech. So, I would say that, yeah, learning the Czech language is extremely important.

00:25:57

Iva: Is there a difference between how you communicate internally and externally? I mean, for example, the communication in your team and then the communication outside of your team.

00:26:11

T: ((haha)) Yes, I would say, (.) especially the camp's team. We definitely communicate very INformally.(-) I would say that even if we were to speak in Czech, we would definitely be Tcauting each other, not Vcauting each other. So, you have those specific like distinctions in the Czech language of like formal versus informal. We don't really have that in English, which is the primary language we use in those team meetings. °h But I would say it's definitely informal (--) and that's not how we communicate or how I communicate when I'm communicating (1.0) either with some other people IN the organization that I don't know as well or the leader of the organization↑. ==I'm definitely more reserved and formal in my communication with: leadership and even as I communicate with teams coming from (-) America and the UK, speaking in a way that shows that (2.0) shows I have authority, I guess, power ((haha)) which comes with having to speak formally, well so, no (-) smiley faces in emails.== There are few

sometimes because we have fun in camps but still trying to remain formal but still relatable.

Iva: So, when do you need translations? You already mentioned KAM meetings, but are there like more situations where you need to translate something? You need translation of meeting or something.

T: I mean every day, life going to the grocery store:. Google translate is my best friend. They've↓ recently done some massive updates to the camera feature where I can have live translation, which is incredible, (-) but when I work... Yeah, trying to... like I'm on the leadership team for my local youth group.

T: And they communicate in Czech as well, and we send a lot of messages by:: Facebook messenger. So, Facebook messenger is also a huge communication tool, so part of the programs that I use. °h But yeah, I'm constantly translating within that and I also get translation for youth group events↓ . So, every week I have translation from Czech to English or if I'm speaking °h because I'm not able to speak in Czech yet ↓ yet, I speak in English and then I have a translator who translates into Czech.

Iva: And in your teams or work groups, is there any sort of hierarchy?

T: Yes, there is definitely a hierarchy. (--) I mean even within our team we have Kevin, who is the like director, and then: Zuzi, who's kind of the co-director I think ((haha)), and then the rest of us is the little minions ((smiling)), not in a bad way, but we all work. I would say there's a hierarchy where, if something happens and we need approval, Kevin is the final approval. But there is also this sense of trust within the team of Kevin CHose us as people because he believed that we could do the work well and so:: (-) typically (.) I get approval from him. Because (--) if something goes wrong, I'm going to be able to say: "well, you told me ((haha)) like you're in charge, so you said it was OK." So, it's not my fault, but there's also a-level of trust of if I recommend that we do something there often not a lot of pushbacks from Kevin who is↓ technically the leader. (--) So, then I mean obviously within the organization there is definitely a hierarchy. I mean they sent us (.) a MAp of positions and who is the boss of whom and

who's the boss of your boss and a whole map of it. So there definitely is a hierarchy °h ↑ehm...

00:31:01

Iva: How would you describe the atmosphere?

00:31:03

T: Yeah, yeah, the atmosphere within that h° (1.0) I'm still learning. (1.0) I (-) would say that even the leaders that are on the executive team which run (.) KAM as an organization, they're heavily involved. So, I think, because they're involved, (-) that gives this sense of we are all in this toGether, and so there's not someone just kind of like shaking their finger, telling us to get to work and do things, (.) but we also know that they are in charge, and so we do have respect for them, but they're also (--) part of the work that's being done. So, there's they have respect, but they're also our friends and our teammates, which is more of the language that we use of, like we're teammates and we're co-workers and we collaborate together, but we also know that they are (--) in charge.

00:32:12

Iva: So, as you said, you're friends. So, in comparison with other secular organizations like you, definitely can say that there is like friendly atmosphere?

00:32:21

T: Yeah, there is definitely a friendly atmosphere (.) and I mean, I would say as an outsider, it is definitely scary to go: to HR or to go to our country leader who is in charge of the organization↑ and share problems or things that are hard or things that I see as a second culture staff member. °h BUT (-) HR and the country leader, are boss, (.) boss of our boss, is definitely (.) ready and willing to have those conversations. So:, there's never (1.0) this fear of I can't communicate these things because I mean (-) the boss knew that I had been on the field for six months and wanted to have a meeting with me and with HR to see how I was doing so there is this aspect of care that the organization is definitely trying to have as kind of our (-) DNA.

00:33:40

Iva: So, can you describe me your learning path with the Czech language from the beginning until now? What do you do? How do you learn?

00:33:52

T: Yeah, h° that has looked like a lot of different things over the course of almost ten years, (--) beginning with just having conversations and listening to people and learning simple phrases, h° to:: being an intern and living in Czech for three months and using Duolingo online, which is great. It was a really good day when they added Czech to

that,°h Memorize. I knew that I was moving to Czech, and so I would use Duolingo and Memorize as I was getting ready to move here, just to be able to say like "dám si", like when I go to a restaurant and know kind of what I'm saying, even though I didn't know the right endings↑ or anything like just simple phrases. And then when I officially moved here, I took, I think, eight weeks, six or eight weeks straight, of language intensive, which definitely (1.0) propelled my language skills. And I s:topped doing intensive because that's just a lot that's like at least three hours a day, five days a week, and that's a lot of language ((hah)) to now. I'm using "Italki", which is an online platform, (-) but the people who are on there are not necessarily teachers or trained to be teachers, but there are people who love their language and love to teach, and so most of them it's conversational based. I was able to find a professional teacher who has been teaching Czech language to foreigners °h for many years (1.0) and that has been going really really well. So, I've used↓ "Krok za krokem". I've used conversational Czech. Those are books and then °h now my teacher kind of just (-)asks me what I want to know and we kind of just build a few different lessons off that. (1.0) So, and now I use "Quizzlet". My language teacher uses "Quizzlet" and creates (-) different card decks for each lesson that I have of Czech words that I need to learn based↓ on the conversation we had.

00:36:41

Iva: So, what was the thing which helped you to make the biggest progress, like? What helps you? What helped you the most?

00:36:52

T: h°°h(--) I really loved language intensive. I don't think that they are necessarily the best thing for every person, but it definitely propelled me past the basics of like. This is how you say "hi", this is how you say "good-bye" this is how you (.) like the very basics of the language, the toddler, baby talk kind of things,°h but I would definitely say (--) anyone will say: say this, but like conversations °h are helpful, speaking in conversations and knowing how I can communicate (2.0) almost like I can as a native English speaker. (.) But I think just using the language, so knowing enough to feel empowered to use the language ↓ is really important. But I do like structure, so I definitely like books and kind of having different topics. Yeah, I would definitely say STructure was important, but now that I've gotten past that, like A1 phase, I would say I'm probably out of A1 now, (.)between end of one into definitely into A2 having conversations, and I know just enough to be able to listen to conversations that are

happening around me °h and being able to ask questions of, like I heard this word, what does this mean or this phrase, what does it mean just to be able to use language more ↓so.

00:38:37

Iva: And does KAM provide any kind of language support to you?

00:38:42

T: That was new. Yes, there is someone that's trying to help (-) second culture staff learn the Czech language, as in they're COaching. They're (.) helping to say: how do you learn? (-) What are some options? Here are some options if you haven't considered these options↑, but there's no one that's specifically teaching us. It's more just the support aspect of (--) you want to learn the language and we want you to learn the language ((smiling)). So, here are some here, some ideas of how to get going, and someone then will be able to check back in to see if you've been able to do those things.

00:39:27

Iva: But they do not provide teachers.

00:39:30

T: No, they do not provide teachers.

00:39:33

Iva: So which nationalities are the colleagues with whom you collaborate the most?

00:39:38

T: Yeah, I would definitely say Czechs. I definitely collaborate a lot with Czechs °h, but there are also quite a few Americans, and so: I mean my team is almost half (1.0) almost the half American. (.) Two of the Americans have been here for at least ten years, so I say they're ((laughing)) not Czechs, but they they speak Czech ...

00:40:05

T: Basically fluently, so they're definitely at B2 at least level, I would say in my mind as a foreigner, so I don't really know, °h but they've both been here for quite long enough that they feel (-) almost Czech

00:40:19

Iva: And what influence have the two, like different languages and cultures, on your team collaboration?

00:40:27

T: Sorry, say that one more time.

00:40:28

Iva: What influence have the fact that you use like two different languages and you're in like two different cultures? What which impact has it on your team collaboration?

00:40:42

T: I think I think sometimes °h there can be confusion. I don't think often↑. (.) I think it's mostly just. Especially, there is one teammate and that work closely. She works with the Czech churches, and I work with the American churches, not all of the American churches....

00:41:06

T: Can speak English (she ment Czech) well enough. So, if I have a question from an American or just a question for a Czech church, I have to go through the Czech. Who is in charge of all the Czech churches (-) to communicate with them? And then they she has to communicate with them. And then it kind of like the game telephone a little bit sometimes. So, it definitely impacts and it oftentimes makes things slower (-) just because you're working across language, a language barrier (.) that makes it hard sometimes. But (-) I would say I don't think it necessarily affects our ability to collaborate. (-) I think maybe sometimes there can be: as Americans we can speak too fast because our team works in Czech or in English. It can cause confusion if we're talking too fast or using language that(-) isn't clear can cause confusion or distraction (--) as far as like in KAM, ehm (--) I think not being able to speak Czechs keeps me from being able to collaborate well with the greater organization. (-) Sometimes.

00:42:32

Iva: So, what extent do you already feel integrated in the organization or part of the organization?

00:42:45

T: Yeah, ehm:: I mean, I'm definitely part of the organization. (2.0) Yeah, I'm definitely part of the organization and I know that. (3.0) Yeah, I think it's (.) it's very hard to not feel like an outsider,(.) and that's not. (--) I don't know::... I don't know whether that IS a wrong thing to feel like an outsider↑. (-) But yeah, I would definitely say that the like the language, DEfinitely (1.0) the language, is definitely hard. You know jokes happen and you don't understand it and just some of those like normal parts of working with people when it's not in a language that you understand or translation. You know like translation takes time and so oftentimes a joke happens in Czech, people laugh (-) °h and then I get like I'm the joke is being translated. (.) But then the translator has to translate the joke itself of like not just like literally translated. They have to recreate the joke. So, it's funny in English and so it's like a minute passed and then you're like, oh, that was funny, but you've like missed that, like (.) commonality of laughter with the group because (--) you got the joke two minutes late. You know like, even though I

know that I'm part of the organization(-), it also can be hard to feel PArt of the organization because I don't have the language.

Iva: Yeah!

T: And that will just take time.

Iva: So, what is helping you to integrate more? Is there something that was helpful or …I mean it can be a thing, people?

T: Yeah, I think it's just getting to know more people within the organization who do feel confident, speaking Czech right now↓, or↑ speaking English right now and just getting to spend time with people that are in the organization. Because when you then go to the meetings and you HAve friends that are in the organization that feel confident, speaking English, like I'm friends with one of the newer KAM members (.) or KAM workers and like he studied abroad in Britain, and so: he and I are friends now, and because he speaks English well and he's studying languages, he knows that when we're at KAM meetings, like he's automatically like, knows that he's going to translate for me, and so just having some of those relationships where I know that I can speak English with him, I don't have to worry and I know that he's going to translate for me even though NObody has asked him to. (.) So, I think some friendships definitely help.

Iva: And are there any team building activities organized by KAM due to the awareness of the cultural diversity by the leaders?

T: I think that's there's a twofold part to that, like the small groups that I was saying of like KAM workers that live in Ostrava or the same city, get together every few weeks. I think that was one way to:: like, (-) h° °h have, like a team building time, but I think it also mostly came out of Covid and meeting.. As an organization we have, I think 20 - 30 - 40 people as part of the organization officially °h, (-) and we couldn't meet because of Covid together. (.) So, I think part of that came. Part of those meetings came from Covid↓, but I think there are some teams building things that just happen, not yet.

T: We do have training days.

T: Training days (--) ↓, but those are long days and not as much fun. But yeah, I think I

==think (2.0) I think right now KAM is losing a lot of second culture staff, (1.0) KAM is Definitely losing a lot of second culture staff, and I think (--) that is and has been due to a lAck of awareness of the cultural diversity and I believe that KAM leadership is trying to fix that.== (1.0) But it's a slow process↓ and I think part of the problem has been (1.0) like I was saying before: Americans: we don't want to have to express our frustration or the things that are hard. (--) But Czechs are also (2.0) not second culture staff. They're not Americans so they don't understand what it's like °h to be second culture staff. They don't understand what it's they don't understand what it's like °h and so they're not thinking about it. They're not thinking. "Oh, I need to provide translation at this event because we have a new American who doesn't speak Czech yet" they're not thinking that way. And so, I think it's(.) people like me and other Americans having to speak into these issues and bring the awareness that there IS:: cultural diversity and (-) helping leadership to understand how they can support well, (.) support us well in the midst of (1.0) culture shock and language barrier.

00:49:30

Iva: So which piece of advice would you give to someone who is about to come from the US to work in KAM?

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T: Ehm (3.0) It's going to be harder than you probably think it is (1.0), but it's also going to be beautiful in ways that you don't yet know, because there is something beautiful about working (1.0) and learning and growing in culture shock, in (-) language barriers and cultural differences. There IS something beautiful to learn, but it is HArd and it takes time and it's going to take longer than you think, (1.0) and so just know that, (--) be kind to yourself in it, (--) but also (1.0) as someone who (--) I:s second culture staff, not a national. You also HAve to be willing to speak up not (-) only for yourself but for the Americans or the second culture staff that will come behind you. So, you're not just speaking for speaking up for yourself, °h (.) but you're also speaking up for the people that will come after you. And so that's definitely been my mission in the last seven months of living here, and being part of KAM is saying not only what has been a struggle for me and (.) like: what do I want to see better to make my experience here better, but also how can I help save the pain that I've experienced for the next person that will hopefully come behind me, (--) So, yeah (-) ((hahaha))

00:51:36

Iva: Would you like to add something?

T: I don't think so.

Iva: Are you have questions for me?

T: I don't think so.

Iva: Well, thank you so much. I really appreciate it.

T: Really.

Iva: For your time and willingness to be interviewed.

T: These were really great questions (.) and questions that I definitely had to think through (.) so they were really good, very therapeutic. ((hahah))

Iva: I think it will be really helpful for my research. ((hahaha))

00:02:12

Iva: Okay. So, J****, what is KAM organization about and if you can briefly describe it?

00:02:23

J: (-) h°I would say that come organization, our mission statement is to see a movement of God among the youth of (.) Czech that finds its home in local churches and then transform society. (-) <mark>So, I think KAM says that that's what they're about.</mark> And I think that that's true in the various highways (-) that we have. I believe that wants to see young people connected to local churches and making disciples who make disciples of Jesus.

00:03:01

Iva: Who told you about this organization or how? How did you find out that it exists?

00:03:08

J: I first learned about it (-) through Josiah Venture. I remember when I was an intern, I didn't quite understand. I knew the face of Josiah Venture because that's what I was invited into. That's what that name Josiah Venture was, what I was introduced to, even through my brother and sister-in-law. They had learned about Josiah Venture through Moody Bible Institute. (-) But yeah, I actually do remember I was a little bit confused when I found out that Josiah Venture and KAM was like, okay, what is calm? And I learned about it when we were at intern training when I was an intern in 2015. I was introduced to the fact that KAM is the organization that's underneath Josiah Venture as a whole. (.) So that's how I learned.

00:04:03

Iva: Yeah, but how did you choose to work for KAM and not for J.V.? Because there are still some people who work in JV Czech Republic, but this is more like maybe international. So how did you decide to to work for KAM.

00:04:21

J: Um. It was kind of the only option. I didn't really have an option to work in JV International one. I didn't know that there was maybe. I think at that point I didn't realize that there really was an option, h° that there was like an international team that was just a adventure and that there was calm. It made more sense to me, being an intern longer through through the years and then being even staff as a full-time staff. But yeah, pretty much when I was coming into camps, everyone as interns we were all under

KAM as well we were working with KAM. So then when I was invited to work with the camps team as like intern director assistant h° it was already in it was couched under KAM. So that's what, that's what I was invited into and therefore that's what I accepted.

00:05:31

Iva: And how long have you been working in the KAM organization?

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J: I would say. Technically full time since 2018. But I would I would count the time since I was working as an intern in 2015. So, seven years because really I was (-) even though I wasn't full time staff since 2015 I've been ministry partner development like (.) fundraising and serving with KAM since that time, like even though I was an intern for just the summer, I was preparing for the internship, I was doing the internship and then when I went home I was pretty much like preparing to get ready for the next internship. And then when I was invited to staff, then I was preparing right away (-) when I went back to the States to get ready to become staff. So, I would say that, yeah, I've worked with KAM for seven years. Yeah.

00:06:31

Iva: So, it really takes a lot of time before, before you can officially come, right.

00:06:37

J: Yeah. Yeah. Even as an intern, it takes a lot of time to prepare. It's, it's a big commitment before coming as an intern. It's not just the three months of or two and a half months of being an intern. There's a lot of preparation time before that. Yeah.

00:06:54

Iva: Okay. So, on which kind of projects like do you work, or did you work? You know, some people are doing camps. Some people are doing exits. Yeah. What were your projects.

00:07:04

J: Projects for group?

00:07:07

Iva: Work groups.

00:07:09

J: Officially, I was part of the camps team and when I first came in we were focused on English camps, so it was like I was considered part of the English Camps team. H°As the years went on, it became known as Camps Team because we were also coordinating with Fusion and (-) a little bit with Edge and the camps were becoming more multi camps and not just English camps also (.) KAM was changing the name the branding I think of of camp so but too h° however I have also worked with exit tours. (.) I think

I've done three Exit Tours, three or four, maybe three. And then I had done some temporary work with Fusion, whether that was fusion camp in the summer, as well as doing English camps or: helped with fusion dairy (-) one year. Okay.

00:08:12

Iva: So, what were your first impressions in the beginning when you first came to the Czech Republic?

00:08:20

J: Yeah. I think I was, first of all↑ surprised by the way that it felt normal. How Czech felt normal h° because I had been to Europe. (-) Two other separate times. But the latest time I had been in college was a study abroad program, so it was focused on studying being a student in Europe. (.) But the first time I came to Czech, I was in this category, this box. This is a mission trip. I'm doing missions work. And my other missions, the other places in my mission's category box were China, Ecuador, Paraguay, (.)((smack)) Jamaica. Those were other places that I had been for missions, trips, and they were so different than being in Czech. Czech was western. h° Like, my, my big thoughts were like, wow, the toilets are like above ground and they're not like on the floor. And there are restaurants and shopping centers and the people that are around me look like me. They're not darker skinned than me usually. And so, (.) h° everything seemed like normal. But then I think the most disorienting thing was the fact that the Czech language↓, because I think I kept thinking like, this is so much like home↑, like America. And yet all the signs, the road signs, the way that people were communicating was all in Czech. And I had NO category for that language because I had just grown up in an English context. And even h° it wasn't anything like Spanish or American Sign Language, which were two other languages that I had learned or learned parts of. (.) So ((smack)) yeah, I would say that the most. The things that surprised me were how normal Czech felt and also how abnormal the language felt to me.

00:10:30

Iva: So, what has been the biggest challenge for you since you've started to work in KAM?

00:10:39

J: Yeah, I would say the language has also been hard. The biggest challenge, I think crossing over from the time of being an intern, h° (-) I came into comm through camps, English camps. And so, the focus in the English camp season, especially during the summer, is about English. It's focused on learning English, improving English. H°(-) So, then I think when I became full time staff that that focus was shifted. So then more

of the emphasis was on KAM meetings and working with Czech leaders. So then when you're working with usually when we would be working with Czech leaders during the school year,(-) we're not working with American teens as well. So, there's not a lot of need for (-) Translation or like not the same need. So, I think I found that especially as a new missionary who didn't know Czech or and didn't know a lot of Czech, h° it was disorienting because I was working with my teammates who also had been in Czech longer. Therefore, they could communicate in Czech a lot easier than I could, and they did really great. I think a lot of times the emphasis people would remember that, Oh yeah, Jessica doesn't know Czech (-) or doesn't know it as well. So, we need to think about how to accommodate her (.) and help her feel included. But that wasn't always easy to do because working in KAM, I was the minority↓, I think working in camps during the English camp season like I was one of the ones helping bridge the gap between the Americans and the Czechs, but then working in KAM. I was then the minority and I'm one of the Americans, I'm one of the younger and newer Americans. Therefore, everyone else, even the other Americans who are in KAM, do know Czech and have worked in Czech longer. So, I think learning how to (-) It took me a while. I think even in my local youth group, I was the only American. (.) So, I was constantly trying to, like, acclimate to Czech culture and and try to just listen and pick up Czech language. But I think it was often hard because I was trying oftentimes to just get Czech language. But then in the midst of that, I was also not feeling really understood or always I didn't always know what was happening. In an attempt to just listen and take in culture. I also wasn't like it wasn't being attached to anything that I knew. I was just like listening. So, then I realized later I wish that I had asked for more (.) translation and understanding, because then I was really missing the heart of what was going on around me in the midst of trying to just (.) acclimate. Just need to. I guess I just need to listen↓ and. But I was listening without really understanding. So that was a challenge that later in life I've realized later in this season of being in KAM and JV that. And even in time, I feel like it's something that they can continue to work through is how to (-) accommodate their new missionaries so that they feel the relational connection. And then I think that building off of that relational connection will then help people. Um. (--) In their language learning.

00:14:47

Iva: Yeah. And maybe can you compare the American way of working versus the Czech one? Like, what are the differences you've noticed or.

J: Yeah. That was an interesting question. And I had to. I couldn't really make a comparison between American and Czech like nothing. I can't make a clean distinction. I felt like more of my experience of working↑ has more to do with (.) different people's personality styles, their backgrounds, and their previous work experiences. Because I worked with Czechs and Americans. (-) And there's just it's really a difference in people and not so much in culture, h° at least like American versus Czech culture. Because I could even say that there's a difference in Californian culture that's American and even maybe like. (-) But then sometimes the people that I would experience, like the Americans that I would experience, would be similar to some Czechs. (--) And I think it was more like regionally even where people lived in different parts of Czech or America. So, (.) I think more of the distinction that I found that I could say was different for me, because even coming from my own background, (.) my own home life experience was pretty much like there is a distinction between your personal life and work. Because my dad works in a business that's very hands on responsibility and his work is getting things done, seeing a project actually happen before your eyes. But we work in more relational work here and with Josiah Venture and KAM. So, it's a very different experience for sure. You have a project, and it can you can see it develop from start to finish. But there's also just a lot of work that goes into spending time with people. A lot of things that you can't like touch and see actually, like progress necessarily (.) immeasurably. So, what I learned from working on the Camps team is there's a lot of interplay between work and play and personal life. Like we were oftentimes (-) working at a coffee shop and therefore we're not just talking about work, we're also talking about personal things, and then we're talking about work again. And we're everything is is not quite as clean and cut and dry. It's more like everything's connected. And especially during the camp season of summer, (.) constantly we were either on our computers or mostly with people. And then sometimes we're training youth leaders or we're working with interns, or we're just sitting in with a student, or we're visiting this castle because it's on the way to camp. Or like it was much more (-) fluid in that way. So that's how I would compare, maybe. Even different ministries within KAM. The exit tour works very differently. Exit Ministry works very differently from camps, from schools. We all have different ways of relating to students, and I think even our teams are even made up of different people. h° So, we all work differently.

Iva: And when you were working on a project, do do you use a specific project management method or how how do you work on projects?

Speaker J: Projects like yeah, we used a lot of different ways of communication. We've used slack (-) with interns, even email communication through Facebook, messenger, texting. We were starting to u::se Basecamp toward the end of our time together. I think that was a pretty effective way of using getting communication and projects especially. h° I really liked working with space camps. I use Google Drive.

Iva: A little, the base camp.

J: Base camp, base camp. ↓How would (--) it's a work platform communication. You can directly message people, but it also is a place to put projects. Break them down into smaller tasks. It also:: provides a space for keeping information so Google Drive can be set up there. (--) ↓I'm trying to think of how else to describe it. Yeah. It's just a platform for working in teams. (.) Other teams can be collaborated into it. (-) And. Yeah. It's connected to email.(.) So yeah, it really just helps keep everything work related, even even personal life you can bring in. (.) Some different channels of communication so that you have, like, pretty much everything together in one place. Yeah, I thought it was a good idea.

Iva: Yeah. How often like did you meet with your work group or team?

J: Hmm. During the school year. (--) At least once a week. The. To to at least once a week in person. And then usually we would be talking with each other remotely. (-) At least three:: or so times a week during I would say that especially pre-COVID, during COVID, things were different. (--) But during the summertime, our our team, our smaller camps team was meeting pretty much daily, (.) unless maybe not all the time. I was usually meeting with someone from the Camps Team daily (-) unless we were at a camp where we were separated at different place. Like maybe I was the only person from the camps team at a certain camp. (--) But during the summer, sure, we were doing a lot more face to face interaction.

Iva: Yeah. And your meetings before usually camps start, you said it was like once per week. How does the meeting look like?

J: It evolved through the years for sure, even from the time that Landon took over campS. When I was coming in, he was becoming the camp's director, so he was learning how to (.) set up meetings more effectively (-) generally. (--) As time went on. (--) He would organize. (-) Well, it's hard because there was a time in pre-COVID time. h° (--) Generally, Landon would have some type of schedule that we would follow. He would usually try to start with something encouraging. Whether you would ask us, What are you learning in your walk with God right now? Maybe he would ask one of us if we wanted to share a devotional prior to the meeting. He would ask us so we'd be prepared. (--) There would usually be some type of catch up. How are we doing personally. And then we would go into some prayer time for our ministry, for KAM, for camps, for camp leaders, for short term team leaders, for interns. And then we would go into projects that we were working on (-) individually, and we would talk about those as a team.

00:23:30

Iva: So how you progress, how you do not progress and things like this.

00:23:36

J: You need help with something. Yeah.

00:23:43

Iva: So how do you solve problems? It can be any kind of problem. Like in team collaboration, you have some strategies how to deal with stuff or…

00:23:55

J: As a team.

00:23:57

Iva: In a team. Yeah.

00:23:59

J: Okay. (1.0) ==I would say the main thing was communicating with one another. If there was an issue, we could talk about it.== (-) As a team or specifically with the person. That was your uplink. So, for me. (1.0) Landon was my uplink so I could ask him about things. But also he was the team leader and I was the assistant to Jonathan who was intern director. So, I was interim director assistant. Therefore, I would usually ask most of my questions to Jonathan directly because I was working with him most directly for intern related things. (--) So usually I would call him or send him an email and then we would just talk about how to work through that question (--) if it was something. Relationally, I would. I often talked with Jonathan and Verča. Because they were my close friends as well as my colleagues. But I also felt like I could talk to (--) Landon

into Jenny too. But Landon, as my uplink, he was asking me about work related things, but also relationally things that I was working through or emotionally. So, I feel like. (--) We worked through issues or problems to get to solutions through just talking.

00:25:51

Iva: This is really important.

00:25:52

J: Mm hmm. Yeah.

00:25:55

Iva: So, about the communication. Which languages do you use when you use them and why?

00:26:06

J: In our smaller camps team, we would usually speak in English (-) most of the time when we were organizing things. There were sometimes, especially when it was the five of us Jonathan Landon and Jenny and myself. There were sometimes where (.) Things would need to switch to Czech, especially with Jenny and their job. And that was mostly like things that were related to Czech churches or yeah, just things that were would be most, would be most easy to talk about in Czech, but then brainstorming ideas, getting whatever summary from even Jenny's and Verča's, conversation needed to happen like they would, they would let us know as a team. In KAM most of the conversation. The or the. The main language is Czech. And a lot of times there has been some type of of translation, I know, that has tried (.) to continue through the years that I've been in KAM. I've seen it sometimes the translation is like somebody whispering behind a group of people. Sometimes it's like headphones. Someone's in the back and they actually have something set up for us that way. Sometimes it's someone. Less often it's been someone from the front, but sometimes there's been someone translating simultaneously or not simultaneously, but like someone will speak and then another person will translate. (1.0) Yeah. But then in conversations with people one on one it I've seen it more like whoever, (.) whatever is the strongest language between the two people. That's what they would speak in.

00:27:59

Iva: Okay. So how important is to learn the Czech language and why?

00:28:08

J: Yeah, I would say. In the English camp setting, it felt less. Necessary. To to learn Czech because everything was mostly in English. However, during (-) I was realizing during the school years, because we were working a lot more with the Czech leaders, not just with h° students and not just with mission's trip teams. It it seemed mo::re. (--)

Maybe the nature of the situation, but also KAM. The expectation is that eventually the most (.) valuable thing is to be discipling people in the language that you're working in, in the culture that you're working in. So. °h Yeah. It makes the most sense. ==I think KAM it has has put that value that learning Czech is is really important (-) to be able to minister to Czech people in Czech.==

Iva: Yeah. And J****, is there a difference between how you communicate like internally that means within the team or organization and externally with people from outside. Like when you're writing emails on or where you talk to them? Yeah, because, you know, that language would distinguish maybe when you speak to your friend, it's kind of different language than when you talk to someone who you don't know or…

J: ==Yeah. (--) Yeah. (.) I think usually if someone that I didn't know that I would try to speak in the more formal tone==. (-) To be honest, me in my role, I didn't (.) have as much communication with Czech leaders or Czech churches. (-) Outside of::. During the school year. I wasn't interacting with them as much at trainings, maybe for sure I would. I would have conversations with people, (--) mostly in English, ↓because that's where I have been in my language learning. It was just easier to speak in English with other people that I had already built relationships with who were also there. Their English was more fluent. (1.0) Yeah. And then mostly I was working with interns who were speaking English or with Czechs who were. (--) Whose English level had to be higher anyhow to be an intern. Until COVID. Then we:: things changed. And then it was mo::re we were focused on Czech interns who could also didn't need to have as high of a level of English because they were mostly working with Czechs. (--) Yeah. (1.0) That makes sense. Yeah.

Iva: And did you need translations or when did you need translations or to translate something or.

J: Yeah. H° I often sorry I can also my meet like in my computer oftentimes especially at the very beginning, I NEEded translation. ==I think I needed translation more often than I asked for it or maybe admitted to myself that I needed.== Because again, it kind of felt like the expectation was Learn Czech as fast as you can. (--) However, I think I didn't realize my learning style and even some of the insecurities that came with not being able to understand. h° I think I was comparing myself to other people within like the

people that I knew. Jonathan, Landon, Josh ****z, like MEn, but also people maybe with different personalities and ways of learning than myself. Like I didn't have a lot of single female (--) American women to be able to compare myself to in a way. And if I was comparising comparing, it was also to women who had been in check longer and maybe just a different personalities than me. So, sometimes I've struggled with that because I thought like my challenge (--) have been different than other people's challenges in in learning Czech. Because I think also my emphasis on needing to connect with people and relationships maybe for… ((connection interruption))

00:33:26

Iva: I can't hear you.

00:33:27

J: Relational?

00:33:28

Iva: Yeah. Sorry. Can you repeat it. Like, yeah, there was a problem.

00:33:33

J: Yeah. I think some people can can separate mOre the learning Czech from relational::. Relational. I don't know how to say it exactly, but I think more like everything was connected for me. If I couldn't understand something, then I was feeling an (--) emotional disconnection. Therefore, that made me demotivated. And I felt like. (--) I could overcome that, that discouragement by learning Czech faster. But it was really hard for me to even LEarn because I was already feeling like I don't understand and I'm not feeling connected. So, (.) in hindsight, I wonder if I had asked for more. Rather than feeling ashamed that I was asking for translation, h° if I could just. Ask without feeling ashamed and ask for understanding, without feeling that that was a bad thing or something, that it was a less than good thing. I think it maybe would have made me feel more relaxed to learn Czech (-), but I was always feeling very tense and those were some things that were just I think even personally I didn't realize I was I was dealing with like my own insecurities. h° That's not even related to Czech. It's just like being in a place where I feel misunderstood or not understood or not understanding other people (-) feeling. (--) Inadequate and what I'm doing so. Yeah. Sorry.

00:35:22

Iva: No, that's okay. I just never realized what it can be like for Americans. Because for me, I just always, like, maybe saw it differently. Yeah. So, I'm just really sorry and. Yeah, actually, I was, I'm working on the.

00:35:40

Iva: The learning Czech platform for KAM and I was cutting videos. Yeah. And

actually I, I saw even your video and I realized how important is to find your own style, to learn language, because we are all different. So. But **** you are doing a good job. Yeah. At least from what I saw. Like. Yeah, you were. You were great.

00:36:07

J: Thanks.

00:36:09

Iva: So, is there or in in your camp team or in the organization, is there any sort of hierarchy? Like Visible or everyone's the same or yeah, maybe if you can describe it, I know what it's like. But for people who doesn't know anything about the organizations.

00:36:33

J: Yes. Within our organization, I would say that there is hierarchy. (-) I was an assistant to the director on our team, so I was the assistant. Jonathan was the director. So, he was my:: My person. I looked up to you. However, my blank. The person that I went to for (-) formal. Business- or work-related things was Landon and he was also above me and Jonathan. But there was definitely this (-) path of communication that was more formal↑. However, when we work together as a team, Jonathan and Landon both made me feel like (-) Whatever I have to say is also as important as what everybody else is as everyone else is saying. So, I think there was a FOrmal way of organization, but how it worked within our team was quite organic. It didn't feel so much like (--) you are lower on the hierarchy. Therefore, what you have to say is less important. h° I think within KAM (1.0) As a whole (1.0) I:: (1.0) Have different had different feelings about things because I think, one, I didn't feel like I could always (-) again, it sometimes felt a little bit (--) embarrassing to speak in English, because I felt like most of the people were speaking in Czech. (.) And again, it was the expectation feels like the Americans who speak English are really like that's the goal. So, when you get to that, that's like where I feel like the most respect comes. (-) It's not that I didn't feel like people didn't care about me, but it also. (1.0) Why I felt like I was sort of self-sabotaging by not expressing myself more in English because again, I felt like if I can't do it in Czech, then it's really not the best because I should be speaking in Czech. But then I also. I wasn't always sure how much people wanted to know about me, like when we would come to Czech or KAM to meetings. It also was a lot more people, and usually the meeting was focused on whatever was in the meeting schedule. It wasn't so much about obviously getting to know one person in particular, unless they were interviewed or something. So, my connection point, my deepest connection points came

through being on my campus team because those were the people that knew me the best. And that's also where I felt most able to communicate (.) in in English. (.) We were doing more things together, building more memories. (1.0) Yeah. So, I think within KAM like I always knew that I've always known that the X team is the top of the hierarchy. They kind of make the decisions and then we do what they want us to do. So. (--) There was a lot more communication with X team when things were changing in the camps team last year. (--) So that was a unique situation. (-) And. In some ways, (.) I think because there was miscommunication between our team and the team. I really do wish that there had been at some point a third party, someone else coming in who was not from KAM. Maybe not from or not from the team. Not from. They can't steam because it would have been nice to have like another perspective, (.) I think, to help us work through things a little bit differently or better or yeah. H° But yeah, I think we were all learning (.) through that process. X team was learning. We as camp team are learning how to communicate. So yeah, that's how I would answer that question. Okay.

00:41:00

Iva: I'd like to come back a little to language learning. So, if you could describe me your learning path with the Czech language from the beginning until now. Like, what did you do to learn?

00:41:13

J: Yeah. Yeah, I'm thankful. From the beginning, Landon (.) was my:. My uplink. And so, he took responsibility for my language learning. (--) He himself was also going through language training at that point. I think he had been in Czech for three years when I came in 2018. So: as pretty much as soon as I arrived on the field within I think a month, we were taking a language intensive in Czech in Prague together and then landed and had quickly set me up to do to read a book called Fluent Forever. And then this program (.) uses something called Anki cards, which are like electronic memory cards for learning learning language. (.) So, I was starting out with learning verbs and nouns kind of in some ways self-teaching. I was there were a list of words that were suggested to learn in any language. h° So, is there any of those, those first words in Czech? And:: then I was doing some intensives here and there in Prague with (-) or the same organization that I had started with the same language school. And then I think Landon encouraged me to find a teacher. So, then I tried one teacher. Actually, I tried to teachers and then my third teacher was more formal and I felt like she had more of the personality that also fit with me. So, I was learning, I think, along that that this process

too, that again, not one teacher is great for every person. And I think I needed a little bit more of a formal way of learning language↑, the basics. I couldn't just hear something and then remember it. And I think (.) that unfortunately, even if I go back to the training, the missionary training that I received before even coming to Czech, they had taught us in this missionary training that you should just listen and not write things down,h° which was a detriment to me because Czech language is so phonetic and I am also visual. h° So, what I had learned was one, you just yeah, you just listen and you don't write things down (-) and just keep picking up on the language that way. And it just wasn't sticking for me. And I couldn't I couldn't distinguish the sounds from each other now. And now that I've learned to Czech to the point that I have, I can actually distinguish. It's like having your eyes adjusted at the doctor's office. Like everything was blurry to me at the beginning, which maybe is normal for everyone, h° but it just took me a lot longer to even hear the distinctions between words in order to even understand, okay, this is kind of what's being said. (--) So, I've tried a lot of different things. I even tried Duolingo (--) and for sure like watching some shows with Czech subtitles↑. It has helped, I think later in my language learning process to: listen in a place where I don't I'm not expected to say anything. I'm not expected to give a report on anything. But just to listen and to observe did come. It did help me later to relax, to feel relaxed enough to listen and understand and feel a victory in understanding something. Because it made me a lot more tense when I had to be in a situation where everyone was speaking Czech around me, like in a smaller setting and I'm trying to like to connect to people, but I'm also not really sure what's happening. And I would often feel just like this (.) Yeah. Tension that made learning or even, like, wanting to learn a lot harder.

00:45:36

Iva: So, what would you do differently if you. If you came back to the past? Summarize it.

00:45:44

J: I think I would have done counseling. ((laughing)) To be honest, I think I kind of maybe thought that language learning was such a separate part of my life(-). Like people language learning, language learning all the time. It's not such a big deal. But I think the stress that I experienced even from (--) My first time before I was even an intern, I had a friend from my college who had been to Czech and loved it. (-) And he really had a knack for like this gifting, for language learning. So, again, like, my, my

perspective was like my role models were people that I felt like were learning Czech a lot faster than me or learning languages a lot faster than me. And they made it look easy. And I just figured like something must be wrong with me because I'm not learning it as fast as they are. But I remember being in a few meetings with this this guy who was like wanting to teach me some basics of Czech before I even got to Czech. And I was like, That's really nice of you. But I remember he was teaching me and I was like, This is so hard and I this is so disorienting. I don't have any (.) like, this is just frustrating. It's not really exciting for me and I don't even really want to learn, but I feel like I should. So, a lot of my perspective, even when coming into Czech and into Czech language learning, was like (.) I already was kind of like fighting an uphill battle. I didn't really want to do it. I wanted to connect with people, but I didn't really(.) like the feeling of being disoriented and being under not understood or not understanding other people. h° So, I think if I had I wish I had been able to work through (-) what was happening in my body, in my mind and my heart, (--) and dealt with that before dealing with language learning. I think it would have helped me a lot because (.) Everything was connected. And I just figured like it's different. It's language learning, it's not emotionally connected to me, but I am so relational and so emotional, and everything is so connected for me that it waS I think I was kind of naive to think that I could just kind of ignore that and ignore what was happening in me and just like work through it. Just like, ↑just do it. Stop thinking about how hard it is. But I think the things that were so hard, like I needed to pay attention to those things because it's a big part of who I am.

00:48:37

Iva: So, what is your Czech level right now?

00:48:42

J: I would say (-) That I am:: solid. A one, A two, about two, A two.

00:48:53

Iva: And you can go, I don't know, you can go to store, and you can, you know, I mean, you can deal with the basic everyday life situations?

00:49:03

J: Yes. Yeah.

00:49:08

Iva: Okay. So, J***** does KAM provide any kind of language support to Americans.

00:49:20

J: Not as an organization. I wouldn't say like any formal training, they provide language support in terms of(-) translation (-) when. Yeah. And like I described earlier, there have been different ways that they have (.) Tried to support those who need language. (-)

Translation. But in terms of:: there's no::one teaching, I would say like no one formally teaching within KAM (-) Czech language. Then there are people like in Zuzka Nelson has, I think, taken on that role of supporting. Within the last year, she's been supporting Americans new missionaries to help them (.) either find teachers or training so that they can be successful in learning. (--) And I think that that's great. (--) I do think also in conversation with others, even with Tiffany, we've talked about how with the expectation that KAM has for Americans eventually being able to disciple and communicate in Czech fluently, ==I think there should be more formal (--) Like approach to helping Americans.== If Landon hadn't helped me, I don't know who would have helped me (-) to move forward. Because no one else was really taking. I would have had to do a lot of things on my own, h° and it's a little bit difficult when you're trying to look for resources, when you're also needing to learn Czech language and many resources might be in Czech. Or I guess a lot of things could be in English, but it's hard to know like where to find those things. So yeah, I think it would be great for for KAM to keep working on a more formal approach to helping Americans acclimate and and learn.

00:51:48

Iva: So, J*****, what nationalities are are the colleagues with whom you collaborate the most?

00:51:58

J: Czech and American.

00:52:01

Iva: And usually how it looks like in different work groups is is this like half and half or like how many Americans how many.

00:52:11

J: In KAM (-) in our camps team, tt was about half and half. ==When there were five of us. It was three Americans and two Czechs. (--) And then in KAM, I would say that it's. Maybe two thirds' Czechs and one third Americans maybe.== I'm not sure if it's a fourth or if it's like two one third of Americans.

00:52:45

Iva: So, what influence have the two different languages and cultures on your team? Collaboration.

00:52:54

J: Yeah. (1.0) I would say that our camps team, because we worked in English, we were all even the Americans that were in our there were Americans and Czechs, but even one of our Czechs was married to an American and the other Czech eventually got married to an American. So,h° they were influenced and had experienced American culture. So,

kind of like Americanized (--)Czechs. So, because also our Camps team worked with a lot of Americans during the summer and (.) whether that was short term teens or interns, I think that we:: were more Americanized than as a whole, like when we would come to a KAM meeting. ==It was definitely more Czechs who were working mostly with other Czechs, not Czechs working with other Americans.== (---) But I would say that we still within our camps team because we also were working in a in a Czech context. It was a mixture of both both cultures. (1.0) Which I think was great to.

00:54:13

Iva: So, what to what extent do you feel integrated or part of the organization?

00:54:25

J: ==I felt much more integrated and a part of (-) our camps team because again, that's where my relational connections were. That's where I felt most understood and able to understand others.== (1.0) And. I felt I could say that I feel what I think about where I am in KAM right now. I feel connected to individuals, but as a whole, I feel less integrated and less connected to. I think partly because I've gotten to know KAM through the years. But there is still so much because of my level of Czech that I still feel like it's kind of like (--) behind a curtain or behind a veil. Like I don't really (.) quite understand all of the inner workings, partly because I don't, I don't know the language. Therefore, it's kind of unknown to me. (1.0) And there's a lot of people within KAM that I don't know as well, partly because we just never really worked together. We were at meeting KAM meetings together, but there weren't a lot of interactions maybe between those people because they worked in a different highway or because of the language barrier. I just didn't know them as well.

00:55:54

Iva: Yeah and is there something like what help what helped you a lot with with the integration in the beginning when you came?

00:56:06

J: I think it would have been. (2.0) I've thought about that. (4.0) ==It might have been helpful to have more. (--) Shared experiences with people.== Because when I think about the people that I know now that are from KAM outside of the camps team, it's because I've had other (.) interactions with them, like through exit tours. That wasn't my MAin role, but I was able to get to know people from Exit because I was part of the tour or through Fusion Dairy. Getting to know Milan Szturc. I didn't really know him other than wow. I worked with him at a fusion dairy event or ordered from the hotel. Actually, worked with him at a fusion dairy event. (--) So. For me. (.) I know that that's

very important to have shared experiences and (.) Even to teambuilding activities. I think that it would be so cool if if KAM would do more of that to encourage the (.) the family team feel and not so much just a corporation of different parts h° but to really get to know people more individually. I liked how KAM would do even the small groups during COVID when we would have online meetings, I felt like I got to know some more people h° in that way as well. Like having ways to pray for each other. Like just getting to know people (.) has made me feel more connected to others. So yeah, if I could do it again,(-) I think integration, getting to know people. (--) More personally, not just what they do in the organization, but who they are as people could have (.) Could be beneficial, could have been more beneficial in feeling more connected to KAM as a whole, possibly. But it also makes sense that I was more connected to the camp team because we had that name, people I was working with.

00:58:28

Iva: Yeah. Just to connect to your answer. So, are there any like official teambuilding activities organized by the organization, like due to the awareness of cultural diversity by the leaders? Like does KAM do something like this?

00:58:47

J: I don't think they have a lot of that (.) No. And actually, I thought that that would be really cool (.) to do something more because it is interesting what I've talked about, some of the challenges that I've faced as a second culture person. H° I think Czechs (.) can often be surprised (-) What I've experienced. And it makes sense because when you it'd be like me as an American being in a context where (-) I have an exchange student or someone who's coming in there learning English like I don't know what it's like to be in their culture. So, similarly, (-) sometimes I almost wish, like when I was a nurse. In training. We did an exercise one time with this organization called the Agency on Aging and what their idea was to bring awareness to people about the challenges that older people experience, such as like not being able to feel like sense, touch as well, not being able to see as well, not being able to hear as well. And so, they did some things with us like taking glasses and scratching them out so that you couldn't see super well. And then we would wear glasses and they'd put stuff in our ears so we couldn't hear very well. And we wear gloves. And we were expected to do these different tasks that normally opening up medicine bottles or walking (.) in a dark room, all these different things that normally, if you don't have those limitations, it wouldn't be a big deal. But it showed me. Gave me new compassion for (.) Elderly people, and it's made me think about that

with living as an American in Czech culture. Many Czechs don't understand what it's like to live in another culture (-) So, I wondered sometimes, like, it'd be nice if like some people could experience being in Hungary or being in Asia ((haha)) for like an Asian country for three months or two and a half months, like an internship experience, just to see what it's like to be the one on the outside (.) and to have to just gain some more empathy for for others in their midst. There are other team members who who look similar to them, who maybe even like we can share an English language and some in Czech as well. But there's still a lot of (.) things that I just think like it would be great if our organization learned more empathy, especially since it is mostly Czechs. Therefore, Americans can feel like the minority. They are the minority. (--) I don't know. That's one suggestion I would give. I love teambuilding activities anyhow. I loved them when I was a kid in school. So, I just think gaining a better understanding of where people are no matter where they are in life, no matter what culture, I think it's (.) I just love that. Yeah.

01:01:52

Iva: So, J****, what piece of advice would you give to someone who is about to come from the US to work in KAM?

01:02:05

J: I would. (1.0) Caution them that like or just to be aware of the fact that they are stepping into: I think I would want to know what their context was if they were coming from the context of English camps where (-) everything is translated, it's mostly and kind of like an American, or at least like people are really excited about American culture during camp season. (-) But you're in Czech, it gets a different experience when you're in KAM where the emphasis is on Czech culture and being American, you're expected to acclimate and the more acclimatization that you can do, the better. So, like, are you willing in a way, to abandon more of your (.) I don't think like Czech is or KAM is necessarily always asking everyone to abandon their Americanness. But it's definitely like you put your like the more you are Czech and less American like the more (.) highly you're kind of seen. And I don't know if they would say that necessarily, but sometimes that's how it has felt, at least to me. h° So, I would maybe like encourage this person to ask like, where are they coming from? Are they (.) for some people it's totally okay to like to totally be as much of the other culture as they can be. I think for me personally, I was on a journey where I was even trying to figure out who I am as a person, and (.) I felt like I was losing myself when I was being asked or feeling like I

needed to be more Czech. But I didn't even know what it was to be an American like I in my own person as ((name)). So anyhow, putting all that aside, I think I would encourage this person (-) to find out what what's their background? Are they a secure person in who they are? Are they also: (.) Like what's their expectation coming in? Are they are they excited about totally (.) like putting on the mantle of being in Czech culture and becoming really Czech or are they also h° I don't think like I think they can also be really confident people who who realize like, hey, I'm an American and that will always be a part of me. But I also really want to be as much Czech as possible (-) or I'm not going to lose my American identity, but I'm also going to take on this Czech identity. So, I think it would just find out who that person is (-) find out what their expectations are, and then let them know. Like this is this was my experience, and this is also (.) you know I am different from any other person coming in. So, my challenges are going to be different than your challenges. But these are just some of the things that I've experienced that I'm still learning (.) even how to work through. (1.0) I would encourage that person to keep being proactive in their own (.), to ask questions, to find someone, to like a family or a couple that they can be:. (--) Who can help take care of them, especially at the beginning because (.) I think it would have been extremely difficult. Landon Landon was the person who knew Czech culture because he was married to a Czech woman and he also had lived in Czech longer. So, he knew some of the things that I would be the challenges that I would be experiencing. (-) I think it would be really hard for a family like it's been harder for families coming in, like even my own brother and sister-in-law. They (.) they were (.) like Landon and Jenni adopted them and took them under their wing to care for them. But that wasn't even exactly,(.) I think, really planned from the very beginning. It wasn't something that Jenny had expected. It was just (-). That Brennan Kayla had happened to finish their fundraising and were coming into the field at an interesting time. And there wasn't even like a distinct role for them, which also made things kind of confusing. So, I would also (.) encourage someone coming in to speak up about what they really want, not just what does KAM want for you, but are you also a like someone who is very proactive in figuring out like, you know, your your gifting, your your likes, your dislikes, like you might not? I think, like you're not going to get everything that you want. But I think it's also important for any individuals coming into. KAM to be a part of their process of realizing like this is a job, but it's also a calling and (.) it's important for the individual or

the family to know what they want. (.) And even as they're discovering more about living in Czech and being part of the KAM organization to really be proactive in communication with KAM and asking KAM to listen come leadership to find out what they need as individuals, not just what does com need even though I mean that's an important part of our service in partnering with KAM.

Iva: Would you like to add something or ask me something?

J: I would add that I would encourage KAM to keep h°. I think they keep looking for ways to care for the organization as a whole and the individuals. It's it's hard work. It's when I think about the X team and all the things that they are, all the work that they do. It's it's a lot of things that they do and it's a lot of people that they're caring for. (-) So even when I talk about some of these things, I think these things could be improved or these were things that were just challenging for me. h° I would say that like, I need to be able to express those things and honesty. But also I would say that I'm I'm grateful for how KAM has cared for me, even in the midst of the challenges, in the midst of the ways that I wish I had been cared for differently. (.) I still think that KAM is. Is looking for ways to care even more for the people that they're working that are working with them. (1.0) So, I'm thankful for that. And I hope and pray that they will continue to look for ways to seek to understand together as a community. H°(-) Yeah, especially when it comes to the second culture staff as well to look for ways to (-) to see them as really important parts of their ministry. If they want if they want to keep having second culture staff as part of their staff, then to keep looking for ways to, to care for those individuals.

Iva: J*****, thank you so much for your time, for your honesty, for your willingness. I really, really appreciate it. And yeah, it was really interesting to to hear it from your point of view.

J: Yeah. Thank you. Thank you so much for sharing your time with me. Thanks for the questions. It really is kind of like a therapy session ((haha)).

Iva: I'm glad you enjoyed it, too.

Transcription Interview 3 – JH

Iva: Okay. So, J***, what is KAM organization about? Can you just briefly describe it?

00:00:14

JH: We are a ministry training organization, so our goal is to h° equip young leaders in churches across the country to: fulfill the great commission, make disciples h° through their local church. We do that with (.) different ministries, different highways, including English, sports, music and schools. But the whole purpose is to equip the local church and young leaders in it to (-) serve their community.

00:00:44

Iva: Do you remember how how did you find out about this organization?

00:00:49

JH: Yeah, it was actually through a : through my professor in university. He had done things with with some of the team in the Czech Republic. And I was in Chicago at the time, h° and he took us on a trip. The whole goal of the trip was to learn how to plan a mission trip. And it was on that that I found out more about (.) English camps and the way that it opens the door for community. For conversations about faith, the gospel h° and all of that.

00:01:24

Iva: So, can you tell me what was your job back in the States and what is your position right now? What do you do in the organization?

00:01:33

JH: In the States. I basically have been pursuing this since I was in university, so I wanted to be a youth pastor h° and then decided I could do something like that in the Czech Republic. But while I was in the process of (.) figuring that out and applying and moving over here, I worked as a an assistant to a contractor↑. Doing a lot of random things. h° And then also as a substitute teacher in the public schools.

00:02:02

Iva: Mm hmm.

00:02:04

JH: And then since I've come here, I've worked with camps, I've worked in, like visiting churches throughout the year. h° I've helped, I've worked with interns a lot and then also worked in local, the local church in my, (-) in my city, as well as coaching people in the support raising process. So currently I do coaching and support raising for our team, for the Czech on our team. And then I also am on the camps team equipping interns to serve with us.

Iva: Yeah. So how long have you been working in KAM?

JH: I::n a week. It'll be ten years.

Iva: Wow. It's unbelievable.

JH: And then. And then as an intern, it was five years before that. (.) In 2007 to 2011, I was an intern every summer, and then 2012 I moved May (-) first.

Iva: So, what were your first impressions in the beginning when you first came to the Czech Republic?

JH: It's a little hard to look back that far, but I remember being surprised at how easy public public transportation was. Being able to take a train anywhere. I found (-) Czech students to be shy at first, but then really able to open up at a week of camp, (.) which is a special atmosphere. I was surprised that some people knew English so well. I kind of expected, with the national language being Czech, that people wouldn't speak well and there were people that broke that mold for me. Now I think it's the opposite. I'm surprised when I meet somebody that really doesn't know any English like in today's society. But back then I definitely felt that. And then also just the the thing that drew me (.) most to Czechs was that even if somebody wasn't a believer, they had no relationship with Jesus, like they were still open to talking about matters of faith. (-) Where I feel like in America, no matter how friendly people are, like if you bring up faith, everybody has an opinion and generally it's don't talk to me about it. (-) So that was that was a nice, nice surprise.

Iva: And in terms like in team collaboration, like what was it for you like to collaborate with Czech people?

JH: Well, with within the organization it was awesome. Like it really functioned like a family h° with the missionaries that were there, with the Czechs that were on the team. For sure, there were disagreements, maybe in some small things how to do specific pieces. But h° generally, I felt that family atmosphere working with (-) Czechs on these camps was interesting for me↓ because it's still something I face today. But sometimes there's this idea that what I'm bringing is American (-) and it doesn't it's not valid, and

it's not because it's been proven to not be valid. It's just a resistance to some ideas. And I remember facing that sometimes back then like, h° like the team collaboration was, yeah, that might work for you, but it doesn't work for us. (.) And I've learned even through time that that's not necessarily true.

00:05:43

Iva: Mm hmm. Okay. So, what has been the biggest challenge for you since you've started to work in KAM?

00:05:57

JH: *(4.0)* The biggest challenge. (4.0) Hmm. (3.0) I think one thing that's hard i::s. One thing it was hard for me is finding the right place, because moving over as a missionary (.) like you, you lose your rootedness like you're rooted at home with your family and friends. And when you move someplace, no matter where you move, you are kind of rootless for a while and it takes some time to put down roots. So, when I was first here, when I first moved, I actually didn't know anybody in the city I lived in except a fellow teammate or two. A::nd every weekend, almost, I was traveling to churches that I had worked with in the summer. And so even though I moved here, I spent (-) very few weekends in my home city (.) and it I thought things were going well. And then I realized actually, like, I don't have roots, I don't have meaningful relationships. (.) So, at the very beginning that was the hardest, was kind of establishing roots with the way that I was set up. But then also (.) the kind of finding the right fit in ministry for me (--) has been hard. And then also just the adjustment of KAM going from kind of a (.) more family sized ministry or small like organization to a mid-sized organization h° or even the international Josiah Venture community. Just going from that smaller to midsize organization means that you don't know people as well. You don't see everybody all the time. And that was something that we had at the beginning. That's, I think, been a challenge to adjust to internally.

00:07:58

Iva: Okay. So, like in general, can you maybe compare or from your experience in KAM, can you compare the American way of working versus the Czech one? Are there any differences or?

00:08:19

JH: Unfortunately, I don't have that much experience in like a normal job in America, so that's a little bit harder.

Iva: Yeah, but even you can compare like American, like Christian work culture with the Czech Christian work culture or everything you've noticed if there is something.

JH: Yeah, I think on one side it's.(—) I think Americans like to be much more organized. So, we have paid staff who do youth ministry in a church. Not every church, of course, but a lot of churches or there's a lot of push for churches in the in America to make a plan for the year. And that's generally a pretty foreign concept here. (.) I think. (--) I think it sometimes leaves things more flexible, both in good and bad ways. So, every once in a while, it's like, we don't know what we're doing next week. (-) And that happens in America, too. But I think the goal is always, let's plan, let's kind of outline things and make a whole goal for each week of the year. (-) And in Czech it's a little bit. (-) Yeah. A little bit more fluid. Um. (2.0) This is an interesting piece, but I think in the missionary culture, like, people expect you as a missionary to be h° working and doing ministry however, that looks and I would generally expect America to be more organized than that, but generally people are like, Oh, you're working with a church and coaching some people and support raising. Great. But then that difference in the culture that's been created in KAM now is it's much more businesslike. h° So, it's like, how many hours are you doing? What? And it's kind of down to the very details of things, which is important, I think, for for an organization to know what they're doing. But it's also (.) A very different culture of the Americans are like, Hey, yeah, like you're a missionary, whatever you're doing, like working with people great and with KAM. It's much more restricted and outlined in detail. (.) And I would generally expect the exact opposite. (-) From what I've seen in the culture. (--) Are there any other areas that you can you can think of that I could look at for this question?

Iva: Well, this like case study is applied to KAM organization, so. Yeah, but I think you answered. Okay. Yeah. So, when you're working on a project, do you use some specific project management methods?

JH: I generally I use Asana. I've used a lot of different task management tools over the years, and every I would say every two years I'm looking for something new. (-) Because my system generally gets full of things that I had at one point intended to do but maybe don't anymore. (.) But that's the one that I'm currently using to manage project and then different tools like Google Drive. (-) Much like the notes. The notes

happen. My phone is where I keep a lot of my talk prep (-) and outline what I want to do there.

00:11:54

Iva: What is the most helpful for you?

00:12:00

JH: As far as knowing what to do. It would be using Asana as task management. And then from that writing out the most important goals of the week or the day.

00:12:14

Iva: So, how do you solve problems? It can be any kind of problem. It can be, I don't know between people. It can be like problem; I don't know with whatever. Do you have some like strategies or. What would you do when there is a problem?

00:12:35

JH: Unfortunately, I naturally my first reaction to a problem is avoidance. I don't like that there's a problem h° or a conflict even. It's like for me it's very aNnoying that there's an issue. Even though issues are a part of normal, (.) normal life in any project, any relationship will have those issues. (-) <mark>So that's my first reaction is kind of being guarded and annoyed that it's happening. But then after that, I think taking some time to journal my thoughts, to type my thoughts out, something like (.) that is helpful.</mark> And then also talking through it with my wife or a teammate (-) to kind of figure out (.) even how they see it differently. I think that's that's been very important to see like to get some extra perspective and see like am I even (-) Am I even understanding what happened the right way or my understanding the project the right way? One of the things that I've needed to do is I need my uplink to: or my boss to: (--) to be available so that I can kind of figure out what's the most important piece, what's the next step h° if I'm stuck on something to clarify the project or the task. (-) So that's I would say definitely talking about it with somebody (--) has been the most helpful for me.

00:14:08

Iva: So, the communication - which languages do you use when you work and why?

00:14:18

JH: So, some people try to push one language or the other. (-) They try to lean on English because it's just easier to say everything they want to say, or they'll try to speak Czech because they really want to practice, and they really want to have relationships in Czech. (.) I'm the kind of person who just (-) mainly works on whatever the other person is doing. <mark>So, if I can sense that the person wants to speak English, I'll speak English. If they want to speak Czech, I'll speak Czech. And then if they don't care↑, then I'll kind of make the call based on feeling or subject.</mark> So, when I do coaching,

support raising coaching, I'll try to do it in Czech if the person wants it in Czech, but if they really don't care (-) Then unfortunately, to make it easy on myself, I'll just do it in English because I know if they if they literally don't care, then let's make it so that I can ask a little bit better questions. And so far, that's worked pretty well with the people that I've done it with. h° I also do it based on language ability. So, if somebody isn't very good in English, then I'm not going to push them and I'll speak Czech with them.

00:15:31

Iva: So, you don't have like a rule that I don't know with this person or with this group. I would speak English and with this group I would speak Czech. It's just like random.

00:15:42

JH: It's pretty random. But I will try to speak English with Americans. It's it's really annoying when a group of Americans or our British friend h° are standing around speaking Czech and there's like one Czech who speaks English perfectly. And most of us, half of us speak English with that person. Then I'm like, I'm not having this conversation in Czech. Like it's to me, it's just dumb.

00:16:05

Iva: Yeah.

00:16:06

JH: When I would speak with basically everybody in the room, in that room, in English. (-) And then there's, I think, certain certain relationships that are in English or are in Czech. That's true. Like I meet with my uplink in Czech and when I need to say something in English, I just say it in English. I don't spend too much time trying to figure out how to say every single word. You know, If I come across something because I know she speaks English well enough and (-) And then I'll often communicate via email and English with her and with some other teammates that I would normally write in Czech just because it's a lot easier. Like, it can save me (.) I can spend a third of the time if I just send it in English and generally, they'll be able to read it in (-) It'll take them an extra minute or two MAx, maybe not even extra time. So instead of typing all the special characters ((smiling)), I can just type it in English and be done.

00:17:14

Iva: So, J***, how important is to learn the Czech language if you're working in KAM and why?

00:17:24

JH: <mark>I think it's super key. (--) Like on a scale of 1 to 10, I would say (-) an eight.</mark> Because I know that people can get by with with (.) English and we want to love our teammates. So sometimes, (.) especially when people are here at the beginning, it's still

okay. It's not like if you don't learn Czech in a year, like you need to leave, like there's ways of doing that. But we have teammates who don't speak English (-) and it's really hard to have any sort of relationship if you can't speak the same language. h° I do hope that some of our teammates will learn English. I know it's not a priority, but I think h° if we're learning Czech, they should learn some English so we can kind of meet together in the middle. (-) Also, because most of us should be working with people in churches, students in our area, our local church. (-) We need to be able to speak Czech to communicate with those people (-) for the longevity of life in the Czech Republic. You need to know the language because otherwise every interaction outside the home can be frustrating. h° And then (.) I think. (.) I had one more thought with that. (--) And then most of our meetings are in Czech. So. It takes a while to fully understand what's going on. And we have translation, but it's never quite the same (.) And then a lot of our meetings, if they're online, are translated via text like a text document or a Google document. h° And so, people are reading it, but they're getting it a little bit delayed. So, I think that's some of the reasons it would be important to learn Czech.

00:19:17

Iva: So, J*** do you think it can like. Or what impact can have. The fact that someone has been living and working income, for example, for five years and doesn't really learn the Czech language. Like what impact? Like. Can it have? I don't know if it's clear my question.

00:19:40

JH: Impact on who?

00:19:42

Iva: On the person. For example, I'm American. I, I moved to Czech. It has been like five years since I've moved and I still have like A1 level.

00:19:53

JH: I think. I think the person would feel pretty lonely ↑ (-) because their circle of friends would be very limited. It would be limited to certain people in the organization, which we all have. But I think there's that I run into somebody (.) and I can't really talk to them, (--) so I don't ever talk to them. And then I think even the circles of relationshipS in the local church in the city, like you can have your friends that are part of the organization or the people that speak English. But then there's a lot of people you really don't know well. (1.0) Yeah. Which as I'm saying, it's like that's normal. But I think it just you can feel it a lot more when, you know, I just can't really talk to that person and I can't talk to that person in that person. Like h° it's different when you can

at least say, Hey, how are you doing? How are your kids? I don't know. Like you can at least have a two-minute shallow conversation with them.

00:20:54

Iva: Okay. And like, is there any difference between how you communicate internally, like in your team and externally?

00:21:09

JH: Yeah↑. Yeah. (-) So, when I have like a coaching call support raising coaching call with someone like I'll speak whatever language that is with the person. So, a lot of them it is English. (-) And then with my uplink as well, I'm speaking in Czech. So, there's already a dynamic there. And then whenever I communicate to the wider team, it's in Czech because the goal is for text to be able to read it.

00:21:34

Iva: Yeah. And like more formal or informal or maybe if you can describe this.

00:21:42

JH: What do you mean?

00:21:43

Iva: Like in Czech, we have formal and informal like language. Within your team, you are usually more informal. So maybe you can just, like, describe this a little.

00:22:00

JH: (--) That's hard because the the like there's not much of a team that I'm on. (.) And actually, I have. This is really weird, but when I'm communicating (1.0) When I'm communicating out, like technically I'm on the office team and when I'm communicating with that team, like I'm often using plural and (.) ↓which is almost the same as formal. But I generally feel like I have a more formal relationship with my teammates (.) because there's not a lot of actual overlap, but there are small pieces where we rely on each other. <mark>When I'm speaking with people I'm coaching or people I'm communicating with about their support level, that kind of thing. I feel closer to them, and so I think I'm able to be more informal. I still often send out more of a group email with plural, and it's formal, but (--) But it's an interesting dynamic where I feel like in my team it's a little bit more formal. It's the office versus informal, it's the people on the ground (.) doing the ministry.</mark>

00:23:11

Iva: So, when do you need translations?

00:23:17

JH: <mark>When I don't understand a single sentence. Like like one sentence in a (--) in a meeting or when someone. Whatever they're explaining is just complex enough that I</mark>

==didn't quite get it.== I would probably be (.) the only time. And if I don't know a word that they say, then I'll often ask.

00:23:38

Iva: Yeah. Do you do you Do you have to use, I don't know, some translators like Google or sometimes when you're writing something or or which software you use for translating in case.

00:23:51

JH: For the longest for the longest time I use just Google Translate from time to time sometimes to: if I translated things into Czech, I would sometimes use that as the initial translation layer so I don't have to think of everything. But I would fix the translation (-) because. Like, I don't agree with the way that it's done it and maybe I'm messing a few things up, but I think most of the time I'm still doing it better because it's (-) a machine.

00:24:20

Iva: DeepL ls better. So much better.

00:24:22

JH: So. So, you introduced me to DeepL I don't know, deep l and since then I've used that several times and I'm REALLY impressed with the, with the translation. In fact, there are times when I'm editing it slightly because I know I'm pretty sure what's coming out in Czech is not as clear (-) just because it's written a little bit differently. But sometimes I'm learning new words (.) based on the way that it translates it. I'm like, Oh yeah, I would never use that word, but I've heard that word before. (--) What does it mean? And then it's been pretty cool to be able to sometimes throw a PDF into it↑ and translate that. So, I did that with with a guide for asking for referrals and support raising. I use that as the initial translation to kind of to get a document that's not perfectly translated, but it's understandable. And then use that to do a seminar (.), a short seminar on support raising for a few people in our team.

00:25:24

Iva: Okay.

00:25:25

JH: ==But generally emails I (-) tend to try to read in Czech. (1.0) Every once in a while. If somebody doesn't put English below like they don't write that at the top, I'll read the whole email in Czech and then find out that it was in English. Sometimes that's annoying, so any time that happens, I've tried to tell the person like, ↑Hey, if you put English below or English follows, then I won't waste my time reading it in Czech if you've worked on translating it.== So.

Iva: Okay. Yeah. And is there any sort or visible hierarchy in your team or organization?

JH: Yeah. (--) Yeah, there's definitely an organizational structure because I do have to connect with the uplinks for people, their bosses, h° just to find out how much time somebody has for support raising or to inform them of (.) generally what we're what we're talking about. Then I, I generally have an idea of who is connected to who.

Iva: Mm hmm. So, what is your level of Czech right now, like approximately?

JH: I think it's like in some areas I'm B2 and in some C1, but I think it's really on that bridge maybe a little bit more on the B two level, but I haven't actually thought about the details of that question for a while.

Iva: Yeah. And can you describe me your learning path with the Czech language, like from the beginning until now? What do you do? What you didn't do?

JH: Yeah, my path is crazy, so I'll try to summarize it as best as I can. But I came as an intern and just heard the Czech language. I learned a few phrases at camps and learn some really dumb phrases (-) like I had a student who said The most important word to learn in Czech language is Bokovka. (-) And it's like, you need a woman on the side, like, you know, so there's really dumb things that you learn at camp. And then the next year I came for seven months, seven, almost eight months, and in the fall, after the summer was over, I was supposed to learn Czech. So, I had a book to study from↑ and I was writing it on some vocabulary and trying to practise speaking Czech. But I found out that just learning from a book doesn't work. I got through maybe a few lessons, but I would often open the book and not want to do it↓. But I did have some lessons with someone as well. (1.0) Then every summer I was picking up a little bit more from camps, just asking questions, listening. A keystone habit that I had was if I was in church or hearing a translation or hearing someone speak Czech, I would listen for repeated words (-) and then look those up in the dictionary. Or I would (--) Yeah. Or I would just be listening a lot. So, there was lots of listening in those five years before I moved to Czech Republic, and I learned several phrases and basic things. So then when I actually sat down and started learning from a teacher, I knew how to pronounce things

pretty well. I knew how to connect what I saw with with what I was saying. The cases weren't completely foreign, though. That was a (.) still hard concept for me. And. So when I moved here, I had lessons at an integration center (.) for free with a bunch of other foreigners, and I was able to get through a lot of material. I did that, I think, for a whole year. Basically, it was different groups, but I did that for a year. I've also had many private tutors (-) through the years, generally one tutor at a time, though at one point I had two, and one tutor would get me through the book (.) but not know how to answer any questions. And the second one would answer my questions well and (-) would plan a lesson in the moment based on what I needed but wouldn't (.) Didn't have a comprehensive program for me. So, it was like, oh, let's. What do you want to talk about? Let's do a second case. Okay. We'll do second case and go through that. (-) But but he was really great at explaining things. And the other teacher literally, like I would ask to explain something and at the end I'd have to pretend like she explained, because she (-) she basically said, it's like this and this. So, it works. And I'm like, Yeah, but how does that work in the language? And just had no possibility to do that. h° I've also had different ways of studying language, different grammar books, at some point watching shows, TV shows in Czech a few times a month. Then in the last several years, my wife listens to a radio journal. So, the Czech, Czech talk radio, I hear a lot of Czech there. And then hearing my wife speak to our daughter now and then also like just speaking with my mother-in-law and other family members (-) has all has all helped the Czech language study.

00:30:56

Iva: Yeah. So, what helped you the most?

00:31:06

JH: *(3.0)* I think. (--) I think studying in a group environment helped the most. So:, the the lessons that I had at the Integration Center were group lessons h° with other foreigners. I did two intensives that were also group (-) lessons and:: I think that the surprise thing that had the most impact on my language learning was after I lived here a year, I switched to a different church and different ministry. h° So, I ended up and a little bit slightly lower socioeconomic level. So, like they didn't speak English, wasn't as important for the people that I was connecting with. So, I was able to take the Czech that I had learned that year (-) and start relationships in the Czech language More (.) so it forced me to practice. (--) A whole lot. And that was probably the most important because as an English speaker, as an American, people want to speak English with you

and: So, it is important as a team environment to be able to speak Czech, but in some levels, like (.) a lot of people want to speak English. A lot of students want to. So having that switch where I could speak Czech mainly h° with these students was was huge for my learning and (.) pushing me to keep going.

00:32:33

Iva: Okay. Well, I know you speak Czech well and you understand everything. So, like, maybe this is like still similar question, but if there was someone who started to learn Czech and he would ask you like, why do you think you made that big progress? What would you what would you answer? What were // like the key elements.

00:33:01

JH: Yeah. I would point to always writing down vocabulary. So, any time I was learning words, I mentioned that like when I did my extended when I was here for seven months, I was listening for repeated words and then writing those down, looking up in the dictionary and writing those down. So always doing that as a habit is super helpful. And then the other one is and it's hard to influence, but on one side, after having some level of Czech language (-). Jumping into a new community that you see regularly that you can speak only Czech. (.) So, I don't know if that means for for me, it was that it was switching churches and doing choir with students who didn't want to speak English that much. But for somebody else, it could be h° going to a local pub or something like that. I don't know.

00:33:56

Iva: Ok and does or did KAM provide like any kind of language support to Americans?

00:34:07

JH: (1.0) There was only in between (--) US Americans or foreigners. Discussion of where we could find a teacher (.) or what tools we were using or what help. So, we'd constantly had those conversations of what we were doing, but there was no official language support besides the fact that I had time and money for language learning. So, I was able to use like a: company money from my ministry budget and time as well for language learning.

00:34:41

Iva: Okay, Uh, so about like the intercultural team collaboration. Like, for people who doesn't know the organization, can you tell me, like, which nationalities are the colleagues with whom you collaborate the most?

00:34:58

JH: Mm hmm. I think the nationalities represented a::re (-) basically, Czech American (--) A Slovakia, too. (.) And I can also collaborate with some of our international

teammates in our local church. So also, an Englishman is in there, but mostly just Czechs and Americans.

00:35:24

Iva: Okay. And what influence have the two different languages and cultures on your team collaboration? Like, have you noticed something?

00:35:38

JH: I have noticed that(-) Even even as we try to integrate and do things together, like we just (.) still have different philosophies on different pieces of how things should look. So:, (--) I think. (-) But it's different, too, because Americans uprooted their life to move here. And so:, it's a lot different than somebody who's a missionary in their own country who may not actually even MOve or who may move but isn't that far from home or whatever. But I think. (--) I think sometimes across the organization, people are (-) eager to say no. Like they kind of stay in their lane, they stay in their focus. h° But I think the foreigners are a little bit more like the Americans are a little bit more open to (.) adjusting things. I have noticed that (2.0) I mean, it's changed a lot. At the beginning, we also had a strong American group. Like we actually got together as American missionaries and like once, once a month or something to discuss how things were going, all that kind of stuff. So, there was a special camaraderie at the time, (.) and that's not really there now, but I've noticed that (.) Can you repeat the question again?

00:37:14

Iva: Yeah. Like what influence has the fact that you like you work in two different languages and like in team with two different cultures. What influence has it on your team collaboration.

00:37:27

JH: Yeah. So sometimes team collaborate like collaboration is slower or just not on one side, not as possible because it's hard to get everybody involved in something. (.) h° For me, in my office team, I don't think the language really has a big effect because of my Czech language level and we don't have any other Americans on the team. So it's easy to kind of do everything in Czech. On our camps team, everybody speaks English well. So, I mean, there's three Americans into Czechs, but everybody speaks English well. So, and the main ministry is English. So that's that's not a big problem. (1.5) But I think but I think sometimes people are a little bit left out of things. I know some of the people that are here for less time that don't know Czech as well. (.) Just that whatever team, bigger team meetings, we have trainings, all that kind of stuff. Like they're just not as connected to the whole group and then they're not as able to participate. THough the

organization does a pretty good job of letting people speak whatever language they need to. So, whether that means an American in a mainly Czech language environment (.) and they just speak English, and we translate or vice versa, if there's a Czech speaking more of a more English environment, they can speak out loud in Czech and then someone will translate.

00:38:59

Iva: So just to what extent do you feel integrated or part of the organization?

00:39:10

JH: ==(2.0) That's been a positive change in the last three years because I do support raising coaching h° and I work kind of behind this, behind the scenes and team support.== (-) I feel more a part of the organization because I connect with a lOt of the workers. Previously, I connected with a smaller amount of people and didn't need anything from the rest of the team and wasn't offering anything. °h And now sometimes sometimes I think people feel like I just need information, like what level their support is at. If they've had any growth, any maybe barriers, that kind of stuff. So, I'm just for them asking for information. ==But for a lot of people, I'm offering something. And that helps me feel a part of it, part of the team in a very different way than I think it would otherwise. (-) So, I feel I feel a lot a part of the team.== Every once in a while. I still battle with the fact that my main team is the office team. But what I do is so different. It's such a small part of the entire office culture. I don't I don't do big finance things, all that kind of stuff, I interface with those things, but on a very light level.

00:40:31

Iva: And what helped you the most to integrate in the beginning? What do you think it's important for the integration?

00:40:44

JH: ==(1.0) I think the I think team meetings and translation like big the bigger team meetings that we had were super important. And then any time things were translated for me, I felt a part of the team and any time things weren't, I felt very left out.== (-) Especially because when you're first learning the language, you know, most people in the room speak English quite well. So, you're not I wasn't really sure. And I've seen other people. (-) It looks like they're experiencing this like none of us are really sure wh::y. We're speaking in Czech or why it's not being translated. So that's that's probably the hardest thing at the beginning. But I think what helped me is we most of the time had translation. And then when we didn't, I was it was good for my Czech language.

And I was able to ask (.) somebody what was being said either afterwards or kind of leaning over and saying, I didn't catch that. What are they talking about? That kind of.

Iva: Thing? Mm hmm. And are there any team building activities organized by the organization, like due to the awareness of cultural diversity?

JH: (1.0) We've done different things. I know. We've had some Christmas parties with games. We've had (.) I think even in team meetings, trying to connect to different people, in bigger team meetings, which we don't have as often. (-) Once a year we've tried to have a garden party, so barbecue time for families to be there (.) Just to kind of build the team. But no, <mark>like I don't think we really have those team building games or things like that because our team is just too big four or something like that. And a lot of people I think Don't appreciate it.</mark> Like if you say we're going to do some (.) crazy game, even if it's to build team unity, it's kind of like ahh, why are we doing something like this?

Iva: Okay, so just which piece of advice would you give to someone who is about to come from the US to work in KAM?

JH: Personally, I would say KAM as the Czech organization is very different from Josiah Venture as the international organization. So even though we try to align things similarly and we are one big team↑ because we have people here in the Czech Republic who work on the international team. And we have people that work on the team. (.) Uh. (-) We feel the difference a lot bigger than almost any other place because the missionaries coming over will be connected with Josiah Venture. Unless they're Czech and living in the Czech Republic, then they'll come through KAM. But the foreigners coming over will come through Josiah Venture and KAM will not be initially aware that that's such a big difference. Even people living in other countries, I think, have a feel a bigger connection to (-) Josiah Venture, than we feel here because we actually see that those people are on a different floor. And if we want to do something together, we need special permission and (-) all of that.

Iva: You like to add something?

JH: But that is an important like distinction that we didn't discuss because we are focusing on the KAM ministry. But it's definitely something that's felt that we have

people that work in the same building, on the general, same ministry. But beCAuse we try to really keep things separate between like they come in and support us on some things, but also, we're just doing different things. It's a cultural difference that's really FElt, but it's not so much Czech American. Sometimes it is, but there's also Czechs on that team and Americans on that team and Czechs and Americans on the team. So, I don't really have much more to add about that, but it is a unique (.) aspect to the whole thing.

00:45:13

Iva: So, do you want me to ask do you want to ask me something? Or.

00:45:23

JH: So how.

00:45:24

Iva: Many? So.

00:45:27

JH: Is is everything focused on KAM or are you focusing on other things?

00:45:32

Iva: On KAM. Yeah. Yeah. Crazy.

00:45:36

JH: So how many interviews are you planning on doing with stuff?

00:45:40

Iva: Six. So, you're the third one and I'll have three more people. Yeah.

00:45:49

JH: And are you focusing are you just asking Americans?

00:45:52

Iva: Yes, exactly. Just Americans. Because my research questions are like like what can be the biggest challenge for Americans if they move here and start to work in KAM, not in JV, because, as you said, really international and then like what role plays the Czech language that you learn quickly or don't. Yeah, yeah. So that is the reason. Yeah. Well.

00:46:24

JH: I'm sure like there would be some Czechs that would have interesting things to say, but it would be hard to put that into the rest of your research. That'd be more. If it wasn't a if it wasn't for school, then like you could be great for insight, but unfortunately, they.

00:46:40

Iva: Had to, like, make like a target group. Yeah. Yeah. Ok, thank you so much, Josh, for your willingness and time. I really appreciate it. Thank you.

00:46:51

JH: It was a great interview.

Transcription Interview 4 - JOR

00:00:04

Iva: Okay. J*******, so what is KAM organization about? Can you just briefly describe it?

00:00:11

JOR: I would say it's about training (.) young leaders (.) in churches to do the ministry or ministries that God has called them to do, ESpecially ministry to teenagers and college students.

00:00:30

Iva: Do you remember how how did you find out about this organization?

00:00:34

JOR: I found out about it through the international (.) organization, Josiah Venture. So, I learned about KAM after h° coming on a mission trip with Josiah Venture through Moody Bible Institute h° for two weeks in 2008 and then (.) a missionary that was here who led interns at the time, he invited us to think about coming again for an internship. So, I did a Josiah Venture internship in Czech in 2009 and a seven-month internship in 2010. And it was at the end of that internship that I talked to Milan Michalko, the then president of KAM for about 15 minutes about joining, maybe Dušan too, I'm not sure, but most of my hiring and process was through missionaries and just that adventure. And then I learned about KAM (.) after I joined the organization full time. Hmm.

00:01:34

Iva: So how long have you been working in KAM?

00:01:38

JOR: For nine and a half years.

00:01:41

Iva: Well, it's almost like JN.

00:01:44

JOR: Yeah. Yeah, we're six months apart from when we moved out here.

00:01:49

Iva: Yeah. So, J******, what was your job back in the States? And, like, what is your position now? Or what were your positions in the KAM?

00:01:58

JOR: Yeah, in America, before I moved here, I was working in part time jobs. So, I worked at a barbecue restaurant. I worked as a substitute teacher, h° and I worked in an after-school care program for elementary school students. So those were my jobs prior to moving to Czech full time with Josiah Venture and KAM.

Iva: Okay. And then in KAM, on which kind of projects did you work?

00:02:28

JOR: Yeah. So, I started in KAM on the national camps team. So, with the team we were in charge of summer interns and summer mission trip teams and summer camps. And for (-) the majority of those years, it was English camps and interns focused on English camps. And then we increased our collaboration with the Fusion (.) National Ministry to support their camps and mission trip teams and interns. H° And then we also increased our collaboration with regional workers to help provide interns for their regions. And then, (.) yeah, so it started off almost purely within the English Camp Highway in terms of mission trip teams and camps. And then every year we increased the variety of ministries we collaborated with or the types of camps that we're doing and the different ways people could serve (.) in that ministry.

00:03:28

Iva: Okay. Like what do you remember what were your first impressions like when you first came to the Czech Republic? Was there something surprising or.

00:03:38

JOR: About Czech or about KAM?

00:03:40

Iva: KAM, Czech like your first impressions.

00:03:44

JOR: So back in 2008, my first time in Czech, I thought it was going to be more like Eastern Ukraine h° because my first trip to Europe was to Zaprossia. And so, kind of in America, even though you travel to different states, say there's a lot of similarity. So, I thought Eastern Ukraine. Ukraine was former communist, Czech was former communist. That should be similar. And so, I was surprised at how different the economy and the cultures and the students, even the food and things like that, how different it all was. And then. (1.0) Yeah. So that that was one of the first surprises. And then (.) over time. (-) Look, we got as interns, we got really we received really good, I think cultural education about Czech and its history. And so, some things didn't necessarily surprise me because I learned about them, but I was but I experienced a lot of what I learned that (-) Czechs overall are not a culture that does small talk. Czechs are friendly for the sake of becoming friends. They're not friendly for the sake of the atmosphere, friendliness, per say. So, experiencing that Czechs experiencing that Czechs overall are more introverted or are more internal processers rather than external or verbal processors. So, experiencing that (--) I think one of the surprises in KAM was

there was, especially in the first few years, it felt like (.) there was a culture of competition between the ministries h° where it felt like every ministry was trying to grow or recruit new staff. And it seems sometimes like if that ministry grows, then I won't get the resources I need to grow. Or if that ministry gets that staff, that's a staff member I can't have. Or so it felt like there was this (-) And it's just something this is one thing I did observe that was surprising a couple of years in was (-) the view of growth and expansion in Czech culture, which is also in Czech churches and what was in KAM, I don't know how much it still is, is the sense that there the resources or the fruits that can be reached or the results are like a pie. And so, if there's a new church, if a new church starts in a city and that church grows, that means our church will shrink because there's a limited number instead of a (.) abundant harvest mentality. There's like there's lots of room to grow, there's lots of resources, there's lots of people to be reached. It was the sense of if one ministry or one church grows, that means another ministry or church has to shrink. And so that was challenging sometimes to be in that. And even in my church, it was challenging to navigate that, that culture of of limited growth opportunity versus seeing a lot of growth opportunity.

00:07:10

Iva: And like when you moved to the Czech Republic, like what has been the biggest challenge for you, you know, new culture, everything is new, do you remember or in KAM.

00:07:21

JOR: When I moved here. (--) The biggest challenge↓. (--) I, I think I don't know if it's the biggest challenge, but one challenge was navigating all of the administrative aspects of being an adult in a foreign country. So, solving rental contracts, insurance contracts, visa documents, it's just something that's always a lot of extra work and it's not necessarily easy in your own language, so it's.

00:07:55

Iva: KAM did not help you?

00:07:58

JOR: Other missionaries did it or we figured it out on our own, I would say. Or there is a church elder in Tadek Philippe and he helped us with our vehicle. Help us buy it, help us get the insurance and things like that. So, and we worked mainly on our team. So, in our camps team, Martina picks over and David Rajca and Rob Chestnut and Josh Nelson. So, the four of them plus me, we kind of were trying to help each other. It wasn't easy to connect with other KAM members on other teams. We saw each other for

a one-hour meeting once a week and that was it. So, there wasn't a lot of space to build. It wasn't always easy to figure out how or where to build relationships with people outside of my ministry team unless we were working together. (-) But a lot of it was figure it out and write or call the people you think could help you and see how it goes.

00:09:12

Iva: If you compare the way American work with like, Czechs, do you think there's a difference?

00:09:22

JOR: I, I haven't worked in a (.) Church in America full time or in a ministry in America full time. So, my only comparison is maybe how Josiah Venture America or Josiah Venture international works or my perception of it and how calm works. And neither are perfect.

00:09:42

Iva: This can be also in general.

00:09:44

JOR: Yeah, yeah, yeah, I do. I'm trying to think. But I think. For sure. For sure. (4.0) Huh? I think. (--) Can you repeat the question again?

00:10:12

Iva: Like if you compare the American way of working with the Czech one, like do you think there are differences? It can be like attitudes of people or work habits or…

00:10:22

JOR: Yeah. ==I:: (--) I think the biggest one I've observed is the willingness to:: (-) Let people like leave and come into the organization.== So, my perception is when there's a KAM worker who wants to maybe gets invited to work for JV international and they would leave KAM. That has been felt like very personally in the past and in America or American companies and churches even. There's a lot more, I think, of a culture of openness to say, (-) you have come in here, but we're not expecting you to die here. Or if you go to another church, it's I think people Americans are much more (-) transient per say, like they change companies or jobs or even cities or states much more readily or easily. And so, I think companies know that. And so, when someone gets a job offer to another company or another church that I think there may be more openness to let that person decide without making the company or church or ministry that made the job offer feel bad, like you're trying to steal our worker, or that the person might feel bad if they choose to leave and go work for the other ministry or job. So that's something I have observed. (-) A::nd. Also, I think (-) My observation is that a lot of Czechs. They (-) They ==it's hard for Czechs to accept (.) principles from the outside, is what I've==

Or this feeling of like that. We can't learn from that because that's not part of our context. So, it feels like a Czech (.) strongly desires ownership of not only what they do in work or ministry, but also how they do it and why they do it. And to be told, this is why we want you to do this or this is how we want you to do this can sometimes be difficult for a Czech to receive, even if and that's very different from me. I like researching and learning best practices because I want to avoid the mistakes I don't I don't have to make (.) because there will be enough other mistakes. But sometimes I observe that Czechs would rather learn from their own mistakes than perhaps learn from someone else who already made those mistakes. And I think that might be a significant difference.

00:13:51

Iva: Yeah. This is interesting. Okay. So, Jonathan, like when you were on, for example, on a camp's team, like did you use some specific project management methods?

00:14:06

JOR: h° We tried to use GQ's, but that didn't work for our team. We didn't collaborate well in that for a little bit. We used Asana together, but that didn't work for the team. And then in the end we were all on base camp together. But for a while we everything was being done through emails and spreadsheets and each person had their own individual checklists. And then over time, as even as more project management software was created, like when in the first three years of the camps team, Asana didn't exist, or it wasn't really known about. And now we have there are hundreds of team project management tools. So, now at the in the last two or three years we were using Basecamp to manage projects. Yeah.

00:15:01

Iva: And what other software like did you use?

00:15:04

JOR: We started with Dropbox and then we move to Google Drive and we managed all of our projects through Google Drive documents and spreadsheets, and we use email, and we use Slack for a while and then Asana and Basecamp, I think, or are all the main ones that we used at different times. But Google Drive was the one that we used the most. And then h° also Josiah Venture created the Camps website to help local churches

manage the project of their camp. And so, we were using that website and tool as well for, for, for four years or five years. I would say that just I'm not sure. Camp's website.

Iva: So, when there is a problem, how how do you or how did you solve it? It can be like any kind of problem. It can be between people with I don't know, do you have some strategies?

JOR: So, in the ministry there were times where there would be something urgent that came up and one of us from the team had to do it (.) or spend extra time. And I think overall we relied on each other to fill in the gaps if something was created or a plane arrived delayed or someone had to go to the hospital in the summer, I think we were all prepared to take that extra step, if needed, to spend those extra hours traveling or on the phone or on a video call, something like that. When there was it was also interesting in my nine and a half years, I've had four different bosses on the camps team h° and different teammates. So, each combination was slightly different about how we solve different problems. We tried to solve things one on one, you know, if there's a relational or work problem and if it didn't get solved one on one, there wasn't a lot of clarity about what to do after that. You kind of learn to live with it, so to speak. (--) h° And. With my first leader, I would say. Maybe 50 50 is too negative. Let's say 60% of the time, if there was a problem, he and I were able to work it out one on one and 40%. We just weren't able to get on the same page or figure it out and then we just kind of learned to live with it. And then maybe I would talk to a teammate. (.) The goal was not to gossip, but to kind of get my feelings out here, someone else's perspective. But maybe sometimes that wasn't the best to talk to someone else on the team. It would have maybe been better to talk to someone further removed. h° How else do we solve problems? We always tried to talk about things in the team and then have meetings with the other people the problem was affecting or who we were experiencing the problem from whether that was a staff member in Josiah Venture or a leader in KAM, we've had we have we've had a lot of meetings to try and solve problems. So, I think meetings were one of the main tools to try and figure out relational problems or confusion in our work goals or the purpose of our ministry.

Iva: So which languages do you use when you work and why and with whom? Do you

have like a division: with this person I talk in Czech because. Or with this? I talk in English.

JOR: Yeah. On the Camps team from the beginning until I resigned from it, it was 90% English that we used. And a big reason for that was because the Americans on the team always had different levels of Czech. So maybe after two or three years we could have had meetings in Czech, but then we had a new or newer American missionary JOin. And so so 90% of that work was in English within the team and then with interns and with mission trip teams, that work was also 100% English h° with Czech leaders, I would say. Let's say (.) 70% English and 30% Czech. And let's let's say that's probably accurate. Over the last nine years, probably in the last few years, it's been more Czech, maybe 50 50 English and Czech. But I look at my last nine years, probably 70% of my work with Czech churches was in English, but we did have Czechs on our team who could work with the Czech churches 100% in Czech within KAM (.) in a group setting. I'm usually speaking Czech because there's a wide variety of English levels, but there's also a wide variety of Czech levels. But I usually speak Czech with other members in a group setting, and sometimes we switch to English if they're English is good and it works out that we can. I can talk about the topic better in English in meetings with with the X team in KAM it's probably 80% English and 20% Czech because it can still be hard for me to track the deeper relational inner workings of the organization and a conflict in in Czech, then in English. So, I can communicate better and understand better. (-) h° And usually those meetings, those types of meetings are more complex. So, it helps that I can do them in English, but I don't use translation at the KAM events and a lot of just friendly conversations are in Czech now for me.

Iva: So how important is to learn the Czech language for someone who wants to work in KAM and why?

JOR: It's an absolute necessity because (--) some a number of workers don't speak English well enough to solve problems with you in English. Also, I think Czechs really value building relationships in Czech and they really value a missionaries moving towards them h° and and so I think working with Czech leaders and KAM workers, because all of our meetings are in Czech also, it's really important to learn Czech for a new worker, for their relationship building, for longevity. I think if you don't learn

Czech, it becomes more and more difficult to be on the field for more than five years or eight years. (--) So, I think it's really, really important.

00:22:22

Iva: Okay, and like in your teams, like Camp's team is like were there a difference between how you communicate internally and externally. Like can you just compare the communication within team and outside?

00:22:39

JOR: Sure. Inside our team, we were much more open and honest and direct with each other and about different issues or challenges we were facing. And EXternally we were much more diplomatic in our communication. So internally we would talk about the challenges or problems or things we didn't like and even the people that we thought were some of the sources of those challenges or problems. But externally, we really tried to maintain unity with KAM and JV and our leaders. So, JV wanted us to accomplish X and we thought that wasn't the best goal, but they told us to do that. Then we might talk about it internally. We don't like this. How can we make it better? And then externally we would say we have decided to do X, and so externally we would make sure that we were unified with leadership and internally we would still have open and honest discussions about h° how to make things better or improve things. So, I would say internally, more open, direct. (--) Honest and externally more diplomatic in how we communicated.

00:23:55

Iva: Yeah. So, like, that also means more formal, right? Tell me about your formal and informal communication…

00:24:05

JOR: Yeah, we really tried to build, like, friendly relationships with everyone we worked with. So, I think our, like, mass emails or had a probably a more formal feel, (.) but then one on one it often had like a very personable feel to it. It rarely felt like it was only business in our communication or if it was a business call, we always tried to make it personal to to ask like Pray for you or how were you doing? Because we cared about the people, not only about the product or the job or the camp. It was because our goal, like with KAM, is to support and train the leaders. And so even when we were doing business things, we always tried to have that relational support (-) in the conversations.

00:25:02

Iva: So, J*******, when do you need translations? When do you need translate text or

something? I know you're like level of Czech is really good right now, but even before, like in what situation do you need it.

00:25:15

JOR: Yeah. So, I'm around B1 to B2 right now. So that's where I'm at, I'm pretty sure. And are you thinking in the past or currently, when do I need to.

00:25:26

Iva: You can even you can. Yeah, you can say even currently or we can compare it.

00:25:30

JOR: So, when I first came I was learning Czech. I needed translation for our weekly staff meetings, which were called Dobré Ráno, to make sure I got all the details or at the conference. So, for sure, until I reached B one, I definitely needed translation for pretty much anything that was happening exclusively in Czech.

00:25:57

Iva: And did you have to ask for translation during the KAM meetings or they did it automatically.

00:26:03

JOR: Did I have to ask for it some? Sometimes it was mixed. I think for the regular meetings it was usually provided, but it wasn't I think it wasn't always pre delegated like which Czech would translate for us. So sometimes a Czech staff member, I think, if I remember correctly, sometimes a Czech staff member was surprised that like they were going to have to translate the meeting that day. So, and other times there were another a number of times where they didn't provide translation at all and it was kind of like up to the missionary to get his own translation by sitting next to the right person in the meeting and asking if they could translate the important topic. So that was definitely true for a long time, was if we wanted translation, we had to sit next to a person who could translate for us and ask them if they would do that for us. So, it wasn't always automatically provided. And then I think more missionaries started talking about how much they disliked the weekly morning meeting, like, why do we have to be at a meeting when we don't even understand and people aren't trying to help us understand? And after that feedback, I think they started taking some steps to provide more translation. And then it started getting more complicated as the American presence GRew in the meeting, it became harder to manage simultaneous translation with people like sitting next to people or behind people. So, then a few years ago, a colleague was able to figure out another way to do translation through a Google doc. So, (.) a Czech or someone who knew would just type out the translation and they could read it as they

listened a Czech. And that was a good solution. But even at the last training that KAM did, there was no plan for a translator. And we had a number of Americans who are who are A1 or A2 who attended, and there was no plan for a translator there. And so, one of the members, he had a great heart about it, didn't complain at all, but was not prepared to translate a six-hour training like meeting. And so sometimes that is a piece that gets missed when a KAM when a Czech KAM worker is planning an event they don't always remember to consider. Translation We have a phrase for Americans when they come on mission trip teams. So that translation is like toilet paper. You don't think about it until you need it. And unfortunately, that still happens sometimes when there are events being planned.

00:28:57

Iva: So, in the organization or like on your team, is there like any sort of visible hierarchy?

00:29:07

JOR: Yeah. So, on, on our team we had a clear team leader who was our uplink, and we would have weekly or every other week we would have a meeting to go through what we accomplished before and how we're doing and what projects are ahead of us. And then he had an uplink or a boss, so the org chart was very clear for us. So, like me, for example, me and Verča and Jess were peers and then Landon was our boss or uplink is the language of use in KAM. And then Kevin Dickson was Landon's uplink and Dušan was Kevin's uplink. So, it was clear who everyone's boss was and then within the team (.) I was the intern director and mission trip director. And so overall, I could I had the authority to make 90% of the decisions regarding interns and mission trip teams. And then there were 10% where Landon and I, as my boss, would seek out an agreement or I would go and ask for approval because I thought it would have mo:re significant implications. And so even though Jess and I were peers, I was never heard boss. I did have seniority over her regarding interns, even though she was working as the intern, assistant director, things like that.

00:30:37

Iva: Okay. So, I'd like to talk about the language maybe a little bit more. So, I'd like to know if you can describe me your learning path with the Czech language, maybe from like since you moved until now and what helped you, what helped you the most to make such a big progress? Because you're fluent like your Czech's really good.

00:31:03

JOR: Thank you. I would say I had a first in 2010 was when I did my seven-month

internship, and so I did a summer, and then I live with Greg Strock when he was single in the fall in Tábor in 2010. And I started taking Czech lessons and I had a good teacher. And so, I, I think I reached a one, A1 and A1.5 during my ISSI. And so that made a huge difference. Honestly, like I observe, I think a big difference between those who move to the field for their two years, and they've never lived here before and learned any Czech before they arrived full time. So, I'm really grateful that I was able to spend four months or three and a half months taking Czech lessons and I received really positive feedback from other JV or KAM workers how well I learned. I think I had a good teacher and so that made a big difference. I was able to when I moved to Czech, I had some some confidence. You know, I was definitely at survival level. I could travel, I could order food, I could set up a language lesson and things like that. We were told h° that we should try and do 10 hours a week of language learning. So that could be 5 hours of lessons and 5 hours of personal study, just 10 hours of intentional language learning. And then after that, it was basically like, good, good luck. Like, if you need help, you can ask someone where they think are good lessons. So, me and Josh Nelson searched around Ostrava for like language schools and language teachers and got recommendations from other people in the area who they learned with. So, we actually both were studying (.) for three, 3 to 5 hours a week, I would say, at the Center for the Integration of Foreigners here in Ostrava and they had free group Czech lessons (.) and we did that for three::, three or four months and that was really good for both of us. And then when that class ended alongside the Hartmann family and Zach Zegen, we created our own intensive course with the teacher from those group lessons, and that was good. And then after that, Josh and I sought out our own language tutors at other who either had their own business or who worked at another school. And so (.) But we I would say I rarely hit the full ten hour mark every week. I would say (-) on average↑, I was doing my best language learning environment, I would say (.) Let's say 6 hours of language learning a week, let's say 3 hours of class and 3 hours of personal study, including intentional conversation. That was where it was at. So, I have had a lot of different tutors with teachers and a teacher in Frýdlant who I don't think was very effective. But I got to practice a lot of conversation with him and with some teachers here in Ostrava. I've done a couple intensives and for me both of them were unfruitful. I personally don't recommend (.) intensives now. However, I saw that Jacob Adent, who's a member of the JV team, he did a two or four week intensive in Prague with a company called

Czech courses and HE (.) Really grew. Like he can he could speak really well for someone doing their first intensive. So right now, I would only recommend a Czech courses intensive because I've only seen fruit from that intensive from all the other intensives I've done and I've seen people do. I just haven't seen the fruit from it. I think a much (.) better way to learn is to have regular lessons with regular homework over (.) a period of time. So, so I would say I also spent a lot of time listening to the Czech audio Bible, so I would listen to a chapter in English and then it's the same chapter of Czech. So, I did that a lot and I found some Czech pastors who had sermons and I was also listening to Czech sermons and those helped me quite a bit as well. Okay.

00:35:33

Iva: So, Jo****, like what is the sensible amount of like hours per week? Like, what do you think? What would you…

00:35:41

JOR: Well, a lot of it really depends on the structure that come wants. For example, in just silence Ukraine, they create a work structure and position focus h° that they make sure that every staff member in their first two years is doing 20 hours (.) of language study a week, from what I've heard, like 2 hours with a tutor every day, and then you do 2 hours of study. So, it's just eight to noon, for example, is your Ukrainian time. That's what I've heard. And so, I think even if they're only hitting 50%, they're still getting 10 hours a week. And in JHB Poland, you spend your first year in one of the major cities taking Polish in a university, and you don't stop doing that until you can pass a B2 Polish test. And so Czech can do that. But KAM has to want that and create structures (-) to enforce that. Like, for example, we have a new missionary, and she was supposed to do ten or 20 hours a week of Czech, but then there were other needs, and they gave her other responsibilities. And so now that's not possible. So sometimes KAM says their priorities are one thing, but then but then their needs trump their their principles on those things. So, what I tell people is if you do at least 5 hours a week of intentional Czech learning, you'll make really huge progress. Like think about anything else. Like if you started learning guitar (.) and you did an hour of intentional guitar learning, whether with a teacher by yourself (.) five days a week, one hour a day, in three months, you would be able to play songs with one hour a day for sure. So, I always try and tell people like, if you can do 5 hours a week, if you can do one hour a day, you will make significant progress because h° that's true for anything else you would do for one hour. If you went for the gym for one hour a day, five days a week, you would see huge

results or with an instrument h° or or anything else. So, I think (.) 5 hours is manageable and doable and and it can really concretely help you:: if you have a good teacher and you if you have a good teacher and you're good and you're like studying and you're able to study, well, I think that (.) is:: enough. And yeah, like if KAM wants their Americans to be at a B2 level after two years, then I don't know if 5 hours a week is enough for that. But (.) it it could be. And perhaps it's enough for some and not enough for others. h° But I think KAM has to really decide what their principles and priorities are about language learning and then make a decision that other ministry needs don't (.) don't replace it because there's a need. And I think that. Is is something that KAM has to figure out, (.) like do our principles and priorities? Are those more important than than urgent needs that come up? And we have to put someone there. Poland has said no like a new missionary joins and they live in wherever whatever city has a university and they do university in Polish for nine months and that's just (.) it. And so, if there's an urgent need, they don't ask that missionary to do it. And so KAM kind of has to decide and then come has to help missionaries (.) build that structure because there's still it's still structure lists. It's saying it's saying like, hey, we want you to do 10 to 20 hours a week of language, if that's true. And then you say, okay, where do I go? How do I get it? And it's you have to go find it. So, you also have to figure it out. So, it would be really helpful. I think like in Ostrava, the university does offer Czech language for foreigners like semesters. And so, I think, you know, KAM could be much more strategic in partnering with the school and in when we have a new missionary move to Czech do we have them move in the middle of the semester in the spring and then they can't do Czech in or something. So, I think there are KAM could be much more strategic in its language learning. But also, they could say (-) you HAve to do 5 hours a week, do an hour a day period. And if you do that, you'll make progress and then someone can feel successful, like find a teacher, do 2 to 3 hours a week with the teacher, and do 2 to 3 hours a week of personal study (.) and that will take you really far, you know, or that is something. So, so that's what I, I think is if you're going to have a full-time job (-) and language learning is like a part of what you do here, but it's not the main thing you do here. h° Then I think 5 hours should be the minimum weekly and then consider everything above five as bonus. I think it's a good tool to say (.) however many hours you have with a teacher, do the same amount of hours as homework. So, if you get 3 hours with the teacher, do 3 hours as homework (.) or personal study. I think

00:41:14

Iva: J******* Like during your like learning path, did you find down like some ways of learning which didn't really work for you?

00:41:27

Iva: Something you wouldn't do again.

00:41:28

JOR: Yeah, intensives I wouldn't do again. (--) I would say going to a teacher or tutor who doesn't have a lesson plan or who doesn't follow a book. (-) So(.), I know. Before we move to the field, Josiah Ventura does give us language training so that we create our own lesson plans. But I did find that it's HArd to get a even when a Czech teacher doesn't have a lesson plan, it's hard to get them on board (.) of those lesson plans when I created them or just it didn't feel natural per se. So, I had one teacher where I would show up and say, What do you want to talk about? Or Why do you need to practice? I'd be like, I:: don't know. Like I would come up with something, but I didn't know if. I didn't know if it was what I needed or if it was the natural next step. And so, for sure, you need to go to a teacher who is either following a book or has their own lesson plan that they have figured out, you know. Works well with how you learn a language. And so, I think Czech is not a language you can learn randomly. You need structure. So, I had a roommate (.) and he never went to a to a teacher that used a book or lessons. He only went to a teacher that was just kind of what do you want to do? And you would say, I don't know. And the teacher just picks something, and he never got like Czech really ordered in his mind. It just all those hours I just saw so little fruit. And so, I think you do need to do something that is STructured, whether that's through a book or through that. And then it was really helpful to find things I liked listening to or watching in English↑ and then do those in Czech. So, I did like listening to Czech sermons or listening to an audio Bible in English and then in Czech. Those were things that did really help me. (--) I also really like doing Czech homework (-) at a coffee shop, so trying to be a regular somewhere, doing my homework there. And then when the baristas weren't busy, I would go show them my check homework and talk with them about it and they would give me feedback. So that was also helpful. And then I tried to speak Czech as much as possible with students and people around me h° and just be willing to make mistakes and have little (.) adventures, I would say. But it really, really

is. I'd say all about the teacher is if you don't if a teacher's not working with you↑ h°
You have to. You have to choose learning Czech over loyalty. Like you just have to say,
like, as missionaries, we really care about our teachers. Almost none of them are
Christians. And you connect with them, you talk with them, you're praying for them on
your own. h° And it can be hard to say. I'm really not learning well with this teacher. I
need to find a different one. And that's a challenge because you care about the teacher (-
) as a missionary, but you you kind of have to care about your Czech learning more (.)
and be more dedicated to finding the right teacher. And that can be challenging if you
know you have a full-time job and you're just trying to get your Czech in and then
you've got to find a new teacher and try again. h° It's for sure it helps to get
recommendations from others of who has helped them a lot or who did they like and
then trying that. So↓ (-) And also learning with other missionaries was helpful. Josh and
I and also Shelby Flowers did a lot of lessons together like we sometimes would have,
you know, Joshua would be in the same lesson or class, or Shelby would be there. And
that was also helpful. I like that much more just to be studying with a couple other
people.

00:45:19

Iva: Yeah, I fully agree with you. So, about the like team collaboration just for the
people who doesn't know KAM. Can you just tell me again, like, what nationalities are
the colleagues with whom you collaborate the most?

00:45:35

JOR: Yeah, Americans and Czechs, (.) for sure. And I would say it's I collaborate
probably 60:: 60::% with American colleagues and 40% with Czech colleagues. Mm
hmm.

00:45:53

Iva: And like, what influence has the fact that you use to different languages, and you
are in two different cultures on your team collaboration.

00:46:08

JOR: h° I think. The hardest part was sometimes just navigating the different values (.)
that we brought to the table. So, we had a Czech leader on our team, and he didn't value
like coffee shops or going out for coffee (.) and before a meeting. But the rest of us
really did like that. We thought that was nice. So those were it was it was sometimes
merging values of what we thought was important or valuable for our team h° and what
he thought was important or valuable for our team. So, the more someone is still not
global, they're still like Czech or still just American, h° it became more of like, I think it

affected us most when we thought about team building, (-) when we thought about how can we make our team healthier because there were different relational expectations, or what does team building look like? Or What will we do for team building? (--) So, it just was, you know, we had a team of four or five and it was really different. We had two or three people were married. Two or three people were single two people like to do sports two people, like to sit in coffee shops. So, part of that was just working on a team with other individuals. But there are also some cross-cultural values and and pieces that I think Americans are more open to are interested being interested in being like teammates or coworkers who become friends. And so, you end up having a team of friends working together. And from what I've observed from the Czechs, it's more we stay colleagues, and we can. We can know about each other, but we're not becoming good friends who who hang out outside of work. So, ==I think that was a difference, too, as the Czechs viewed it more as like a job and the Americans viewed it more as like these are people we're also building community with. These are going to be (.) friends.== But that was my experience on my team. I don't know if Fusion or other, but that's I still observe that like even in the regional workers, h° like the regional teams are, they're more Americans, it's more personable, they're more like friends (.) and support and supporters of each other. And the teams are they're more Czechs. It feels more like professional job business in regards to their relationships with each other. So, for sure, I think a big difference is like what are what types of relationships are we expecting to have with our coworkers, especially those on our team, h° and trying to probably come to compromises about h° about that. And sometimes, you know, the Americans are just do extra stuff together without the Czechs because the Americans wanted to and the Czechs didn't and that was okay. So once in a while we had like two (.) too many teams within our team and it wasn't so bad as long as we gave each other the space to not participate or to or to participate. So those are some of the things that I'm thinking of right now. Okay. Also, the also money, I would say. (.) So, when Americans come here, things are cheaper here. And so even when I think there are times where we as the Americans on the team, we wanted to spend a certain amount of money↑ (.) and from the Czech side that seemed quite expensive. And from our American side, it seemed quite affordable, you know, so it's like this would cost $50 in America. And the Czechs would say, like, this is costing more than $15. (.) You know, we're like, we can spend 30. Like it's so affordable and Czech. So, like that's twice as much as we would want to

spend. And so that was also something that we: navigated was, was how much money to spend, also how much money to charge (.) for different things like our training events and things like that. So (-) those were some pieces that we had to figure out our cultural values and come to compromises and also honor our leadership. There were times where our leaders were (.) Czech and we were a more frugal ministry, and there are times where our leaders were American, and we had a less frugal ministry. h° So.

00:50:31

Iva: So, to what extent do you feel integrated or part of the KAM organization?

00:50:41

JOR: (1.0) ↓↓Integrated. (3.0) I think personally I feel pretty integrated like I have. Good. I'd say relationships or chemistry with a number of colleagues in KAM who are Americans and Czechs professionally. I think it was hard being on the camps ministry team to feel integrated. I think we often. I like to think I can say we often felt like (.) our fruit and our growth and our ministry was often the least important ministry. °h And so professionally integrated, I did not feel as integrated as much because. It seems like for years and years that calm leadership at events one in stories from from edge, regions, fusion and exit and very rarely do they ask us to share or speak about our ministry (-) in camps and the fruit or what was going on with the wider KAM team. And oftentimes when we would meet with leaders there, their their positive feedback was vague and short and (-) their critical feedback was much more specific and drawn out with very few questions. So, I think unfortunately, professionally integrated, being on the camps team or ministry h° was more challenging to be professionally integrated, but it (.) was different like I would. (1.0) It was easier to be integrated into the ministries that were led by Americans as well. So, I think, for example, they felt more comfortable like contacting me (.) to help with an event than maybe a Czech did. I also. It took longer to build relationships with the CZechs (.) on the team. So, I think there are a number of factors that have made the professional integration slower into the wider circle. (--) So., (--) I feel. (-) Okay. Integrated into KAM, I guess, as a whole. (-) I think I've learned (.) It has (1.0) How do I put that? It has seemed to ME personally that either the way I communicate perhaps, or because of the different cultures↑ (.) I am not as helpful of a strategic voice in KAM that (-) or I don't know. It's been challenging the last few years for sure, and that has made things different than if we were having this conversation probably (.) three years ago.

Iva: So, helped you to most integrate in the beginning or what do you think is helpful for new American workers?

JOR: Well, I also (.) it be helpful to know what what integration means. What does KAM consider integration or you or me. Does it mean I know all the KAM workers by name (.) and I know where they live? Or does it mean that I'm friends with everyone or that I at least understand what's going on at the meetings and emails? So, part of it is even determining what does integration mean for KAM. I think (1.0) Because as calm grows, it also gets harder to keep track of everyone (.) as well. So, I felt very integrated into my camps ministry team, which was a KAM team, (.) and then it's taken like nine years to become more integrated into KAM as a ↑Whole. And I guess I don't know (-) what what KAM wants for integration. I don't know. Yeah. And I don't even know what that what that means for me or a missionary. (--) Yeah. I'm not quite sure. Do you have a working (.) I know you're interviewing me, but do you have a definition of integration that you're thinking?

Iva: Well, like it can be the first or the second thing you said, but even though like you didn't, you didn't know all the administration and stuff like that, at least that you can say, yeah, I am part of the organization and like I feel well here or.

JOR: Okay. So, integration is the feeling of being an insider and not an outsider. Let's look at that. (--) Then I would say, yeah, that probably took like (--) Quite a few years. (-) But I never felt like an outsider with the other Americans on the team. I never felt like an outsider on my (.) ministry team. But at the bigger meeting and I think Josh and I (-) Came on at a different time. KAM was smaller and. And we were asked to help Leder do things right away. Like we had just I just moved here h° and they asked us to plan the Christmas party. And so, we and because we had both done so many internships, we were somewhat known before we moved here. And I think that did make a big difference for us. It made a difference for Me. I know there are other missionaries who don't have that. They have never done an internship. Maybe they did one mission trip and then they come full time. And I think tHat is would make things Much more challenging for sure. (.) I think what has to happen is more KAM workers have to take the initiative to go introduce themselves to Americans and new work and to new staff members. (-) And. And I think (.) And I think more workers have to be

willing to (.) Make a fool of themselves in English in order to try and welcome a new American. Because likely in the first three months, at least, every KAM worker will know more English than American knows Czech. And for sure the Americans need to try and go introduce themselves, too. But it's quite difficult because the American at their first means they don't know which Czechs speak English and which don't (-) at all. So, it's quite and they don't always know who does what work, who does this. So, it can be quite intimidating to see a room of like 60 people and not know Who could talk to me if I went and introduced myself. So, (.) I think. And I also think. (-) My view is that people who are in a church or in the organization, they have the responsibility to welcome new people. I don't think it's the new person's job or the new visitor's job to make themselves feel welcome by doing the work. And so, <mark>I do think that is something that needs to change in KAM's culture to for more just to have that same as KAM workers, Americans and Czechs, we take the initiative to get to know new people, even if we make a fool of ourselves in our second language. So that's also for the Americans to go to the new Czech and try and talk with them as well.</mark> So, I think that is a big part of how we can integrate better is really to have directed from the top down. We are creating a culture where we who are in the organization, it is our responsibility to make someone new feel welcome and, on the inside, even if that means making a fool of ourselves in our second language to try and do it.

00:58:48

Iva: Yeah. Do you know if there's, like, any team building activity organized by the organization? Because there is cultural diversity.

00:58:58

JOR: So yeah, I know. KAM is doing like quarterly or every semester. There's a training event that Lucy from Brno is leading, and I think that's also to help shape our culture. <mark>And then we do a big barbecue day in June for all KAM and JV staff and it's just a big hangout, eat good food, talk with each other day↓ and that can be good. But also if you don't have that culture of welcoming throughout the year, you end up with a lot of Americans talking to each other and a lot of Czechs talking to each other.</mark> °h So, you kind of also have to decide. You have to be you have to build the build the culture throughout the year so you can see the types of relationships and interactions you want to see at (.) an event like that. Otherwise, you have Americans talking to Americans and Czechs talking to Czechs, especially newer Americans. Like the longer Americans are here, the more likely they are to talk to Czechs (.) ↑and vice versa. But for those who

are here for two years or less, like you can't (.) suddenly on a day like that, expect that everyone goes to talk to someone new or something like that. So, I would say those are there's like the Výroční conference, the training days and the bar and our and our weekly staff meetings °h are supposed to are biweekly now the culture and we have the Dobré ráno family, which is really good. I think it's a step forward. I know we have it easy in our city because in Ostrava there's almost no Czech KAM workers. It's all Americans. Essentially, there's Zuzka and Verča. I think those are the only two Czechs in come in Ostrava. Everyone else is American, but there are other teams where it's much more diverse or it's more like there are two Americans and five Czechs. And that can be challenging because then the meeting is (.) 100% in Czech and the American. So that I think those are all steps in the right direction and it still takes work to (.) like make it. To to integrate people, I think, the way we would want them to be and want them to feel in our organization. Mm hmm.

01:01:14

Iva: So, the last question, which piece of advice would you give to someone who is about to come from states to work in KAM?

01:01:43

JOR: °Hh (4.0) There's a few, I would say. One, Change your expectations. The amount of support and relational depth you've had with JV, you will likely not experience in KAM like you expect to take, that you will have to take the initiative to build the community you want to be a part of around you. I would also tell them you have to be committed to learning the language. That will make a big difference. (-) Um. (--) And three, I would say. Don't leave things to chance. Ask lots of questions if you haven't heard about (.) a plan. You need to ask because there probably there is a plan. It probably got dropped and you've got to. So unfortunately, I would tell people to say, like, you need to take the initiative to advocate. To advocate for yourself. For language, for community. For relationships. For (.) setting up your home and life. H° You need to be ready to be a self-advocate to talk to your team or leader or coworkers or church or friends. °h Don't (.) Count on someone else doing it for you or thinking about it for you unless they've talked with you about it already. If they haven't talked with you about doing it with you or for you, then don't expect someone to be thinking about it. Like you, I would say. H° Be prepared to advocate for yourself. That's the culture in KAM. So be prepared to be a self-advocate in those areas.

Iva: Do you like to add something, or do you have questions for me?

JOR: No, I think that that's it. I hope it was helpful.

Iva: Yeah. Thank you so much. Really. Thank you so much for your willingness and everything. Yeah, it was really interesting. Your answers. Yeah.

Transcription Interview 5 – K

Iva: Okay. So, what is KAM organization about? Can you just briefly describe it?

K: Yeah. So, ==KAM is a training organization in the disciplines of discipleship and evangelism in the context of youth ministry.== (.) So, we do that through. So, I'm just going to hide my video so I'm not seeing myself when I talk to you. Oop. Sorry. Wrong button.

Iva: That's okay.

K: Sorry. It's been a very long. ((laughing) It's been a long day. It's. The height. It's just. Yeah. ==So, we do that through:: personal mentoring, coaching h° trainings, different conferences of youth leaders. And then as youth leaders begin to understand those concepts and have the opportunity to analyze and map out where they are strong and where their weaknesses may be lie within their youth ministries. They we then provide opportunities for growth growth plans as well as practical experience in reaching the sectors of people that they would like to do outreach and evangelism.== So that could be a camp, that could be through sports, it could be for music, school activities, etc... Okay, sorry.

Iva: Do you remember? Like, how did you find out about this organization?

K: °h I found out about the organization once I had already moved to the Czech Republic, so I moved to the Czech Republic originally (.) as an English teacher. And so, for the first two years, from 2004 through about 2000 and midway through 2006, I functioned as an English teacher in Ostrava through a language agency, and then from there began interacting with an organization called Young Life. (-) And from that organization. Then I was recruited to join Josiah Venture respectively KAM. As we're known inside the country, ↓I didn't have any context of who they were before I had moved over here. So, everything I learned about them was once I came over here.

Iva: And can you tell me what was your job back in the States and what is your position in KAM right now?

K: So, I moved here after graduating from secondary school or secondary school from university. So (-), I held various different positions while still studying at university. I was a technical manager, which basically covers the areas of sound and lighting for a couple of different conference centers and had various odd jobs at different universities. I was an assistant director for a public high school (.) and then yeah, I moved over here in 2004, came on board with with KAM in 2010 as a sound engineer for one of our outreach ministries (.) called Exit Tours. My current role right now is at the as the. (--) Druhý zástupce ředitele. So. Second deputy director of of KAM. And in that function, I oversee all of our outreach programs, our missionaries from abroad, and also our relationships with all of our Western Church partnerships.

00:04:10

Iva: So, how long have you been working in KAM? How many years?

00:04:15

K: It'll be 12 years in May. (--) 2010.

00:04:22

Iva: That's such a long time. ((haha)) Okay. What were your first impressions like in the beginning when you moved, like to the Czech Republic? I know it's a long time ago, but if there were, like, things which were, like, surprising or different.

00:04:43

K: Mm hmm. I think. I think my experience was probably different than the typical foreigner. Partially because (.) I wasn't going to Prague. I was. My first placement was in Ostrava (.) Ostrava in 2004, which is a very different Ostrava than today. And so, my immediate impressions were actually quite funny because the language director met us in Prague at the airport and we took a night train out to Ostrava that evening. But while we were waiting, the director took us. My first meal in country was actually Chinese food. And so, ((haha)) because in 2004, that was a new thing for Czechs. And so, he wanted to treat us to something new and special for him. And so, he took us to Chinese food as my first meal in Czech. Yeah. So that was definitely an experience. And then we took the train and arrived into Ostrava very late in the evening. It was probably early morning actually. And then he took our bags and whatnot to the flats that we were staying in. And immediately I realized one (--) <mark>The size of automobiles is extremely different.</mark> And so, we're used to SUVs and large vans and whatnot in America. And here he was picking up six people with (.) with all of their luggage, two suitcases for each person. And and he owned a two door (.) small car. And and that was normal for him.

And I think that was one of the first things that I realized was that there was a great difference in just size. I remember realizing when McDonald's finally opened in Ostrava a few years later, a large Coke at McDonald's was the size of a small Coke in America. Just differences in portions, differences and things. Yet, oddly enough, when it comes to beer, it was the exact opposite. The small in a small beer is the size of a large beer in America. And so ((haha)) was it. Yeah. Yeah. And then a large beer over here, that was that's unheard of in America. And I think what what I realized was that (-) that there were differences, but it wasn't like a solid, like a hard rule. And so, you could see things like things were different. And and in some ways it might seem like it was a lot better and in other ways it might be a lot worse. But one of the things that I really focused on was realizing that it's not better or worse, it's just different, and it's okay to be different. Different doesn't mean good or bad, it just means it's different. And we have to readjust our understandings of things. And I think I saw that in sizes and portions and things like that. I sAw that in the ways that Czechs interacted with each other, that suddenly there was concepts of Vykat and Tykat. And that's not something we're used to in America, especially in such a defined form as that. So that was something that was just a lot of getting used to. It also seemed like Czechs didn't have (-) As this is hard to explain, but I just I felt like when I would listen to Czech speak and obviously at that point I didn't understand the language, but I would just observe. It seemed like Czechs would speak for a very long time before allowing the other person to respond, who would then respond for a very long time. And it just seemed like the conversations (-) took longer. And and. And again, that's there's there's advantages and disadvantages to that. And some of that, I've learned, is just there's a beauty to the Czech language when it's spoken really well, that there's poetry within it. And and so it's not just conversation, but it's, (-) it's almost like a theatrical dialogue that ↓you're listening to in a lot of ways. And so those were some of the things socially I would say probably the biggest surprise for me was the especially in 2004, this is obviously decreased since then, but just the blatant sexuality of the nature of the culture, the the road that we took from the train station to my flat was maybe five kilometers to go. And in that short distance, we passed at least four different stores that sold sexual paraphernalia, (.) toys or whatever it might be. And just realizing that that wasn't a taboo subject here, but that that was something very much indoctrinated into the culture (.) and and then the consequences that come with that of of a culture that is extremely atheistic as far as a ↓spirituality of just kind of

realizing that there's a there's almost a doctrine of me in that's ingrained into the culture of I think about what's best for me and how to satisfy myself rather than maybe a self-sacrificing nature. And so those are some of the things that took a little while to get used to. I think one of the things that thinking back about that (--) is how much? (--) Especially when I came to understand some of the reasons behind (.) why things would happen. One of the things that I saw at the very beginning were students would wear the same t-shirt over and over and over again to school. And my initial response was, was, wow, how poor of a country that they only have one t-shirt. And what I came to understand was it wasn't just that it was it was more so that this was a t-shirt that I love, and I had an identity with. And so, I was very proud of that shirt. I was it shaped who I was. And so, I wore it often (.) because that visual expression of myself was just as important as maybe the nonverbals that I was broadcasting. So, a lot of just really interesting things. I also learned that Czechs hate stereotypes. And so, (.) as many times as I tried to understand them, I found exceptions to the rules. But (-) but yeah. So those were maybe some of the big cultural differences that I experienced.

00:11:56

Iva: So, what has been the biggest challenge for you since you've started to work in KAM?

00:12:12

K: Ehmm…(1.0) In what way?

00:12:14

Iva: I mean, it can be in collaboration, or I don't know, you didn't know the language or like it can be like anything.

00:12:23

K: Sure. I think there's a couple of things. One, as an organization, we're probably. Towards the tail end, maybe year four of a five-year process of returning back to our original mission and vision as an organization. And so, (-) Peter Drucker has a great quote about vision drift that you can look up. But basically, what happens is, is that if we don't stay really focused on our mission and vision as an organization, we tend to do: (.) How does he phrase it things right instead of doing the right things. And so, what that translates into is we start doing things that are producing numbers or we start refining different processes because it's yielding something, but it might not be yielding the things that we actually want it to be doing. And so, at the beginning I said, that is a training organization. Seven years ago, you would have not seen that trainings are a priority for us. You would have seen that events and activities are a priority for us. And

so, in the course of the first 20 years of KAM, we had drifted or gone through vision drift from being a training organization that put people first to a outreach program driven organization that was driven by programs. ==And so, one of the hardest things that we've gone through as an organization is that shift back to our roots of no, we want to be a training organization that mentors and equips young leaders and that and then provides program for them, but not the other way around.== So that's probably the hardest thing that we've gone through as an organization. And then that manifests into personal things like how that plays out in practical situations of staff members maybe not being able to or not willing to go through that change. And so having to work with them and identify where's the line of of you need to change, otherwise we fire you or we really want you to keep going. How do I help you understand these concepts? (-) ↓Ultimately, it's it's an organization where we're working with people, not a product. And so, we're selling relationships, for lack of a better phrase, rather than (.) something that's going to create a bottom-line financial figure. So, we tend to work a lot more with people and want to make sure that people are in the right places and doing the right jobs rather than (.) what's the most effective way that we can accomplish our goals. So that takes a little bit of time and obviously that's a cross cultural aspect of the position because there is an international aspect of the organization. We have a number of North American or US citizens that work in the side of the organization, including including all of the children that are connected to those families. There are 60, 60 Americans that are connected to KAM as an organization across across the whole country. Realistically, that works out to about 35 (-) or so full-time workers in an organization of around 93 people. So, a third of the organization is from North America. And so, you've got different understandings, you have different language abilities, you have different language acquisition levels. And so, somebody may understand something in one way or hear it and hear it or phrase it in a very different way. There's nuances in language. The difference between I want, and I need or are often missed in in second cultural translation. Just because your brain your mouth is going faster than your brain's translating some things. And so having to be really careful of clarifying understanding and clarifying intention before judgment. So, ==I think that is one of the biggest things. And then I think as far as me personally, the greatest challenge for me is always feeling like I'm handicapped within my language, even though I can communicate, communicate much clearer and English and those and those thoughts flow a lot better.==

Whereas when I communicate in Czech, I have a limited (.) dictionary of words and adjectives that I can use to communicate that same thought. And so (.) even though it's a high level of Czech, it's still not a complete dictionary. And so, there's always a handicap (.) and that's hard and it's a handicap on understanding as well, where you understand 95% of the words, but sometimes that 5% that you do understand, those are the key words that will you know completely change a conversation or the tone of a conversation. So, you might understand the content, but not the heart behind the content. And that's always a difficult thing, especially an organization that's dealing with people, not a product. So↓.

00:17:50

Iva: So, I know like your job and state, so like were completely different than like right now in KAM but so like can you try to compare like the American way of working with the Czech one?

00:18:09

K: Hum, that's hArd because it's like the Czech way of working is shifting and evolving. (-) When I, when I moved here in 2004 (.) ↑and even, I think still officially the traditional Czech work week begins at 6 a.m., and that's because (-) at least what I understand, some king was in the morning riser and so everybody went to work at six and then they were finished mid-afternoon. (-) The American obviously in Prague, the workday begins significantly later. And that's always been like that because they're lazy. But that's you know, you've got that in there. But as we're seeing an influx of Western corporations and and and even more and more Czechs who are seeing the world and experiencing different cultures, then coming back and implementing those concepts into their own personal work home lifestyles, you're seeing a very (.) progressive shift in workdays that begin later in the day. Maybe it's an 8 a.m. start or an 8:30 start versus 6 a.m... You're seeing a much (.) significant more influx right now of flex time as far as schedules. And those are all things that (-) in a lot of ways initiated in the United States, although in a lot of ways even those concepts have been imported from other cultures into the United States before becoming popularized across across Europe as well, I think. So, you're seeing those transitions and you're seeing those things in a very different context. I also think that KAM as an organization is slightly different than than maybe another organization where just because the nature of the work that we do and the manner in which we do it, (-) we tend to work. It's possible to. Work all parts of the day (-) because you might have morning meetings and afternoon activities and an

evening time with (.) with maybe some of the clients or the young leaders that we're working with. And so, h° even our traditional workdays can look very different. I would say that there's probably in KAM compared to America. (1.0) It's probably a difference in. Well, there's a couple fundamental differences. One of those is Americans on the whole receive less vacation in time off (-) a full week actually less vacation or holiday pay. So that's one of the things that's in there. There's also traditionally much more stricter guidelines as far as sick leave and maternity or paternity leave here. Here in Czech, mothers can have up to four years of maternity leave. In the United States, it's usually at max about two, maybe three weeks. ↓Most times it's even less than that, maybe four days. And so, (.) you see significant changes there. I think the biggest difference, though, is in (.) how payment and salaries function, in that if you're employed by a company over here in Czech, your employer pays your taxes. Unless, of course, you're you're an independent contractor like an also. But but in the United States, everybody pays their own individual taxes. And so that is a very different concept of when you receive your salary at the end of the month or whatever that pay period might be, having clean money versus potentially wages that could still be taxed at the end of the year. Mentally, that just puts everybody in a slightly different spot. So, I think those are some of the differences.

00:22:22

Iva: So, when you're working on a project like, do you use some specific project management methods?

00:22:32

K: (--) The tools and resources. (--) So, within KAM we have a couple of different project management resources. One is:: our project Fisher. Fisher, which is basically a general outline of short-term projects that includes an outline of what the project might be, specific milestones and then expected outcomes. h° We adopted that model for short term projects (.) because we started realizing that projects can go on indefinitely unless there's a really clear start and stop date. And so, we wanted to really make sure that we were distinguishing between our programs, which are reoccurring events or activities that we do that have no (.) discernible end date versus projects which we describe as a short term with a very clear and defined beginning and end. And so, we begin all of those again with that with that outline there. All of those milestones in the different things that go into it. We then track through Asana, which is a project management tool. Not everybody in our organization uses it. We also, because we're an international

organization, we also use boot camp, which is another one that is a separate program, specific for tracking projects that have an international aspect to them. And so, we go back and forth between the two different ones that would be project management tracking. Then we'd have different resources and programs as far as financial tracking in our communication channels and different things like that. So, there's a number of different platforms that we interact with on a daily basis. Some are more user friendly than others, ↓but that comes with any position ((hah)).

00:24:38

Iva: What is your favorite software to use?

00:24:42

K: What it's my fAvorite software to use Google Suite. Okay. (-) Google Suite is my is my favorite. And that would include (.) the drive, shared drives, documents, calendar, integrations, spreadsheets and whatnot. My least favorite within the Google Suite i:s Google Slides. I just think it's a leak. I prefer PowerPoint or pro presenter, but it's part of the suite and it gets it gets the job done ↓even though it could be a lot stronger. But one of the reasons, and this is just a philosophy of my thought is, is one of the reasons that I prefer Google (.) the Google Suite so much more than the Microsoft or whatnot is is it's it's a lot easier to do everything in the cloud, especially a cloud that's controlled by your employer. I've had it happen that somebody has left the organization or gotten sick or whatnot h° and having all four or they've had their computer stolen. And so all of their workflow and all their documents and everything that they owned was stored on the computer. And suddenly a hard drive is down, or the computer is lost or something might happen. They leave the organization; they might maybe fired them from that. And and all of that data is gone. <mark>And the advantage of the Google Suite and then storing everything in the cloud is that everybody has access to it as it's needed. And obviously, there's permissions and you can set permissions really well within that within that suite. But h° it's it's much more (.) It's much more enterprise focused while still protecting the individual. So that's one of the reasons why I like it.</mark>

00:26:33

Iva: Okay. So, what do you do when there's a problem, like in general? Like, do you have any strategies for.

00:26:44

K: I run away ((hahaha)) No, I::: think there's there's different levels of problems. I mean, I think that's that's our reality. There's there's a communication misunderstanding problem. h°There's a personality conflict problem. There are fundamental (.) work ethic

issues that might be a problem. There are hygiene issues that I've had to deal with ((haha)) of workers just not showering enough. I mean, there's so many different levels of problems and I think ==knowing what type of problem you're: stepping into is half of your battle,== (.) because it may be that somebody is not doing their job. And you can approach that from a perspective of, oh, this is a this is a lazy person. This is a this is a personality issue. But really, maybe it's a motivation issue. Maybe it's a personal conflict issue. I mean, there's a lot of different reasons why problems arise. And so being able to get to that root issue is, is key. And so, ==any time I'm approaching a problem, I'm always asking myself, what's the root issue here? Obviously, we need to address how it's manifesting itself, how it's how it's showing itself on (.) the outside.== But beyond that, that that outward manifestation, there's a deep Root cause. And so, we need to get to that deep root and figure out what's going on at the most level and find a solution that empowers the employee as well as moves the the the employer or the corporation forward towards its goals. So, you're always looking for a win win. (.) One of the things that I try really hard not to do is I try really hard not to compromise. And I have to define that a little bit because a lot of people hear that and say that's a horrible model, but compromise in its basic definition means I win a little bit and I lose a little bit, and I don't THink that's actually the best way of going about it. I think the best way of getting there is when both people get what they want. And so (.) and so that's one of the things that I do in my marriage. ==It's one of the things that I try and do with my employees is how do we achieve this objective with both of us getting what we want without either one of us really having to lose anything↓? And so those are that's that's kind of the way I approach conflict.== (.) It tends to (.) take longer to resolve. And so sometimes timing has to be with a little bit sometimes (.) Sometimes it's completely appropriate to say, okay, before we go any further, we're going to resolve this conflict. But then there are other times where I have to say, I know there's an issue here, (.) but we don't have the bandwidth or the time or the capacity to deal with it right now. So, I need you to put it on the side and we will address it when we have time next week or after this event. But right now, I need you to do your job because I can't pause the conference in the middle for 300 participants because you (.) don't like the (.) flavor of the cake or I don't know what it is. That's a stupid example, but sometimes it's not realistic. But you do have to go back to those problems, and you have to get down to the root issue of what's really causing that. (.) And not everybody wants to go there. And so

that's also an issue of some people just want to resolve the easy part and not look (.) at their deeper issue in and who they are or their identity or even understanding how their sin is affecting their work (-) and the sin of others. So, I that's a reality in the world and something that we have to take into account.

00:31:08

Iva: Well, thanks. That was really smart. I really like your approach to doing this for.

00:31:17

K: I've been doing this for a long time, and I've. And this is conflict isn't one of my hobbies. But leadership. Leadership is. And so. (-) You know, and this is one of the things that comes with leadership. And this is just (.) good advice for you to know on the side. The higher you go in leadership, the more you're dealing with people's problems. (-) Because if you have a really great team, very rarely does somebody come to your office, knock on the door and say, Hey, boss, I just wanted to tell you you're the best and EVerything's going great. Most times people come and knock on your door, and they say, Hey, I got a problem, (.) and it's your responsibility to help them solve it and figure out what that is. And so being able to figure out really what's going on (.) rather than just what's this upper issue is is a key strategic piece. One of my leadership mantras is and I have I have it printed out next to my desk. I keep a copy of it on my phone. I go with it, go. It goes with me everywhere. Hh° And it's a quote from John Hennessy, who is the chairman of Alphabet. Alphabet, the company that owns Google. And so, John Hennessy said, your job is not to tell people what to do, but to dedicate yourself to helping them do better. And so that's my approach with everything is I know you can do this job and I know you're going to be really great at it (.) so how do I help you do even better at it? And it's not my job to tell you how to do it. It's not my job to tell you what you should be doing. It's my job to help you just be better at what you're at. And so, if I can go to those core core issue pieces, (.) it's always a win.

00:33:17

Iva: So which languages do you use when you work and why?

00:33:23

K: h° It goes back and forth between English and Czech, obviously, (.) because I interact with Western churches or North American partners and also our missionaries from abroad, when it's just the two of us will communicate in English. And that's obviously that's our native language and that's what we do. However, the rest of my day, and I would estimate that it's probably close to (.) 85, if not more percent of my day. I speak Czech in my in my role. (-) Partially. That's because Czech is the language of our

organization. We are a Czech organization. We're not an American organization operating in Czech. We're a Czech organization that cooperates with Westerners. And so, the the posture of of our organization is we want to help foreigners understand what's going on, but we expect you to bend towards Czech versus having a Czech organization try to become American or Western. h° And so, as a result, I speak Czech most of the day. It's something that (.) doesn't bother me after 18 years at this point, it just kind of comes naturally. It's also because a lot of the people that I work with, we initiated the relationship (.) in Czech. And so, one of the interesting things about language is, is it's very tied to facial recognition. And so, what translates is the language that I initially start talking to you in is the language I feel most comfortable in. And so, with most of my colleagues, they've either been hired in the course of an interview that was done in Czech or I was brought into their world where so they were already speaking Czech and so I feel most comfortable speaking to them in Czech. The few times that I have spoken with my boss in English, both of us always say it's awkward, even though his English is is maybe better than my Czech, but it just feels awkward, and we feel more comfortable speaking Czech to each other. Interestingly enough, his wife and I speak English to each other because that was the language that we started speaking to each other. And so, when the three of us are around, if I get invited to their home for for lunch or something during the day, I will turn to him and speak Czech and then I'll turn to her and speak English, and they'll speak Czech to each other. And we just have these multilingual conversations. And that's just kind of the fun aspects of living in a (.) in a modern, multilingual, multicultural organization.

00:36:19

Iva: So yeah, I remember it was like really weird for me to talk to you in English. Like, you know, a month ago you're on the, like, camps team. Yeah, my brain just didn't want to accept this, but finally, like.

00:36:36

K: And I saw it on you too. I remember I actually called Zuzka right afterwards, and I said, Is Iva, okay? She didn't speak at all and Zuzka said she was really confused that you were speaking English, I think.

00:36:49

Iva: Oh yeah, a little bit. It was like, yeah. And I didn't have much to say. It was like the beginning, you know, like.

K: Yeah, for sure. For sure. But yeah, but that's, it's it's hard. It's hard to change that relationship. So.

00:37:04

Iva: Okay, so K****, how important is to learn the Czech language and why like if you want to work in KAM.

00:37:17

K: ==*(--)* Extremely important to a certain degree. So, my goal for all of our foreign employees. Or we call them second culture. So, somebody who is working in a culture that they didn't grow up in. So, my goal for all of those people is that they would have a B2 level of language (.) against the European grid. I think you can survive on B1. I think you start seeing genuineness emerge at the B two level and there's just a more transparency and you're just more cAptive. You have a more. A capable use of the language of B2.== I think anything beyond B2 is a nice to have, not, must have. So:: obviously it depends on what areas you might be specializing in. And so, we always encourage further growth of the language, but otherwise B2 is enough and anything less than that is really not enough for you to be effective in the type of work that we do over here↓. To answer your question. Was there more to it?

00:38:41

Iva: Yeah, so, is there a difference between how you communicate internally, like within your team or organization and then externally? Can you just maybe describe it a little?

00:38:57

K: For sure. I mean, in any organization you're in, any situation you're in (-) what's presented on the outside is different than what's necessarily communicated on the inside. ==Most of that comes across in TOne. And so, when you're committing something, communicating something towards the outside, you're presenting maybe a more unified presentation of what you do.== And so specific for us, that's going to come across in the way we brand our newsletters and the colors that we use in the in the types of language that we that we use and whatnot. Internally (.) we're all individuals. And so, we're all communicating the same kind of qualities that we adhere to as an organization. But everybody has their own kind of individualization of how they might do that. (-) And I think that's okay. I think it also depends on who your audience is and knowing who your audience is. And so (-) All of that said, there's a different style of communication that's used when we have all team meetings versus maybe a regionalized family gathering

because one's more formal and one's going to be more informal. We're going to use a slightly different set of communication if it's an online Zoom meeting with everybody versus it's just me and my boss and we're texting back and forth to each other. So, I think the platform, the context and the audience affects everything. And it does change (.) It sigNIficantly changes specifically for us when we begin working and communicating with different cultures. And so, h° communication (.) towards a North American or a UK audience is going to have a different feel and content to it than it would h° communicating nationally here in Czech or even internally here in Czech. So, (.) and there's we have different standards of practice and and even as much as different email accounts that we're supposed to use so that those things are really held in, in, in order.

00:41:22

Iva: Okay, well, I know, like, your Czech's really good, but do you need to use like translation, something you need to use? Translator or like which software do you use to translate and when do you need to translate something?

00:41:39

K: Aha. If I get really tired and I don't feel like turning my brain on very much, I will occasionally turn on, have Google Auto translate emails (.) because sometimes reading it in English in broken Google translated English is easier than thinking through something in Czech. That'll happen every once in a while. I use Google Translate for a lot of things, mostly. Mostly to check my spelling. If I can't remember where where an accent mark goes or doesn't go, or (-) there are certain words that I just always reverse in my head. And and "vidět a vědět" those are things like I just mix them up in my head and I can never remember which ones which. And so, I'll quickly Google translate to figure that out. Otherwise, the other two programs that I use, I use Slovnik, which is an online database of words, and then I have an app on my phone that's ca::lled something ISlovnik, which is an offline translator that I found many, many, many years ago and just can't be bothered to find a new one. So, there's probably a lot better ones out there, but at this point, I don't need it so much. I do find myself using translators when we start getting into areas or topics of discussion that I am less familiar with. And so, there are times when I'll have to go look up words (.) because I don't know, I'm not used to using that vocabulary. (.) Medical, medical terms, types of sicknesses, things like that. Those are things that I'll have to look up pretty regularly. (-) Yeah. More nuanced language stuff (.) versus general conversation. Mm hmm.

Iva: I really like deepl translator. I think it's actually better than Google. I messaged Daniella and I gave her a tip. Okay. So, in the organization, is there a visible hierarchy?

K: Absolutely. ((hahah)) Yeah. Yeah. You want me explain it?

Iva: Yeah, you can a little bit like or compare like, you know, secular organization or is there that more friendly or what it's like?

K: Yeah. So, so there's two different, there's two different organizational charts that that all of our employees are constantly interacting↓ (.) with because KAM is part of a larger international organization called Josiah Venture. (-) Everybody in the organization has two separate job functions. And so, as a as an employee of Josiah Venture, which is where I actually officially work, so I am an I am a employer, just a venture NFP which stands for not for profit in the United States. That's where my paycheck comes from. That's where I pay my taxes in the United States, etc., etc. and I work for them full time here in Czech. I am on permanent loan to the Czech team as a full-time volunteer. And so, within that structure, all of my leadership, all of my standards of employment, standard of conduct, how I function (.), who I report to, HR structures, etc., etc., etc. that's all governed and determined by the national organization KAM. Each of those national organizations just out of Josiah Venture is partnered with 15 different national organizations across Central and Eastern Europe. And so, each one of those countries has a similar model (.) within that though specific to KAM. KAM is its own organization registered here in the Czech Republic as a non-for-profit organization as neziskovka, we have our own governing data that is is the highest the second highest governing authority the highest highest governing authority would be the membership členské or the staff of of KAM which is separate from the employees or workers of KAM the way our structure works in KAM is that the members of KAM (.) vote in the leadership of our Správní Rada. Správní Rada is then responsible for maintaining the direction and and output of KAM from a legal perspective. And they do that by naming the country leader and so that the board or sorry the members of KAM elect the board the board then chooses the director, and the director then has the ability to shape the organizational structure as he or she so chooses, with the one exception that all of the directors, deputy directors must be confirmed by the board. So, there is a checks and balance system within ↓within all of that. From the inside perspective, most people

don't realize any of that's happening because those are things that happen at a legal status up there. In addition to my role as as Zástupce, I'm also a Statutár for the organization. ==And so and so there's a lot of things that happen at the legal level that the average employee doesn't even know exists. And that's okay.== That's that's not anything for anybody to know. Within that structure, though, the primary hierarchy of the organization is we have a country director who:: is responsible for maintaining the vision and mission and vision of the organization and its fulfillment (.) and in everything that we do, he does that by having three zástupces, and then she's what she calls the tajemník of the organization. And so, there's three of us that function as us says. The first one is Karl Henhofer. He oversees finances, the hotel and internal functions of Zázemí basically. And so, all the internal functions I function as the second group. So, I oversee, like I said, all of our outreach programs, all of our missionaries and all of our foreign relationships. Partnerships (.) are thirds US troops that oversees regions and relationships. So, all of our mentoring, all of our trainings, all of our individual support of local leaders and also all of our relationships with denominational leaders. And that's Kuba Vejmělka and then Míša Toušková is the tajemník, and she functions directly as more or less Dušan personal assistant as well as office manager. Below each of us then, so that each of the justices in the time we each have direct reports over the different areas that we're doing. ==And so, everybody has (.) a downlink as well as uplinks across the whole organization. Each uplink is responsible fo::r the leadership and supPOrt or CAre of their down links.== And so, as an organization, we believe that leadership should be providing not only the direction of what their people are doing, but also caring for them as people and and as (.) and as Christians as well. And so, it is a VEry clear organizational structure. We do updates, we do public updates of the org chart every three months (-) just to make sure that everybody has clear lines. And that document is available online or at the request at HR at kam.cz as well as we have two different handbooks for employees that outline all the responsibilities and guidelines of different people, h° one specific to come as an organization, and then one for all of our second culture(.) North American staff that come under Josiah Venture. (--) It can get very complicated ((hahaha)).

00:51:04

Iva: Interesting.

00:51:05

K: Yeah.

Iva: Yeah. Okay. I'd like to come back a little bit to, like, language proficiency. So, can you describe me your learning path with the Czech language from the beginning until now?

K: My lear .. my specific?

Iva: Like, what did you do? How did you learn so?

K:So:: (-) I did not come over here with any previous knowledge of the language. I did a (.) As part of my training as a Tefal certified teacher, we had some introductory conversations and lessons on Czech language, but (-) it was nothing that was of any substance. (-) When I got over here, though, I was immediately put into once-a-week classes for what they called Survival Czech, which by the end of the first semester I was able to properly order pizza, coke and train tickets. That was the extent of my language abilities. (-) However For me, it was at that point that I started realizing that I really wanted to (-) Stay here long term. And if I was going to stay here long term, then I had to learn the language. And so, I started being very aggressive, aggressive in my language learning. And so, I started signing up for more lessons, a number of (.) personal language coaches, individual classes, and and I was (.) studying language sheets and and dictionaries as much as I could. I did two semesters of pronunciation classes with a Czech language teacher (.) just trying to get my mouth to make sounds that it wasn't used to. And so, I did that for two semesters. (-) Despite all of that, I did not have a very good experience with most of my Czech language teachers in that (.) we would start well for maybe the first two months of the semester and we would have a book and we'd be working through it, and then (.) the teacher would begin to start focusing in on different things that they thought was maybe more relevant than whatever was in the book, (.) which from a teacher's perspective, they have the right to do. And they were doing the best that they could. As a student, though, it meant that I nEver completed any language book beyond maybe the first four chapters (.) of that book. And so, I (-) There's only a few years ago that I finally did this, but I had probably eight or nine different Czech language books for foreigners (.) because, but I hadn't completed more than maybe four chapters in any of those books because every teacher would give me a different book. And (.) after about two or three lessons, we would move on and stop using the book. And (.) and that was very frustrating. So, because of

that, I have a very patchwork (-) dictionary of language in that there are some words that I and there's some grammatical things that I know very well. And there's other things that (-) First year, Czech students are stronger than I am because my teachers never took me through those language↓ concepts. Obviously at this point I can communicate and that's not an issue. And people understand that I'm a foreigner and I (.) take my language seriously enough that I try and make correct mistakes, especially when people start pointing out that they are repeated habits and patterns. But there are a lot of foundational errors in my language that I wish a teacher had actually focused on instead of (.) piecing it together. (--) Beyond lessons, though, I would say the two biggest things that are the things that helped me the most were (.) at one point I specifically decided to make a friend that could not speak English. And so, there was somebody in my community or my circle of influence that I knew didn't speak any English. And so, I convinced them that that they should go out and be my friends (.) and that if I bought their beer, they would struggle and try and have conversation with my broken Czech and we wouldn't speak English. And so that that was actually very beneficial of trying to have conversation with somebody who (.) there was no option of of reverting back to English. (.) That was extremely helpful. The other extremely helpful thing was then eventually finding a community of people where I could restart language conversations and relationships wholly in Czech. And again, we talked about it earlier (.) because of that issue of of use of language association with people and that first contact, it's extremely difficult to change relationships that I built at the very beginning into relationships that were now Czech language based, because everybody we all knew each other in English. And so being able to switch into that into a different community where I only spoke Czech with them was actually really beneficial. Which is why when I joined KAM, I made the very conscious decision to not speak English with any of my Czech colleagues and ask them just to be very patient with me so that we could work through (.) so I could continue developing my Czech language, which had its advantages and disadvantages and all kinds of mistakes along the way, including (.) me almost ordering 65,000 crowns worth of lentilky, as a language Oops. But those things happen and obviously there's lots of grace. So, I would think I would say those things I was very aggressive about. It took private classes and then changed my communities so that I could really make sure that I was developing language.

00:57:34

Iva: This is maybe more like my question, but there were some missionaries in KAM

like they were living here, I don't know, maybe four or four years and they like never really learn Czech language what's or what do you think it's like the problem like is instead of like learning style or they're hanging out with Americans, what's the problem like..?

00:58:03

K: There's two factors. One of it is (.) your community. And I think that's just a reality of people who come over here. You're forced to recreate new community, and some people gravitate more towards community that they are used to and understand, and it becomes a great safety net for them. But then it doesn't challenge them to go forward. And so, you have to find a balance between having that safety net community and also having a community that's going to force you to integrate into the culture and language. The other significant factor in that is. It's only been the last few years, (.) maybe three years or so, that language has been such a high priority from a leadership perspective. And part of that was we wanted our our US base staff (-) to be able to function in English. It was great that they could get around in Czech and they could speak Czech, but in a lot of ways their jobs were dependent on their English skills. And so, there wasn't as great of a push for them to really develop any Czech skills. We've changed that though, because we've just seen that over and over again. (.) The longevity of our employees is tied to the strength of their language and culture skills. And so. (-) There is always work that can be done. And so, we're having to be very conscious about (.) holding employees back from jumping into full time work before they learn the language. Rather than allowing them to start working on projects sooner (.) because that's what they want to do. They want to be working on projects. Nobody wants to sit 20 hours a week and study grammar. You want to do? Some people do, but but for the most part, people who move over here, they don't move over here to learn language. They moved over here because they want to do the job. And (.) it's very difficult. And any excuse to not learn the language and learn and do the job is a great excuse. And so, we've had, as a leadership, had to take the posture of (.) we want you to learn the language, but we need to find the right balance. And we're still in the process of finding the right balance. (-) I don't think 20 hours a week of language is probably the right balance, but I think having (.) a more predominant amount of language at the beginning is is a key (.) piece.

01:00:38

Iva: And does KAM provide any kind of language support to Americans?

01:00:44

K: We have a language coach within the organization who works with all of our (.) second culture staff in identifying where they are and what kind of things, they might need to get their language up to the B2 level like ↓we would like it to be. And so, we have somebody there that is very active in the first-year arrival of new staff (.) and helps them create a language acquisition plan It points them in the right direction as far as intensive courses and things like that (-) We also are working on a E course e training course to be able to help people understand what all of that entails (.) So, it's a newer development. It's not something we've had in the past, but it is something that we are implementing across the board.

01:01:32

Iva: But you don't provide teachers. You just give.

01:01:35

K: Do NOT provide teachers. No, we don't provide teachers. And that's partially because it's not realistic. It's not feasible where our organization is across the entire country. And we have people in every single different place, h° and it would just be too much for one teacher to do. We did look at it and, in the past, we've had language coaches that were willing to come to our to our offices and do that with us. H° But in the end, it really wasn't something that was helping (.) our team. And so, we made the decision that empowering people to find their own language (.) style of learning and and helping them figure that out is a better resource than just providing a teacher.

01:02:22

Iva: So, what influence have the two different languages and cultures on your team collaboration?

01:02:34

K: Um. (2.0) I think we're seeing. (--) A greater influx in English words into Czech language. (-) So, I think there's definitely that. (--) I would say the biggest problem comes when there's lack of understanding (.) or there's conflict within the team and we're trying to address conflict (.) cross-culturally. And so, you have somebody trying to (.) understand the deeper meaning of somebody's hurt and pain. (-) Through a second language and somebody else trying to communicate that hurt and pain in a second language. (-) And so, you miss the nuances of language. You miss the idioms that are in there. (-) And so that's those are the places where it's been most difficult. Which is why we've tried to really make sure that if those situations are happening, we have people who are both native speakers and native Czech speakers in the room so that we have (.)

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==a more (.) Holistic perspective and interpretation of maybe what people are trying to say with a lot of reflection at the end. But it does create tensions.== (-) It also creates tensions when people are wanting to speak Czech but not feeling like they have permission to because it's assumed, especially for second culture, it's assumed, Oh, you don't know the language, so I'm just going to speak English with you. When they're trying really hard, and it feels like they're maybe being invalidated (.) in their abilities or the opposite. I'm going to speak Czech to you because you're an American, but you live here in Czech, so you should know the language. (-) So, I don't care if you don't understand, I'm going to do what's easiest for me. (.) And those are obviously extremes of that. But you do see little bits of that that pop up every once in a while↓. And again, it comes back to communication and knowing (.) what's appropriate and what's not appropriate and communicating with your team (.) how you want to be communicated to.

01:05:02

Iva: Okay. This is funny because like in the previous interviews, I was asking people to what extent do they feel integrated or part of the organization? So, K****, to what extent do you feel like integrated?

01:05:19

K: I like that's a hArd question because (-) As a leadership team member, I'm obviously significantly integrated into it. At the same time, (.) the reality of work from home and and not having a centralized office means that there are a lot of conversations that happen (.) That we mIss. And so sometimes it will happen (.) That will communicate something to four of the five leadership team people, and you'll assume that everybody knows and then realize that one person doesn't know. And then you'll have to figure out why. (.) And it's not because of any mal intent or deceit or anything like that, but it's just the reality of some people work from home. Some people are more often in the office. Some people have. It's just a communication thing. And so, there are times that because I don't live near the office, there are times when I feel less connected to the organization (.) or disconnected from certain aspects of the organization. I, for the most part, really don't know what's happening right now in Houston. Do not bother (.) because it's a very long ways away from me and that they're not on my team and my on my direct team. And so, I don't know what they're doing. (.) ==I don't think it's a language issue. I think that's a work from home and and a reality of of an organization that doesn't necessarily have a centralized hub for everything or very decentralized.== And so, it ↓just gets complicated. But yeah. Okay.

Iva: Well, do you do you remember, like in the beginning, what helped you like to feel as a part of the organization?

K: (3.0) Well. It's hard because I think what helped me feel a part of the organization isn't something that's replicable right now, and that's mostly because (.) we were a very different sized organization back then. So, when I joined the organization, (-) there were maybe about 30 of us total in KAM. We're now at 93 employees across the entire country. So, it was you know 25, 30 people more or less all within an hour and a half of frýdlant. So basically Třinec to Karviná, to Ostrava, to Olomouc. And that was it. And you have 30 people there. And even then it felt like some people were really far away. I mean, we had people in Olomouc and I was like, Wow, you're so far away. I wish I saw you more often. We're now at 93 people, employees (--) across the entire country. And (.) and so that family feeling of being a close, tight family, there's No way of replicating it anymore. And so that was one of the things that really helped me. It's one of the reasons why we're trying to do more (.) A handful of informal meetings (.) now regionally (.) and regardless of what work team you're on, but that we're all part of a bigger KAM team and so we call them our Dobré Ráno family. And so, it's usually about every about every six weeks or so we'll get together as a family. And so, I run the (-) the Slezské family and and we we'll talk about a certain aspect of the KAM vision or maybe what we're trying to achieve for the year. h° But it's done in an informal way, and it's with people from the office and from different ministry programs and from different (.) disciplines within the organization, because we're trying to recreate that family aspect. That (-) was something that helped me a lot at the beginning, and it's (.) very different now.

Iva: Oh, are there any like team building activities organized by the organization due to the awareness of cultural diversity? Because there is diversity, right? Americans and Czechs like do you do some teambuilding.

K: Specific to cultural diversity? We don't do any specific to culture diversity, although that is one of the things that we are looking at, because it did come out of our yearly evaluation survey that we just did. (.) So, one of the things was, is, is working on a training aspect specific to cultural diversity (.) and, and how that that looks like (.) we

do team building activities, but they're team building into the sense of one giant team regardless of where you're from, (-) but nothing specific to cultural diversity.

Iva: So, Kevin, which piece of advice would you give to someone who is about to come from the US to work in KAM?

K: (2.0) Uhhm (3.0) There's a couple. Some of them. Some of it's (.) There was a (.) There's a piece of advice given to me just living cross-culturally and that was: have no expectations. A lot of times people say have low expectations, but this was: have no expectations. And and I agree with it partially. I like the idea in the sense that. (-) You're not going to be like if you don't expect anything, then you're not going to be disappointed by something. You're not going to be constantly judging it against the standard that you're upholding it to (.) At the same time, I think we should expect (.) great things (.) In how God's moving in our lives. And so, so I think that's. But I like the idea (-) of having no expectations. H° (--) I think the other piece of advice is be patient, have grace and ask lots of questions (-) and and and communicate (.) what you're feeling and your emotions. (.) I'm not in your head. I don't know what you're going through. I don't know (.) why you're frustrated about something. (.) And if you don't tell me, I can't respond to it. And so, (-) I fully am aware that (.) people who move over here are going through massive amounts of transitions (.) and their entire world is upside down. But unless you communicate (.) what you need or what you think you might need or anything else, we can't respond to it. (-) So. (-) Learn to communicate regardless of the language. (--) ↓ Maybe something like that.

Iva: Would you like to add something, or you have questions for me?

K: I don't think so.

Iva: Well, K****, thanks so much. I know you're really busy, so I really appreciate your time and your willingness to be interviewed. Thanks so much.

K: Absolutely.

Transcription Interview 6 - JD

00:00:05

Iva: So, Josh, what is KAM organization about? Can you just briefly describe it. To start

00:00:10

JD: ((hah)) Organization h°° like our. Like our:: vision is to see young leaders being raised up in churches across Czech Republic. (.) And so, we do that by going around and helping churches that are in our area and equipping the young leaders that are there in that church and training them up and helping them to become leaders so that they can train other leaders. H° So, I would↓ say that wants to equip and strengthen the local church in each city.

00:00:54

Iva: You remember how did you find out about this organization?

00:01:01

JD: ((hah)) Through an English camp. And when I came to English camp for the first time in 2009, so it was a long time ago. I found out more about Josiah Venture than KAM, but I came to Czech Republic, which is connected.

00:01:14

Iva: Yes. So, you've done some internships before you officially moved?

00:01:18

JD: Just one just one internship.

00:01:20

Iva: Okay. And then, like how long it took to move. Like after how many years you moved?

00:01:27

JD: Yeah. So, first time I came was 2009, just for camp. (.) 2010, I was an intern for Fusion for three months. Then I came back for fusion camps in 2011, 13 and 14, (.) and then 2017 is when I finally moved to Czech Republic.

00:01:52

Iva: And who told you like about JV or the ministry? Like, was it through your university or like a church or…

00:01:59

JD: It was a friend that was he lived in a city 2 hours north, south of where I lived. So, I lived in Phoenix. He lived in Tucson. (.) And his like college, college campus, like the ministry for College Kids, they were going to do a mission trip to Czech Republic. And so, he just called me and was like, Hey, you want to come? And I was like, Yeah, sure. So I had no idea.

00:02:28

Iva: Well, how long have you been working in the KAM?

00:02:31

JD: I mean, it's five years and a month or two months.

00:02:38

Iva: Yeah. Can you tell me what was your job back in the States and what is your position in KAM right now?

00:02:47

JD: In the States, the last job I had; I was a manager for a pizza shop called Papa John's.

00:02:54

Iva: Oh, yeah, I remember that ((haha)).

00:02:57

JD: So, I had sometimes up to 25, maybe even 30 employees, h° just seasonally. Sometimes in the summer we would have less. So, it'd be like 20 in the summer and then 30 in the winter. But a (-) so, I was just I was in charge of the store. I was the top manager in that single store. And then the next person up had like (.) eight or nine stores under her. So, so I was in charge of hiring, firing and maintaining the store. So here when I first moved, I was just part of fusion team. So, I just whatever Fusion ministry was doing, either whatever Fusion Czech ministry was doing, I was a part of. (.) I wasn't necessarily always leading things because of language barrier. Like, ↓I couldn't I couldn't speak Czech, so I couldn't teach things from the beginning. But I gradually was able to learn and pick up more responsibilities. And then now I'm home. When I'm in Prague, I do like a little bit of Fusion stuff and then a little bit of what we call regional work, which just means helping out, like helping develop youth leaders in my region, which is Prague.

00:04:12

Iva: So yeah, just the question aside, because like many of my interviewees there studied like Bible school. But you didn't, or did you?

00:04:22

JD: I did, yeah. When I was in the States and (.) when I was working as a manager. So, I worked full time and then I went to I went to seminary full time at the same time. So, I kept busy, but I got a Master of Theology, theological studies, some master's theological studies. So, it's like half of an endive. (-) It just doesn't have all the "praxe" I don't know how to say "praxe", the practical stuff, but.

00:04:48

Iva: I don't know what I study also did something like a business. Yeah.

JD: Like I have a have a Bachelor of Engineering.

Iva: Okay. Yeah, okay.

JD: Computer systems engineering. But I've never used it. Very useful.

Iva: So, what were, what were your first impressions in the beginning when you first came to the Czech Republic? Was there something surprising or different?

JD: (1.0) The first time I came in 2009 for English camp, I would say that:: (.) Like about the people or about the land or what?

Iva: Yeah, it can be like more maybe about a people, but whatever like you've noticed.

JD: Okay. So, I remember with the students, a big thing was the:: sharing, sharing of small of snacks. It sounds like such a small thing, but h° like in America, if you get a bag of chips, it's like it's your chips. And so, people don't really like ask you for your chips or if they do, it's kind of like, Really, dude. But here in Czech, like the student would have like a bag of chips. He'd open it and then offer it to each person in the group and then take one for themselves. And I just found that to be really cool and interesting. I could like selfless, like a selfless part of the Czech culture. I think it's just like (.) Now that I've been here longer, I think it's just more community minded, part of the Czech culture as opposed to the individual minded part of American culture. (.) So, I found that to be interesting and cool.

Iva: So yeah, and something in KAM or like the work or during camps.

JD: Um. Let's see. I didn't. I didn't get too invested into KAM when I was here for the English camp. Yeah, I would say that the biggest thing over the years, it's really attracted me as the is the love for the local church. (-) So, when I was in when I was in college, for example, I went to a ministry that was (.) it's called a para church organization. So, it's an organization. It's a ministry that works outside of the church. It's not connected to any local church. It just does its own thing. h° And so, I appreciated a lot that like JV or KAM would rather do ministries WIth the local church and work with the local church, even as difficult as that can be sometimes.

Iva: So, what has been the biggest challenge for you since you've started to work in KAM?

00:07:32

JD: Biggest challenge? (-) <mark>Probably language, I guess that was I mean, I'm still taking lessons five years later. ((hah)) So that's I think the one piece of my work that I got improved, but it's never perfect.</mark> So.

00:07:53

Iva: Okay, can you maybe try to compare American way of working versus the Czech one? There are some differences like you've noticed.

00:08:07

JD: Yeah, I think Czechs appreciate their weekends more than Americans, ((hah)) especially coming from like where I worked in a restaurant. So, we're open seven days a week. So, (-) I was like, always available. There is kind of this expectation that you're always available in America. (.) And so, I would say here in Czech, people are a lot better at like when they're not at work, they're not at work. So, or over the weekend, they get out of town, and they go to their cottage or just go somewhere else and get into nature. So, I think that that piece I appreciate about Czech culture, (-) <mark>I think American culture values a lot more (.) like (-) Working hard, get the job done quickly and efficiently and and also with quality. And I would say I don't always see that with Czechs ((hah))</mark>. I think it's like I have a job, I'm going to do my job and it's going to get done when it gets done. And I don't care what it looks like in the end because I still get paid. So, and and there's no like (.) incentive to work faster or harder or better. It just I'm just working. And so (.) that's a piece maybe of American culture that I appreciate. ((hah))

00:09:32

Iva: Sounds like we are lazy Czechs.

00:09:35

JD: Not lazy. Yeah, I wouldn't say lazy, but just like Americans kind of have like a (-) little bit of what's it called? Like they can feel the rush, if that makes sense. Like, okay, it's time to move a little faster right now.

00:09:50

Iva: So, while you're working on a project like do some specific project management methods or software or...

00:09:59

JD: <mark>Google, Google Docs, Google Sheets, those are our golden golden goose.</mark> I don't

know. It's like without those we probably wouldn't function. So, I would say Google sheets more even than Google Docs. But we use these to organize our ideas and organize people and responsibilities, everything.

Iva: So, something else?

JD: ((smack)) Hmm. (1.0) Yeah. I would say. Like communication is important. It's just a matter of how you do it. It depends on the group that you're working with. But probably the most effective thing that I've seen is regular meetings. (-) Like if you are trying to communicate with even through like group chats or group emails or even individually with people, it's a lot more work. And sometimes people are not as responsive. But when you as soon as you have like either in-person or on Zoom meetings, like regularly, it feels like that's when really (.) you can move forward with the plans.

Iva: Mm hmm. So how often do you meet, like, with your, like, work group or team?

JD: I don't really have a work group right now. ((hah))

Iva: Yeah but when you had like, how often did you did you meet?

JD: Yeah, every week. So, or if I have a project, then generally it depends on the project, but it's generally either like every week or every other week. It just depends on if it's a long term or it's like a quick project that like a lot of work needs to get done (.) more individually than maybe it makes sense every other week. So, to give people a chance to make progress and spend less time talking, but if it's like a long-term thing, it could even be like once a month, but usually like once a week usually helps to keep people moving forward.

Iva: So, can you just like tell me like for example, if you have a meeting like once per week, how does it look like? Like the schedule.

JD: Mm hmm. (.) Usually there's, like, an introduction, just like, hey, how's everyone doing? It's like, first, like, not not too long of, like, share my life story. h° But just quickly, how are we doing then? Usually whoever's in charge of the meeting, I would say, should have, like, some sort of (.) outline what they want, things that they need to

talk about that are related specifically to that project. <mark>So, we usually would have some sort of list (-) and just go from top to bottom and talk about each each part of that list. And it just depends on the project, what's what's necessary and just communicating through each piece.</mark> What's what's needed to talk about.

00:12:49

Iva: And like, would you check on other people activity? Like, yeah. What did you do last week or not?

00:12:57

JD: Yes. And also, we would like have them share. Maybe if they finish something, I have them quickly share about it. It could be like for example, recently we had a project that was for Fusion, or we prepared like a "víkendovka" of weekend retreat. And so, we, I wrote the devotions and so like we'd have a time where it'd be like, okay, Josh, can you share what you wrote last week? And so, I would just quickly. Kind of I would like share my screen so that they could see it was written ((hah)). And then kind of quickly sum up, this is what I was talking about, these are the main ideas, and this is what it looks like so that it can be used for↓ others. So yeah.

00:13:39

Iva: Okay. So just like generally how do you solve problems? It can be any kind of problem. Like there are some strategies or attitudes.

00:13:50

JD: <mark>Hmm. (2.0) Yeah. (--) Yeah. Varies. It highly varies depending on the problem.</mark> If it's a problem with like (--) Not personality, but like an interpersonal problem like that (.) Say, I'm like at a camp and like, I just have a disagreement with another leader. Or even if that leader is under me or over me, it doesn't matter. I would say that my first my first step is always to go to that person one on one. I'd like, even if we have a disagreement publicly and people can see that I would rather go talk to that person afterwards one on one. And try to try to work through like, okay, what happened ((laughing))? Or like, this is what I saw. This is what I felt. And try to listen to them. (.) And then and I think like, for example, at a camp, I've never really had it where I had to go like beyond that very much usually like the one-on-one conversations that can be pretty effective. And I think everyone's kind of, everyone wants everything to work. So. Usually you don't put people on your team that don't want to work with you. <mark style="background-color:#00ff00">So if it's a problem, that's like just something needs to get done, then it can be either that I just do it myself so that it gets done h° and I know it's done, or I can be very highly directive to someone</mark> so I can be like, Hey, I need you to do this, this, this and this, and just give

them like not just say in general, Hey, we have this problem and I need you to fix it. But like, (.) say, here are the next five steps that I need you to do ((hah)). Like, and especially if I'm the leader or whatever it is, I'd be like, you're the next five steps in your life or this ((hah)), and it can be highly directive and only just just so that the problem gets fixed in the way that I need it fixed. (-) Bu::t. Yeah. And then I would say that I think a big piece of it is that I'm learning like I've learned it when I was when I was a manager. But I think something that I'm seeing in ministry here, too, that I think it transfers over is a healthy amount of stress. ==Like your team needs to have a healthy amount of stress. So, if you have too much stress and then everyone like either freezes or they give up. (.) And if you have too little stress, then nothing gets done.== And so, you need to put just a moderate amount of pressure on your team and kind of say, oh, we're in a hurry here. Even if you're like, not in a hurry. Sometimes it helps to be like, Oh, we're in a hurry. We need to get this done. And it kind of pushes the team forward. So that's kind of how I'd either push through problems or try to solve them before they come up kind↓ of thing.

00:16:54

Iva: Okay, so which languages do you use when you work and why? Or how many percent of one language? How many percent of the other language? Just going to tell tell me about it.

00:17:12

JD: Yeah, ==I would say, actually, when I'm working, it's like 80% Czech (-) or maybe more 20% English.== Yeah. Especially now that I'm in Prague. Yeah.

00:17:27

Iva: With whom you speak usually English and with whom Czech?

00:17:34

JD: So, (.) there's. Oh, there's like Dita is in charge of all of youth for KS Praha. For example, when I'm doing projects with her or working at events with her, she speaks with me in English. Almost like 100%. everyone else speaks Czech, even if they speak English are like most. All of my relationships that I've built here in Prague have been founded on Czech. So, we speak Czech (-) .With my wife, we mostly speak actual English, but and then in my meetings with Milan, I would say now we speak mostly Czech, but sometimes English just depends. Maybe small phrases, sometimes they use English too. So, it's kind of a mix. So ((laughing)).

00:18:22

Iva: So, and during meetings like which language is Czech?

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00:18:27

JD: Yeah, yeah.

00:18:30

Iva: How important is to learn Czech language and why? I mean, for someone who wants to work in KAM

00:18:37

JD: Yeah, ==I would say yeah. I would say if you don't learn Czech, you won't last long.== (-) Like if you want to come to Czech and work as a missionary for a couple of years so you won't learn Czech and you just like don't. But if you want to stay and you want to be here long term, (.) you must learn Czech, (.) even if even if you're not good at it, ==I would say showing that you care and you're trying, I think is more important than the success of it.== (.) And so, if you if you just don't even try and you give up, it's then like the Czechs will see that. And, (.) and even if they don't like out loud say it that they notice it. I think they do notice it and their attitudes will change towards you.

00:19:30

Iva: Okay, is there a difference how you communicate internally and externally? Like within your team and then outside of your team.

00:19:43

JD: Oh.

00:19:44

Iva: Like maybe tone, you know, or like in Czech we have formal and informal.

00:19:49

JD: Like vykat and tykat.

00:19:51

Iva: Writing. Yeah.

00:19:53

JD: I like almost exclusively "tykat" everyone except for, like, if I'm in a store, I, I'm not very good at "vykání". I'm not very good at that.

00:20:06

Iva: So, communicate with someone from abroad like like which don't even in English you use or are you trying to write it like more firmly or you don't care or.

00:20:18

JD: Yeah. Only if I don't know the person directly. If I'm writing like I had to write a church one time about sending a team here and that was more formal tone, but. And I think sometimes I come across as a formal tone, (-) and that's just my natural when I'm writing messages how, how I am. (-) So, ==I would say I don't think about I don't have like a switch that I flip when (.) I'm speaking inside my team or outside my team.== I'd say

there's no difference. Sometimes it's formal when I'm trying to present some information and sometimes it's just like, Hey, what's up? It just depends on the communication.

00:20:56

Iva: Okay. When do you need translations? It can be like even interpretation or translation of documents. When do you need it?

00:21:05

JD: Mm hmm. Mm hmm. I would say I never. (.) ==I would never try to translate something myself without a Czech. Checking it first ((hah)) or last. Just I would always, always need help from a Czech just to make sure that I'm saying things correctly.== When I'm preaching, I usually write a manu... You still write a manuscript word for word what I'm thinking in English, and my wife translates it for me. And then I practice that in Czech. Yeah. When:: For example, last a couple of weeks ago, I had a training in Olomouc for Fusions and I had like a kind of a devotion time that was there. And so, I just kind of thought through in my head, what are the things I want to talk about for this devotion? And just was speaking to myself in Czech in my head. And then when I came across the word, I was like, Oh, I don't know how to say that or phrase. Then I would ask my wife (.) Anežka and she would help me. And so. In that sense, I wouldn't need translation for everything there, but I needed it for some key phrases, and I would just write those down in my notes.

00:22:21

Iva: Do you use a software to translate something?

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JD: No↓, ((laughing)) I use I use a Google Translate app on my phone when I'm listening to sermons or listening to someone speak in Czech if there's, like, a single word (.) Like, there's it's almost never that I need to put in, like (--) like sentences. So, it could be a phrase like a specific, like an idiom, (-) but actually idioms wouldn't make sense in a translator anyway. I would have to ask for help, but. But like if I hear a single word and it seems to be a keyword and I can't figure it out from context, then I'll put it in the translator just to make sure.

00:23:05

Iva: Yeah. I don't know if you know deepl it's a translator and it's so much better than Google.

00:23:12

JD: Mm hmm.

Iva: People use it in university, even, like, for scientific work, like, I it. It's my favorite translator in case you translate something here. So just a tip. Yeah. Is there any sort of hierarchy in your team or organization?

JD: <mark>Like can KAM for sure. There's a hierarchy in my team for Fusion.</mark> Milan is the leader and I'm the member and that's it. ((hah)) And then just in regional work, like (-) It's like, I guess technically I'll be under Ben Robertson, but like I'm in charge of my region, I guess, like I'm not in charge of Prague, if that makes sense. (.) But like my work is my own. Like I take responsibility for it.

Iva: And usually no like in KAM like who's above you, right? Because it's a small organization or…

JD: Yeah, they communicate, they say we have the word uplink. So, we say like, who's your uplink? And that's the person that's in charge of making meeting with you regularly and making sure you're doing work. ((hah)) So right now, for me, it's Milan and Fusion, and then when I transfer (-) by the end of the year, I'll transfer full time to just regional work and then↓↓ I will be under Ben.

Iva: Yeah. Okay. So, can you describe me your learning path with the Czech language from the beginning until now? Like, what did you do? How did you learn?

JD: Mm hmm.

Iva: Why do you think you made that big progress like you did?

JD: Um. Yeah, (.) at the beginning. (-) Like when I first moved to Czech, we had I moved in February and in March we had like we had we went to Romania. So, for the first month and a half or something, I wasn't doing anything. But after that I was doing lessons twice a week, one on one with a teacher. H° The teacher was qualified to teach English to Czechs. (.) I think she was she had like a certificate or a degree for that. (-) So, she wasn't technically qualified to teach Czech, but it kind of helped that she understood the like the the grammar issues between the languages. And so, for a beginner like me it was okay. So, for me I would say from the beginning it was very important to have regular meetings and with my teacher (.) as like a like she would help

me, she would teach me specific things. So, I wasn't learning the wrong thing. °h But also, it was a huge like accountability to do my homework. So, we had a textbook, and the textbook taught the ideas, and I had some examples. And then we had a workbook, and I would literally like go to a cafe and for like 2 hours straight, just like do drills in the workbook and all, it was really boring. ((hah)) It was like fill in the blank with like you'd have five different words with the same ending because you were just practicing the "pády" like the cases. And so, you just like it's the same case for every blank. You don't have to guess and try to figure out the case. It tells you this is the case. Just write every word with that case ending. And it's really boring and it's but it's important to just like the repetition helps helps it like kind of sink into your brain. ==And so, I think that pouring my time into that was really important. (-) And probably I would say I studied language (-) like in the first six months, I would say 15 to 20 hours a week, and then the second six months, like 10 to 15 hours a week. Like I was still keeping it up. It was really important to me. (-)== In my first year I went to just one camp and then I went to a one-month language intensive in Prague and it was like language and culture, so that the intensive I got because my speaking was so bad, I got placed low. And so, I didn't learn anything new grammatically until like the third Thursday. ((hah)) So, it's like two and a half weeks of no new grammar and then finally got new grammar. So, but also learning a lot of new words is really important.

00:27:43

Iva: So, do you like intensives or do you think it's effective?

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JD: ==I think at the beginning it's really important. I would not recommend for a single person to go to an intensive by themselves for a month. (-) I had it was it was kind of a dark month ((hah)).== It was kind of just rough, like emotionally and spiritually to just be alone for so long. And I didn't really have any friends in Prague at the time, so it was kind of just like me and then a bunch of (.) nonbelievers from my school. So. So I wouldn't recommend a full month (.) for someone unless they have, like, a partner or they have someone to be with. But two weeks intensives, I would highly recommend, (-) but so I had that intensive and then later I had my next intensive. I did was in Brno (.) and that one (.) was at the university. I think it's is it Masarykova. So, so I went to that one and that one, the one at university and I'd heard beforehand also I knew this, but it's more like a Slavic speaking (.) intensive that you go there. So, there's a lot, there's less Americans and more like Slavic speakers (.) from like say, Ukraine or from (-) there is

Polish people there, I think. (.) And I can't remember. But so ((hah)). Yeah. So, when I got there, I tested and they didn't test my speaking, so my grammar was quite good. So, I tested into like a B1 class and the first class. The teacher said, in this class we will speak only Czech (-) if you have a really hard question. Oh, so we'll use other Czech to describe Czech if you have a question, h° but if you have a really hard question, I speak Russian, therefore a little Ukrainian and German. (--) I was like eeeeehm ((hah)), and no English. So, for two weeks. Yeah, for two weeks I had no English. And so, this was like super. This helped me like improve a lot. When I coOUldn't speak English, that was like not even a choice. And then yeah. And then my next intensive I did was some friends here in Prague (.) and that one was okay at that time. I was probably into the B2 level, (.) and I think at this point I wouldn't do another intensive at my level (.) because at B two, like there's still some grammar mistakes that I make or some grammar that I need to learn. But the biggest thing is I just have to learn a lot of words and it's just huge vocab dump. And so h° that just kind of happens over time or through repetition and I think in Intensive really doesn't help with that. So, it's not something I would probably invest into, but I still have like lessons pretty much twice a week with a teacher. We speak only Czech and we're using a book and we just go through the book, and it just has different topics and I learned more words. (.) I think another important thing passively. So, this is like the learning, the active learning part of it is like a passive learning too. That's like, (-) for example, when I went to church, (.) I think it was only like two months where I was getting translation in the back during the sermon and then I stopped. And so, I just started listening to the sermons (.) in Czech. Even if I didn't understand, I would write down words that I heard, (.) try to learn them later. And this helped me get the vocab for church's talk. So, during the sermons, I started to understand the vocab better because I was listening to it and not just listening to English in our meetings and Fusion, All of the meetings were in Czech. At the beginning I had a translator so that I could interact with the team. And then when I got to a point where (.) like when you have a translator, you get like 80% of what's being said sometimes because it's so quick. And so, when it got to a point where I understood 80% anyway without a translator, then we just (.) I stopped having a translator. So, my, my work team was in Czech, my church (.) was in Czech, our worship was in Czech (.) for the most part. And then like speaking with students, in Fusion like in Fusion, it was in Czech. We weren't practicing our English except for when we sang the songs. And so, it

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was kind of more of (.) an immersive learning on that side or is more passive. And it was important to just be around Czech, speaking Czech and listening to it, not always talking myself, but listening (-) ↓and that hope to learn as well.

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Iva: So, your level you said it was B2 or C1.

00:32:32

JD: Right now, in B to B two is really, really wide. So, I'll be here for a while ((haha)).

00:32:41

Iva: Because I would even say. But like like that you can be like the beginning. C1 I don't know.

00:32:45

JD: I'm like maybe like maybe halfway or three fourths of the way up to B2, but it's, it's a very like as compared to, I would say B to like the how wide it is is just as wide as maybe like a one, a two and b one altogether.

00:33:03

Iva: Yeah.

00:33:03

JD: It's like, like the progress that I've made, like double that and then that's, and it's like a harder progress to like at the beginning when you're just learning "jak se máš", that's like it's so easy to make those steps. So yeah.

00:33:19

Iva: So, J***, is there something you wouldn't recommend? Like something like a way of learning that didn't work for you.

00:33:29

JD: Way of learning that didn't work for me. (2.0) ((hah)). I would more recommend try everything than. Then avoid something like because I think everyone learns differently. So, it would be hard for me to say, like for everyone, this is something you should never do. (.) That would be hard for me to say. For me, ==I've used flashcards multiple times for learning vocab, (.) and it hasn't always the words haven't always stuck. I think for me the words stick better when I have some sort of experience behind the word when I'm learning it.==

00:34:09

Iva: The same for me.

00:34:11

JD: Yeah. (hah)) So, like the words that I can really say, I learned this word in this moment because of this memory. Like I would say, those are the and it's so hard to create those. And in the flashcards don't do it. But the repetition I think does help. (-)

So, I wouldn't say avoid flashcards, but I wouldn't say that they're also like end all, be all like I wouldn't say flashcards are the BEst way to learn ever. So, I just (.) like I would say that's probably one of the weaker parts of my language learning, are weaker (.) not parts but like weaker way of learning that I've used is the flashcards.

00:34:56

Iva: Does KAM provide any language support to Americans?

00:35:01

JD: When I moved here, Susie was in charge of my language, learning. She helped keep me accountable, but it was kind of on me to sign up to things and find a teacher and actually meet with the teacher. (-) So, she occasionally would follow up with me. It was like maybe three or four times. ((hah)) I would say that there wasn't much there at the beginning and. ==I wasn't hearing a lot from KAM about how's your language learning going? It was it was more like me pushing my language learning. It was more on me. So, h° I would say that that was a weaker part of KAM when I first moved here. It's maybe stronger now. I think they're trying to develop it more now and they kind of see that the expectations should be higher.== (--) So, I just remember getting so many compliments about my Czech and thinking that I should be the average. And everyone's like, Wow, you're so amazing. I was like, I think that your expectations are too low. I think that this isn't right and that we should be having ↓higher expectations as an organization about language learning.

00:36:11

Iva: So yeah, but I think they were honest because I remember, like you learned in such a short time, (-) at least from my experience, I was like, wow, is that possible? Like, (.) yeah. So, I don't think like people are lying, but I think like you made a progress and like really short time. (-) But this is my impression. I don't know. Like, I don't know. Well, but, yeah, like, you were good, (.) and you were even trying to talk to me, like, during internship. You were trying to practice.

00:36:41

JD: Trying is a big piece ((haha)).

00:36:45

Iva: But you were.

00:36:46

JD: Just.

00:36:47

Iva: Yeah.

JD: I've seen. I've seen missionaries now that I'm in Prague, I've seen missionaries from other organizations that speak Czech well, and I've seen missionaries from organizations, other organizations that don't speak Czech at all. (-) And I've and then I've seen like like a mix also in com as well. And then I've seen people that like never got any learning and they speak like WAy better than me and they've been here the same amount of time. And so, I'm like, okay, this guy is really gifted. Like I'm, I'm okay, you know ((hah)), like this guy is amazing. And so, like, I'm kind of like, I've seen better, if that makes sense, you know ((laughing))? And so, I'm trying to like, I was there's like this kind of I was trying to be humble about it and honest, like, yeah, maybe I do have like a gift for learning this language. Like, maybe God's really helping me in this. h° But I think also I put a lot of work into it, and I think that as KAM we weren't valuing that work. I would say that when missionaries were coming, they were more valuing, doing missionary work and like being a part of some team and organizing events and organizing projects. But they were not valuing language learning enough. (-) And so, when I valued that and it shOwed, I think that everyone was surprised. And so, I would say as the organization just wasn't valued enough, the work behind it. So.

Iva: So just again, which nationalities are the colleagues with whom you collaborate the most?

JD: Most Czechs like. (--) Yeah. Mostly Czechs like some Americans, but it's been mostly Czechs that I work with.

Iva: What influence like have the two different languages and cultures on your team collaboration?

JD: Actually, it's something that a specific thing comes to mind is we were having a meeting one time for Fusion early in my time here (--) and it's probably like in the second year and (-) we were planning our next meeting, and everyone was so busy that the only time anyone was available (--) sorry, the only time everyone was available at the same time was Easter Sunday. (-) And I was like, So the Czechs were like, Yeah, okay, so we'll have a meeting that Sunday. And I was like, It's Easter. (.) And they were like, yeah. And and I was like, like, I don't know if I have plans. It's like, well, if you don't know you have plans, then you can make plans now for the meeting ((hah)). And I

was like, But it's Easter. And so, my American like culture of like this is a holiday. And also, as a Christian holiday, this is VEry important, and I would rather like not work this day and actually like (.) celebrate the holiday with Americans or at least like appreciate the day for what it is. But the Czechs just did not value that at all. And so, it was kind of (.) like I had to even like text. I kind of texted Milan later after the meeting. It was like, You know what? I'm not coming. Like I was like really strong about it. And he was like, he called me, and he was like, I can tell that there's something cultural here (.) because you're coming off very strongly and this isn't normal ((haha)). So, this is like a specific example, I would say, of like how culture kind of influenced our communication and our expectations about when we would work and things like that. So, h° that was kind of an interesting piece. Yeah, for sure. ==Language like (.) there's times where I say something in English, and it comes across a lot stronger than I mean it. And I think in general, when I speak English, I'm kind of a strong speaker. And so, but when it's like someone, when it's the Czech second language, it's a lot stronger to them. So, I have to be careful. (-)== I stopped using idioms very early in my time here, so I speak a very basic English. When I hear people like a native English speaker that's not sensitive to that and they just start spouting off idioms. I'm like, Wow, that's so amazing. ((laughing)) Like, it's like what? You can use the English like that. So yeah, but so that like simplified my English. I think Czechs sometimes simplify their Czech for me too. I can tell when I understand someone better and when I don't like (.) There are some people here in Prague that don't know to simplify their Czech, and I can tell (-) it's harder for me to understand them.

00:41:29

Iva: So, and the Easter thing, it was in Prague, or it was here in Silesia?

00:41:33

JD: It was in Havířov, yeah, yeah.

00:41:35

Iva: Okay. Because I don't know. But for me, it's also weird to do something on Easter. I really respect for this holiday, you know. So yeah.

00:41:45

JD: Yeah. But I've heard from multiple Czechs that it's just not a big holiday for them.

00:41:52

Iva: H° To what extent do you feel integrated or part of the organization?

00:42:01

JD: ==*(2.0)* I don't know how to like on a scale of 1 to 10 or. ((haha)) I like I'm going to give the Czech answer and say seven I guess. ((haha)) Like I think KAM ((hah)) KAM==

==doesn't have a good picture of product right now. They're working on it and they care and they're open to it and like more than, say, even two years ago h°. So. I, I think they're still ((hah)) trying to understand.== And so, in that sense, sometimes I feel a little (.) distant now, especially being here for a year and a half. I feel more distant from the organization. But I would say, like, (-) I don't have an issue like when I'm at the KAM events, like finding people to hang out with or like I agree with the mission and vision. Like that's not the issue or anything like that. So.

00:42:56

Iva: Do you remember what helped you like in the beginning to integrate the most like to feel part of the organization. (--) Some elements.

00:43:07

JD: At the beginning I felt more a part of Fusion than I did of KAM. (.) And I know when I first moved here, I think it was like an issue that they were saying that all of the ministries are kind of siloed. That's how they explained it is that each each ministry was in its own silo and they don't really cross paths. Or if they do, it's like special event and h°. And so, everyone's kind of just has their own identity within the organization rather than having the same identity (-) of the organization. So. I would say that (--) that. What fix that ((hah)). I think the organization attitude towards them, towards the ministries change that probably probably that was like from top down where they just were changing their attitude towards the ministries. Maybe even the integration of regional work (-) is kind of a big piece of that. They were starting that when I was still in Havířov. So yeah.

00:44:07

Iva: Do you know if there are like any teambuilding activities organized by the organization due to the awareness of cultural diversity? Is there something like this?

00:44:20

JD: Like integrating Americans to Czechs and Czechs to Americans.

00:44:23

Iva: Yeah. Like to show there's cultural diversity. Is there like something like a team building? That kind of teambuilding or not?

00:44:32

JD: ==We have the garden party in June, it's like every year and then we have like the "Dobré Ráno". So, like once every quarter-ish, I think we have some like in-person meeting amount of I'd say I'm not sure if it has to do it has less to do with like it's not really about the cultural. Mixing of it.== The cultural aspects are there with the speakers. Like they will acknowledge some like oh, like (.) as an American or as a Czech. And so,

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I think it's just there, but I don't think it's the forefront. It's not the focus of the team building (-) activities (.) or events.

Iva: Just which piece of advice would you give to someone who is about to come from state to work in KAM?

JD: (3.0) What piece of advice ((hah)). Focus on language learning. Let's say, like. It should be like minimum 20 hours a week, which means you need to you won't be working full time (--). And that's okay. (.) And it should that should be your focus. If like I would say, if you're coming in, you have a full-time, full-time work already in KAM, some on some project or in some team h° (-) that that's wrong ((hah)). That someone messed up.

Iva: Would you like to add something, or would you like to ask me something?

JD: (3.0) I think I'm good. Okay.

Iva: Well, thanks so much. I appreciate it. Thanks.