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Résumé du mémoire

Multilinguisme et interculturalité au sein de projets et environnements de travail internationaux et interrégionaux.

Stratégies structurelles et individuelles de gestion du multilinguisme et de l'interculturalité au sein de l'équipe de BOKU- International Relations.

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Abstract

The present master thesis aimed to find out structural and individual strategies of managing multilingualism and interculturality within the BOKU - International Relations working team. The research question is : “ On a daily practice, how strategies of dealing with multilingual and intercultural interactions are managed within the work environment of the International Relations Service at the University of Natural Resources and Life Sciences, Vienna in Austria ?”

In the first part of this work I set up a theoretical research framework focused on the following key topics : intercultural management, intercultural competence, intercultural teams, communication and challenges. The last part of the theoretical part describes the existing models about the University of Natural Resources and Life Sciences working environment I referred to. Empirical data were collected using data triangulation through document analysis and qualitative semi-structured interviews to demonstrate the structural and individual strategies of managing multilingualism and interculturality of six BOKU-IR team members. They were then analyzed by sequences and transcribed with the software FOLKER according to the convention GAT2.

Keywords: Multilingualism, interculturality, intercultural management, intercultural competences, intercultural communication, linguistic and cultural adaptations, team culture, intercultural and multilingual work environments, working together.

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1 INTRODUCTION

La mondialisation tend, dans une certaine mesure, à harmoniser et à standardiser les sphères sociales, économiques et culturelles de nos vies. Mais avec l'expansion de la numérisation et les flux migratoires, elle apporte aussi une diversité culturelle, notamment dans les environnements de travail internationaux. Les organisations d'ampleur internationale sont de plus en plus imprégnées d'interculturalité. Cette dernière joue un rôle central pour les relations intra et inter-organisations. Leurs employés deviennent plus interculturels dans leur travail et leurs pratiques mais d'après de nouvelles approches pour appréhender la diversité dans le milieu du travail sont nécessaires (Barmeyer, 2018). Les universités incarnent la puissance de l'enseignement supérieur d'une nation sur la scène internationale et les compétences de leur personnel doivent alors être directement liées à cette internationalisation croissante. Ainsi, j'ai choisi le présent sujet du mémoire " Multilinguisme et interculturalité dans les projets internationaux ou interrégionaux et l'environnement de travail " dirigé par le prof. Nadine Rentel, car il m'a semblé approprié de mener cette recherche sur l'environnement multilingue et interculturel dans lequel j'ai travaillé pendant mon stage du 15 février au 31 juillet 2022 au sein du département des relations internationales de l'Université des ressources naturelles et des sciences de la vie (BOKU) à Vienne en Autriche.

Brièvement, j'ai défini les mots-clés du sujet que j'ai choisi. Le multilinguisme peut être défini en relation avec le plurilinguisme comme l'écrit Laakso (2020) : « le plurilinguisme désigne " la capacité d'un individu à utiliser à bon escient plusieurs variétés de langues " ; le niveau et la compétence d'un individu varient d'une variété à l'autre, tandis que le multilinguisme signifie que plusieurs langues existent sur un même territoire ». Les interactions auxquelles l'interviewé est au quotidien se situent alors dans le champ du plurilinguisme et du multilinguisme. En outre, Laakso cite Huhta (2005) en indiquant que le plurilinguisme est une capacité individuelle tandis que le multilinguisme est une qualité d'un domaine spécifique. Concernant l'interculturalité, Barmeyer (2018) indique, en substance, qu'elle émerge de la diversité culturelle et reflète les mécanismes culturels au sein des groupes sociaux. Il rappelle que si elle n'est pas gérée de manière appropriée, l'interculturalité peut être irritante et conflictuelle en raison des valeurs, attentes, normes, significations et interprétations divergentes des acteurs. Les incidents critiques peuvent alors absorber les ressources organisationnelles, telles que les ressources humaines et financières. L'interculturalité peut conduire à des malentendus, qui entravent la réalisation

des objectifs de l'organisation. Toutefois, ces malentendus peuvent également être réduits, voire évités. C'est à partir de ces définitions que j'ai conçu la question de recherche suivante : "Dans la pratique quotidienne, comment les stratégies de gestion des interactions multilingues et interculturelles sont-elles conduites dans l'environnement de travail du service des Relations Internationales de l'Université des Ressources Naturelles et des Sciences de la Vie à Vienne en Autriche ?". J'ai défini les objectifs de la recherche sur l'analyse et l'évaluation des stratégies structurelles et individuelles de gestion du multilinguisme et de l'interculturalité au sein de l'équipe de travail au sein du bureau des relations internationales. La procédure de recherche choisie comprend la triangulation des données par l'analyse de documents et six entretiens qualitatifs semi-structurés de mes collègues de BOKU-IR. En effet, le fait de travailler dans le département administratif dédié au processus d'échange d'étudiants, aux projets académiques internationaux, pose le défi de travailler ensemble avec la multiplicité des interlocuteurs externes. Par ailleurs, le personnel de BOKU-IR communique quotidiennement dans au moins deux langues (anglais et allemand) pour leurs interactions professionnelles.

Dans la première partie de ce mémoire, j'ai établi un cadre théorique de recherche axé sur les thèmes suivants : le management interculturel, les compétences interculturelles, les équipes interculturelles, la communication et les défis liés au management interculturel. La dernière partie de la partie théorique décrit les modèles existants au sein de l'environnement de travail de l'Université des Ressources Naturelles et des Sciences de la Vie, auxquels je me suis référé. J'ai décrit la méthode utilisée pour mener à bien cette recherche dans une deuxième partie avant de comparer les résultats des interviews et de les présenter dans la section éponyme. La discussion et les conclusions constituent la dernière partie de mon mémoire de recherche pour expliquer les enseignements qui ressortent de ma recherche.

Ce résumé a pour but de synthétiser de manière compréhensible la procédure et les résultats du mémoire, ainsi seuls les concepts essentiels sont présentés.

2 PARTIE THÉORIQUE

Tous les concepts détaillés et abordés dans le mémoire de recherche ne sont pas rapportés dans cette partie mais ils constituent la base de compréhension que j'ai utilisé pour construire le cadre de ma recherche.

La première partie de cette partie théorique développe le thème du management interculturel, défini comme un sous-ensemble du management international par Jacob (2003). Les équipes multiculturelles comptent des membres qui apportent des compétences différentes dans les exercices de prise de décision de l'organisation. Une attention particulière est apportée au rôle du manager dans le chapitre 2.1.2. car il est le moyen de mise en œuvre du management interculturel et incarne les différents aspects de l'organisation interculturelle. En effet, les principales fonctions de cette dernière sont la gestion du personnel, l'élaboration et l'acceptation d'objectifs, la prise de décision, la résolution de problèmes et la création des conditions d'un environnement de travail motivants (Kinast, SchrollMachl, Thomas, & Weston-Horsmann, 2010). La gestion d'une organisation interculturelle dépend des contextes culturels impliqués (Kinast, SchrollMachl, Thomas, & Weston-Horsmann, 2010). Glinkowska (2016) détaille les différents facteurs influenceurs : le pays d'origine, l'éducation, l'industrie, les manières et le style de gestion. D'autres éléments peuvent être identifiés : symboles, étiquetage, vêtements, manière de communiquer, rituels, attitude à l'égard de l'environnement et valeurs. Stumpf cite les cinq suggestions de Mayrshofer et Kröger pour orienter la gestion de projet interculturelle pendant la durée de vie du projet : clarifier les tâches et les objectifs, le travail d'équipe en tant qu'initiative mutuelle, assurer le flux d'informations et la coordination, évaluer et optimiser la coopération et garantir les résultats et évaluer les résultats (Kinast, SchrollMachl, Thomas, & Weston-Horsmann, 2010). La sensibilisation à la gestion interculturelle (développée dans le chapitre 2.1.5.), tant du côté du manager que de celui de l'employé et de la structure de l'organisation, est un trait fondamental d'un système de management interculturel efficace. Cette affirmation peut sembler évidente, mais les managers travaillant dans un environnement culturellement diversifié doivent être conscients que dans d'autres cultures, les mêmes valeurs ne sont pas toujours partagées (Glinkowska, 2016). Il existe des stratégies pour négocier les différences culturelles au sein des équipes de travail.

La deuxième partie de la section théorique (chapitre 2.2) est relative aux compétences dont font preuve les membres d'équipes interculturelles : les compétences

interculturelles. Deardorff (2009) les définit comme une réunion de « comportements et de communications efficaces et appropriés dans des situations interculturelles ». Le cadre de compétences interculturelles de Deardorff est considéré comme un ensemble d'éléments : attitudes, connaissances, aptitudes, résultats internes et résultats externes (Deardorff, 2009). Les attitudes sont liées aux notions de respect, de découverte, d'ouverture et de curiosité, qui amènent l'individu à sortir de sa zone de confort. Les connaissances sont les moyens de comprendre les liens entre sa culture et son identité, tels que la conscience de soi culturelle, les connaissances spécifiques à une culture, les connaissances culturelles profondes et la conscience sociolinguistique. Les résultats internes découlent des attitudes, des connaissances et des compétences. Ils impliquent la flexibilité, l'adaptabilité, une perspective ethnorégionale et l'empathie. Quant aux résultats externes, ils rassemblent toutes les caractéristiques mentionnées précédemment (attitudes, connaissances, compétences et résultats internes), qui s'expriment par le comportement et la communication entre les individus, ce que l'on appelle les résultats visibles des expériences interculturelles (Deardorff, 2009). En ce qui concerne les managers, leurs expériences et compétences interculturelles sont un avantage pour l'organisation (Kinast, SchrollMachl, Thomas, & Weston-Horsmann, 2010). Le management requiert également un grand sens de la communication et des connaissances en management interculturel (Kinast, SchrollMachl, Thomas & Weston-Horsmann, 2010). Parmi les autres qualités des managers d'équipes multiculturelles, Glinkowska cite : l'ouverture d'esprit, la capacité d'actions innovantes, la capacité de communication interculturelle, la sensibilité aux questions culturelles, la capacité d'utiliser leurs compétences pour construire des relations, la capacité d'éviter l'ethnocentrisme, la reconnaissance de l'impact de la culture sur les processus de management, et la connaissance du fait que certaines actions et attitudes promues dans une culture peuvent être inacceptables dans une autre (Glinkowska, 2016). Le chapitre 2.2.2 décrit les possibilités de développement des compétences interculturelles pour les employés car cela donne une valeur ajoutée autant à la personne qu'à l'organisation qui l'emploie. L'expérience est considérée comme un enseignant important. L'apprentissage par la pratique est une possibilité pour apprendre directement dans l'environnement de travail et il est basé sur l'échange de savoir-faire, de compétences et d'expériences interculturelles à travers l'observation des équipes de projet et le conseil à la direction du projet (Kinast, SchrollMachl, Thomas, & Weston-Horsmann, 2010). Des formations sont également disponibles. Il en existe deux types de formation : la formation est spécifique à une culture

(ou culture générale) et la formation interculturelle (ou formation sur les cultures) se concentre sur des cadres généraux pour décrire les contrastes culturels qui sont applicables dans de nombreuses cultures (Bennett, 2015).

La troisième partie du mémoire est consacrée à une typologie du fonctionnement des équipes interculturelles (chapitre 2.3). Pour des raisons de concision, je ne vais fournir que la définition de Bendová (2019), une équipe interculturelle est « un ensemble d'individus ayant des origines culturelles différentes, qui sont interdépendants dans leurs tâches, qui partagent la responsabilité des résultats, qui se considèrent et sont considérés par les autres comme une entité sociale intacte intégrée dans un ou plusieurs systèmes sociaux plus vastes, et qui gèrent leurs relations au-delà des frontières organisationnelles et au-delà ». Leur performance dépend directement de l'efficacité de la gestion interculturelle (voir chapitre 2.3.2) comme le rapporte l'étude de Watson, Kumar et Michaelsen (1993) cité par Kinast, SchrollMachl, Thomas, & Weston-Horsmann (2010). Mais je peux toutefois citer Adler (dont Kinast, SchrollMachl, Thomas, & Weston-Horsmann (2010) rapporte les propos) : « Les équipes très productives et moins productives se distinguent par la manière dont elles gèrent leur diversité, et non, comme on le croit généralement, par la présence ou l'absence de diversité. Lorsqu'elle est bien gérée, la diversité devient un atout et une ressource productive pour l'équipe. Lorsqu'elle est ignorée, la diversité provoque des problèmes qui diminuent la productivité de l'équipe ». La culture des équipes interculturelles est un des points que j'ai investigué dans mon questionnaire et pour cela, je me suis appuyé entre autres sur les définitions de Matveev et Nelson (2004) et Bendová (2009). Selon Matveev et Nelson (2004), les membres de l'équipe doivent partager une culture d'équipe forte, ce qui les aidera à développer la confiance et à augmenter l'efficacité et la communication entre les membres de l'équipe. Bendová (2019) mentionne qu'il s'agit d'un facteur clé du management interculturel pour améliorer la performance d'une équipe.

La quatrième partie (chapitre 2.4) est consacré à la communication interculturelle. Bennett (1998) définit la communication interculturelle comme « la communication entre des personnes de cultures différentes » par opposition à la communication monoculturelle, qui est basée sur la langue, les modèles de comportement et les formes de valeurs similaires entre les membres d'une culture donnée. Le management interculturel et la communication interculturelle sont étroitement liés car le premier ne peut être performant et efficace si le second n'existe pas ou n'est pas assez efficace. Une

communication réussie est un facteur clé de la performance de l'équipe car elle réduit les erreurs et élimine la duplication du travail et les efforts non productifs (Bendová, 2019). Bennett (2015) rapporte que « la communication interculturelle fait référence à ce qui transpire lorsque des personnes s'engagent dans une communication avec d'autres personnes dont les expériences, les hypothèses, la construction du sens et les comportements sont différents ». Elle aide à diffuser l'idée de la culture « comme un concept qui se superpose aux catégories culturellement imposées de la race, de l'ethnicité et de la classe sociale ; de l'âge et de la génération ; du genre et de l'orientation sexuelle ; et des personnes différemment handicapées » (Bennett, 2015). Angouri (2014) a déclaré que : « [l']interaction de l'"interculturel" et du "multilingue" est négociée localement par les employés ; le choix de la langue devient une partie du réseau de relations et du (dés)équilibre de pouvoir inhérent qui met en avant la politique de la différence pertinente pour chaque contexte ».

Enfin, la dernière partie du cadre théorique s'intéresse aux obstacles rencontrés par les équipes interculturelles. Kinast, SchrollMachl, Thomas et Weston-Horsmann (2010) énumèrent les opportunités d'une coopération interculturelle au sein d'une équipe culturellement diverse, telles que la perspective d'une coopération à long terme, l'intégration de la coopération interculturelle à la politique de l'entreprise, la transmission d'une image positive du pays partenaire au sein de la seconde société, la perspective de diffusion des bonnes pratiques, l'opportunité de créer de nouvelles formes de communication et de coopération, un objectif clairement défini qui sert de point de départ commun. Mais le management interculturel et les équipes multiculturelles sont aussi confrontés à des défis et à des obstacles, plus que dans le cas d'un environnement monoculturel, en raison de l'hétérogénéité des membres de l'équipe. Ces obstacles peuvent se produire au sein de l'équipe ou/et entre les équipes et les organisations. Ils provoquent des conflits, des malentendus et des chocs interculturels, ce qui peut avoir un impact sur l'efficacité de l'équipe. (Glinkowska, 2016). Les différences culturelles ont un impact sur les équipes, mais la numérisation des interactions ajoute également des couches de complexité, principalement dans la communication (Deardorff, 2009). La langue et les différents styles de communication, ainsi que le manque de communication, sont la plus grande raison des échecs de projets (Bendová, 2019), résultant de la diversité des nations (Glinkowska, 2016). Les compétences linguistiques requises pour communiquer efficacement peuvent ne pas être suffisantes. Par exemple, la terminologie liée au travail est maîtrisée à différents niveaux de compétence (Kinast, SchrollMachl,

Thomas, & Weston-Horsmann, 2010) et ensuite, selon Glinkowska (2016), « [l]es travailleurs ayant de faibles compétences linguistiques sont réticents à fournir des informations. » Dans le cas d'un groupe de travail culturellement diversifié ou lorsque le manager et les employés sont issus de cultures différentes, cela présente à la fois des risques et des opportunités. Les expériences et les modèles de comportement de ces différentes cultures se complètent mais d'un autre côté, ces expériences et modèles de comportement impliquent des risques de malentendus, d'interactions insatisfaisantes, de jugements négatifs ou de formes négatives d'intégration de la diversité. (Bennett, 2015).

3 BOKU ET BOKU-IR

L'université des ressources naturelles et des sciences de la vie de Vienne (Universität für Bodenkultur) en Autriche est fondée en 1872. L'université est gérée par le Rectorat, dirigé par le recteur LL.M. Univ.Prof. Mag. Mag. Dr.iur. Eva Schulev-Steindl. Le Conseil universitaire et le Sénat ont également un pouvoir de décision et de consultation sur, entre autres, les questions de gestion, d'administration et d'éthique.

Le département des Relations internationales est dirigé par le Dr Margarita Calderón-Peter. Il est l'une des unités de service chargées de l'internationalisation de l'université. Le bureau est situé sur le campus BOKU Türkenschanzpark à Vienne et est composé d'environ 15 personnes qui travaillent toutes ensemble dans le même bureau. Leurs responsabilités s'articulent autour de ces thèmes :

- Les étudiants de BOKU et le personnel de l'université qui partent à l'international avec les programmes Erasmus+ échange d'étudiants, CEEPUS, Joint Study et Joint Study Freemover (NARMEE, TRANSFOR-M), Erasmus+ Mobilité internationale (NatRisk), KUWI (bourses à court terme pour le travail scientifique à l'étranger), Plan Marshall et "Aktionen" bilatéraux avec la Slovaquie, la République tchèque et la Hongrie, Erasmus+ Traineeship et Erasmus+ Short term mobilities.

- Étudiants internationaux et le personnel venant à BOKU avec tous les programmes cités ci-dessus et Erasmus+ Mobilité des enseignants et du personnel.

- Cours de langue, certification linguistique

- Programmes de master internationaux avec les coopérations comme ELLS (EnvEuro, Narmee, Safety in the Food Chain, EUR-Organic) ; Biomassetechnologie/NAWARO, Weinbau, Önologie und Weinwirtschaft ; et Animal Breeding and Genetics, Danube AgriFood Master, European Forestry, Horticultural Sciences, IMSOGLO, Limnology and Wetland Management).

Les employés de BOKU-IR sont impliqués en tant qu'assistants de projet dans des coopérations internationales, ainsi que dans des projets spécifiques comme le Partenariat européen pour un campus innovant unifiant les régions (EPICUR). J'ai choisi de présenter ce projet comme un exemple parce que certaines personnes interrogées font partie du consortium européen et leurs réponses sur le projet fournissent des données qualitatives pour soutenir ma thèse. EPICUR fait partie de la première génération de l'alliance des

universités européennes, lancée par la Commission européenne dans le cadre du programme Erasmus+. Le projet a reçu un budget de cinq millions d'euros par la Commission européenne à partir de novembre 2019 pour une période de trois ans (EPICUR, 2021). Il met en relation 307 000 étudiants, 40 000 universitaires, chercheurs et personnel administratif, 118 facultés et 56 installations de recherche (EPICUR. Université européenne::BOKU, 2021).

Huit universités européennes font partie de ce consortium :

- Université Adam-Mickiewicz, Poznan, Pologne.
- Université d'Amsterdam, Pays-Bas
- Université Aristote de Thessalonique - Grèce
- Université de Freiburg - Allemagne
- Université de Haute-Alsace - France
- Institut de technologie de Karlsruhe - Allemagne
- Université des ressources naturelles et des sciences de la vie, Vienne - Autriche
- Université du Danemark du Sud, Odense - Danemark
- Université de Strasbourg - France, qui dirige le projet.

3.1 Politiques linguistiques du BOKU

Le concept d'internationalisation est un engagement à BOKU, comme il est mentionné dans le rapport "BOKU's STRATEGY FOR INTERNATIONALISATION, 2021-2025" : « La responsabilité nationale et internationale étant l'une des valeurs fondamentales du BOKU, BOKU prend l'internationalisation complète comme un engagement, confirmé par l'action ». (BOKU-Rectorat, 2021). Le « BOKU Language Policy Plan 2020 », abrégé "LPP", est un outil développé pour correspondre aux objectifs de la stratégie d'internationalisation de BOKU et basé sur les objectifs écrits dans la stratégie d'internationalisation et le modèle de plan de politique linguistique du réseau universitaire européen EPICUR, par exemple (MC-P / BOKU-IR, 2021). Le LPP existe depuis 2012 mais il est établi pour une durée infinie et régulièrement mis à jour. Les mises à jour sont le résultat d'examens externes de la stratégie d'internationalisation de BOKU, fixés environ tous les cinq ans. Le LPP est diffusé au sein de BOKU lors des réunions avec les chefs de départements, les chefs d'unités de service, via la lettre d'information internationale et également en ligne sur le site officiel de BOKU www.boku.ac.at. Le LPP décrit les objectifs linguistiques de la stratégie d'internationalisation de la BOKU à

quatre niveaux différents de la BOKU : au niveau de la gouvernance, de l'enseignement, des activités de recherche et des services communautaires.

Tout d'abord, au niveau de la gouvernance, l'anglais est la deuxième langue de travail interne de la BOKU. Les documents sont traités et répondus en anglais. La connaissance de l'anglais est considérée comme une compétence centrale pour postuler à un poste administratif à BOKU (MC-P / BOKU-IR, 2021). Les objectifs concernant les formations de la BOKU sont que les diplômés de la BOKU soient capables de travailler dans au moins deux langues (dans une troisième même, si c'est possible) et que les cours de langues et les activités interculturelles ou internationales liées aident à maintenir et à étendre les activités internationales de la BOKU. Par conséquent, la recherche d'une "langue commune" (également une langue différente de l'anglais et de l'allemand) pour la communication interne est encouragée car BOKU accueille la diversité et le multilinguisme parmi ses étudiants et son personnel (MC-P / BOKU-IR, 2021). Au niveau de l'enseignement, les classes enseignées en anglais dans les programmes de licence, de master et de doctorat sont augmentées (les programmes de Joint- ou Double ou Multiple-Degree en sont l'exemple), ainsi que la visibilité des enseignants invités internationaux. Le programme d'éducation et de formation tout au long de la vie mentionne également que : « si possible, l'acquisition de compétences interculturelles [lors de l'invitation de professeurs invités] devra être l'un des résultats de l'apprentissage (études de cas, etc.). Un soutien suffisant (formation à la sensibilisation interculturelle) est fourni au personnel du BOKU qui s'occupe des conférenciers invités. » (MC-P / BOKU-IR, 2021). En ce qui concerne les activités de recherche, les contributions de BOKU à la mise en œuvre du plan de politique linguistique sont soulignées. Le multilinguisme est autorisé dans les projets de recherche (par exemple, la rédaction des résumés de projet dans la langue locale de la région où la recherche a été menée). En tant que "troisième mission" du BOKU, ce multilinguisme vise à avoir un impact sur l'enseignement basé sur la recherche et la diffusion des résultats : « [e]xpansion de la formation à la rédaction scientifique en anglais en tant que compétence clé dans les programmes de formation du personnel du BOKU » (MC-P / BOKU-IR, 2021). Au dernier niveau, les services communautaires, les chercheurs sont soutenus « dans leurs efforts pour rendre les connaissances utiles et applicables à la société en Autriche, y compris la traduction et la diffusion en allemand [ainsi que] pour la société dans d'autres pays (en particulier ceux directement impliqués dans le projet), y compris la traduction et la diffusion dans les langues locales » (MC-P / BOKU-IR, 2021).

3.2 Communication interne et externe à BOKU-International Relations.

La communication interne au sein de BOKU-International Relations peut être considérée exclusivement comme la communication entre collègues au sein du bureau BOKU-IR. Une réunion, appelée "Jour fixe" a lieu toutes les semaines et fait état de l'avancement des projets. Tous les collègues communiquent sur l'avancement de leur projet et prennent des décisions à propos des tâches actuelles et futures. La réunion est dirigée par le manager de l'équipe : la responsable du département BOKU-IR. Les collègues interagissent en face à face mais aussi par email avec l'outil de travail interne Groupwise et une base de données collaborative pour échanger des informations professionnelles. De manière plus informelle, les collègues communiquent également par Whatsapp pour faciliter le dialogue et le rendre plus rapide que par email.

En ce qui concerne la communication externe, les interlocuteurs sont principalement des collègues d'autres départements de la BOKU (ils peuvent être autrichiens ou internationaux), des collègues d'autres services de relations internationales (d'autres universités et d'autres pays) et des étudiants. Les étudiants sortants sont des étudiants de la BOKU, principalement autrichiens, qui souhaitent effectuer une mobilité Erasmus. Les étudiants entrants sont des étudiants internationaux qui viennent à l'Université des ressources naturelles et des sciences de la vie dans le cadre de programmes d'échange (Erasmus +, programmes d'études conjointes, ...). Les chefs de projet des universités partenaires sont également des interlocuteurs externes car la BOKU est impliquée dans diverses collaborations, programmes internationaux et projets axés sur des objectifs éducatifs communs. Les canaux de communication, utilisés pour cette communication externe, qui se déroule principalement de manière virtuelle en raison de la distance géographique sont des outils de communication pour les réunions virtuelles (comme Zoom ou Microsoft Teams), appels téléphoniques, e-mails, Whatsapp et base de données de collaboration.

4 METHODOLOGIE

La procédure choisie pour ma recherche qualitative comprend la triangulation des données par l'analyse de documents et de six entretiens qualitatifs afin de démontrer les stratégies structurelles et individuelles de gestion du multilinguisme et de l'interculturalité au sein de l'équipe de travail de BOKU - International Relations service. Les résultats des entretiens qualitatifs trouvés seront discutés et comparés à l'apport théorique dans la section des résultats.

4.1 Elaboration du questionnaire

Le questionnaire (voir annexe I) est composé de douze questions. Les deux premières sont des questions d'introduction et visent à établir une atmosphère amicale avec la personne interviewée. Elles ne sont donc pas pertinentes pour l'étude. Pour ces raisons, il a été décidé de ne pas les transcrire. La partie suivante de l'entretien aborde les questions des motivations et des compétences linguistiques. Elles étaient destinées à obtenir plus de détails sur les compétences et les expériences interculturelles de mes interviewés. Avec la troisième question, j'ai choisi d'étudier le niveau de sensibilisation à la gestion interculturelle des personnes interrogées. La quatrième question peut se distinguer des autres, mais elle est importante pour la compréhension générale du questionnaire. Son but est d'évaluer ce que les personnes interrogées savent sur les politiques linguistiques de BOKU-IR (détaillées dans le chapitre 6 de la partie théorique). La politique linguistique de BOKU fait partie de l'engagement de l'université et il est intéressant de voir comment elle est affichée au sein de l'équipe BOKU-IR. J'ai ensuite mis l'accent sur la variété des canaux de communication en questionnant les interviewés sur la différence entre leurs communications internes et externes. Les difficultés rencontrées ne devant pas être laissées de côté, j'ai ajouté une partie sur leurs défis en matière de management interculturel. Les questions 7 à 9 concernent l'implication des personnes interrogées dans des projets internationaux, inter-régionaux ou interculturels. Je voulais avoir quelques détails sur les politiques linguistiques au sein de ces projets et sur leur expérience en matière de gestion de la communication. Les questions 10 et 11 sont directement axées sur l'organisation du travail au sein d'équipes culturellement diverses et sur les stratégies d'adaptation et de négociation des différences culturelles. Ces questions visent également à évaluer le degré de gestion interculturelle au sein de ces projets par le biais d'expériences de travail interculturelles. Dans la dernière question, la

personne interrogée est invitée à réfléchir à ses expériences en matière de conditions de travail ainsi qu'à la création et à l'importance de la culture d'équipe dont elle fait partie. Toutes ces questions portent sur les principales caractéristiques du management interculturel.

4.2 Participants

Tous les participants de cette recherche sont des collègues de travail que j'ai rencontrés lors de mon stage du 15 février au 31 juillet 2022 dans le département des relations internationales de BOKU. Ils sont tous de langue maternelle allemande et viennent d'Autriche et d'Allemagne. L'étude qualitative de leurs récits vise à se concentrer sur la gestion du multilinguisme et de l'interculturalité au sein de leur environnement de travail. Leur environnement de travail est à la fois constitué du bureau de BOKU-IR à l'Université des Ressources Naturelles et des Sciences de la Vie à Vienne et de toutes les salles virtuelles qu'ils rejoignent pour des projets internationaux. Ils sont tous responsables de programmes d'études conjoints internationaux et/ou inter-régionaux, en contact avec des étudiants internationaux (étudiants Erasmus sortants et entrants), des programmes de master internationaux ou sont impliqués dans le consortium d'universités européennes. Ils communiquent donc quotidiennement dans au moins deux langues de travail et ont tous une expérience multilingue et interculturelle.

4.3. Méthode de réalisation des entretiens.

Les six entretiens ont été réalisés entre le 22 avril et le 17 juillet 2022 avec une durée moyenne de vingt-deux minutes. L'entretien le plus court a duré 15:35 minutes et le plus long a duré 31:23 minutes. Tous les entretiens ont été menés en anglais. Les interlocuteurs étaient de ce fait sur un pied d'égalité car il ne s'agit de la langue maternelle de personne. Deux entretiens ont eu lieu via l'outil virtuel Zoom. Les règles strictes de Covid-19, en vigueur au BOKU-IR pendant toute la durée de mon stage, exigent un temps de travail à domicile chaque semaine pour chaque collaborateur. Ainsi, je n'ai pas pu programmer les entretiens pendant une période où X-3, X-5 et moi-même travaillons tous au bureau en même temps. Les quatre autres entretiens ont été enregistrés au bureau de BOKU-IR. Je voulais éviter autant que possible les bruits de fond car ils peuvent interférer avec l'entretien, produire des difficultés de transcription ou distraire les personnes interrogées. Grâce à la bonne ambiance existant au bureau entre collègues, l'atmosphère de tous les entretiens était amicale. Mes interlocuteurs ont ri à plusieurs reprises pendant

les entretiens, ce qui montre qu'ils se sentaient à l'aise. Chacun personne interrogée a reçu un formulaire de consentement (voir Annexe II), nécessaire pour mener l'entretien et publier les résultats.

4.4 Méthodologie de transcription

J'ai réalisé deux enregistrements de chaque interview, une sur mon ordinateur personnel et une sur mon téléphone portable. Chaque entretien a été enregistré sur deux appareils différents et également sauvegardé sur un dossier Google Drive ainsi que sur un disque dur externe. Ils ont ensuite été analysés par séquences et transcrits avec le logiciel FOLKER selon la convention GAT2 (voir Annexe III). Ces conventions ont été choisies pour transcrire non seulement le contenu des entretiens mais aussi pour avoir un aperçu du ton, des respirations et des pauses de l'interviewé. Afin de préserver l'anonymat de mes interviewés, j'ai choisi de les nommer par des abréviations selon l'ordre chronologique dans lequel ils ont été interviewés. L'introduction et les premières questions sur les noms et les responsabilités posées dans tous les entretiens n'ont pas été transcrites, ainsi que toute donnée personnelle potentiellement identifiante au cours des entretiens. Les transcriptions sont visibles dans les annexes IV à IX.

5 RESULTATS ET DISCUSSION

Les membres de BOKU-IR, comme je l'ai montré précédemment, sont tous de nationalité autrichienne et allemande. Ils sont également tous de langue maternelle allemande. La langue de travail de leur communication interne est donc l'allemand. Cependant, ils ont tous des contacts externes, dans le cadre de leurs responsabilités, avec des publics multilingues et multiculturels (étudiants, membres d'équipes de projets interculturels, invités, ...) et sont impliqués dans des projets interculturels et internationaux qui impliquent largement un consortium virtuel. L'intérêt que je vois dans cette recherche est de voir comment cette équipe négocie cette différence : entre d'une part, eux, une équipe, qui semble monolingue et monoculturelle, au bureau et leurs responsabilités, et d'autre part, la diversité des projets et contacts multilingues et multiculturels. Les résultats suivants concernant les stratégies structurelles et individuelles de gestion du multilinguisme et de l'interculturalité ont émergé de l'analyse qualitative.

5.1. Stratégies structurelles

En premier lieu, je voudrais discuter des stratégies structurelles de BOKU en tant qu'organisation internationale et interculturelle.

- La communication

Nous avons déjà vu dans la partie théorique que BOKU a publié des politiques régulant l'organisation administrative. BOKU fait preuve d'une gestion interculturelle constructive. Dans le cas particulier de BOKU-IR, l'anglais est la *lingua franca* pour tous les types de communication. L'allemand est également la *lingua franca* pour les interactions avec les collègues germanophones. Selon le Plan de politique linguistique, une "langue commune" dans la communication est encouragée : « certains participants pourraient bien accepter une langue pour écouter (compétences linguistiques passives), tout en préférant parler dans une autre langue (compétences linguistiques actives) » (MC-P / BOKU-IR, 2021). Ce document décrit les lignes directrices des interactions quotidiennes des collègues de BOKU-IR et aide à réguler les barrières linguistiques potentielles dues à la diversité linguistique. X-1 l'a compris et appliqué dans son travail quotidien. Elle se réfère au Comité BOKU, qui a rédigé le LPP que j'analyse dans la partie théorique et elle précise dans quelle mesure les politiques linguistiques sont acceptées par

le groupe : la coutume est de choisir la *lingua franca* pour la réunion faisant un sondage à propos des compétences linguistiques des participants.

- Les formations

Pendant les entretiens, je pose une question sur la préparation des personnes interrogées à travailler dans un environnement interculturel et multilingue. X-3 et X-4 ont mentionné des formations et des ateliers auxquels elles ont participées. Ces formations sont les marqueurs du soutien de BOKU, au niveau du management, pour développer les compétences interculturelles de ses employés. X-4 a mentionné le BOKU Staff training pass. Il s'agit d'une plateforme sur l'espace personnel en ligne du personnel BOKU. Chaque collaborateur de BOKU a la possibilité de demander et de suivre des formations et des séminaires pour développer ses compétences dans différents domaines. Ce pass souligne le rôle de BOKU, en tant qu'organisation gestionnaire, pour aider les employés à, par exemple, négocier les différences interculturelles ou à améliorer leur qualité de communication. Ici, la structure administrative joue un rôle dans la sensibilisation interculturelle des employés.

- Organisation du travail au sein d'équipes culturellement diverses.

L'organisation du travail peut être comprise comme faisant partie des responsabilités du manager. En effet, X-1 explique que le management interculturel n'est pas confronté à des défis culturels majeurs au bureau de BOKU-IR car plusieurs membres de l'équipe sont issus de milieux différents, de milieux mixtes (avec un parent autrichien et un autre d'un autre pays ou avec des doubles nationalités) ou sont habitués à travailler dans le contexte culturel autrichien. J'ai démontré dans la partie résultat (chapitre 4 du mémoire) que toutes les personnes interrogées ont des antécédents et des expériences interculturels et multilingues. En outre, leurs motivations indiquent non seulement qu'elles souhaitent travailler dans un environnement de travail interculturel, mais aussi qu'elles ont été recrutées à dessein grâce à leurs compétences interculturelles. Il est prouvé que des origines culturelles similaires ou des habitudes de travail dans un environnement interculturel réduisent les différences dans l'organisation du travail quotidien. C'est un point clé du management interculturel qui s'appuie sur les compétences interculturelles de ses employés pour développer une équipe efficace.

5.2. Les stratégies individuelles

La deuxième partie de cette discussion analyse les stratégies mises en œuvre par les collaborateurs de BOKU-IR.

- Compétences interculturelles

Toutes les personnes interrogées sont multilingues (multiculturelles pour deux d'entre elles). Elles ont donc développé leur conscience interculturelle avec des formations mais aussi avec des expériences (apprentissage par la pratique) pour acquérir des compétences interculturelles. Ainsi, toutes les personnes interrogées ont voulu découvrir un environnement de travail interculturel, soit parce qu'elles l'aimaient déjà grâce à leurs expériences précédentes, soit parce qu'elles voulaient continuer à y vivre à travers leur travail. D'après ce que j'ai expliqué précédemment dans la partie théorique, les motivations reflètent des compétences interculturelles telles que l'ouverture d'esprit, la curiosité d'apprendre et vivre de nouvelles expériences, le sentiment d'être à l'aise dans un environnement interculturel et le sens de la communication.

- Esprit d'équipe

L'esprit d'équipe est très important pour toutes les personnes interrogées. Un esprit d'équipe positif permet à l'équipe de fonctionner et, par extension, à l'ensemble du système. C'est le rôle du manager de la maintenir et d'établir un lien efficace entre la culture d'équipe et les performances de l'équipe. Les contacts étroits entre le manager et les employés créent une atmosphère de confiance et réduisent les difficultés de résolution des problèmes. Les effets négatifs d'une mauvaise culture d'équipe peuvent avoir un impact sur les individus (sentiment de rejet, environnement de travail toxique, burn out, dépression) et par extension sur la performance du travail car un employé travaille environ huit heures par jour et il est plus souvent en contact avec ses collègues qu'avec sa famille. Le sentiment d'inclusion a été largement mentionné comme un résultat clé d'une bonne entente au sein d'une équipe de travail. A BOKU-IR, tous les membres de l'équipe préparent un cadeau d'anniversaire pour chacun des membres par exemple.

- Adapter la communication

Le contact humain et la communication sont deux éléments clés dans leur travail et j'ai remarqué qu'ils développaient des stratégies pour s'adapter aux situations.

Pendant l'entretien, X-4 a utilisé l'alternance codique. Cela peut aider à exprimer des sentiments ou des concepts dans un contexte multilingue. Les interlocuteurs doivent

cependant avoir des compétences dans les deux langues pour comprendre les message complet.

{12:33} 0304 X-4 (-) in german you say euhm papier ist geduldig (see Annex XVII)

X-6 utilise un concept appelé "la troisième culture". Il a expliqué au cours de l'entretien qu'il est né de parents allemands mais a été élevé dans un pays hispanophone. Ainsi, lorsqu'il est retourné en Allemagne puis en Espagne pendant son enfance, il a dû s'adapter à cette nouvelle culture. Je peux relier cette adaptation interculturelle au concept de Cultural Frame Switching (CFS), abordé dans la partie théorique. D'autres langues sont pratiquées par les collègues de travail au bureau de BOKU-IR, comme le suggère X-2. Cela peut aussi être lié à la théorie du CFS. En effet, ils adaptent les politiques linguistiques pour faciliter les interactions en fonction du contexte linguistique et culturel des interlocuteurs. Le rapport de politesse que X-2 exprime lors de ses interactions avec de nouveaux collègues ou invités est une stratégie qui s'adapte culturellement et aussi linguistiquement à son interlocuteur. Je peux supposer que les interactions des personnes varient en fonction de l'origine des interlocuteurs (dans quelle mesure ils doivent adapter leur communication s'ils sont culturellement différents) ; s'il s'agit d'une communication écrite ou orale ; et du niveau de formalité des interactions (position hiérarchique de l'interlocuteur).

Les recommandations fournies par les personnes interrogées montrent de quelle manière elles négocient les interactions multilingues et interculturelles. La communication est définitivement le meilleur moyen de se mettre d'accord sur les paramètres et les caractéristiques du travail afin de réduire autant que possible les différences et les conflits potentiels. L'accord commun sur les objectifs et le partage des responsabilités pour les tâches de travail, que j'ai décrit comme une stratégie dans la partie théorique, apparaît ici comme essentiel pour construire une équipe de travail efficace.

6 CONCLUSIONS

Mon mémoire de recherche avait pour objectif de découvrir comment les stratégies de gestion des interactions multilingues et interculturelles sont gérées au quotidien dans l'environnement de travail du Service des relations internationales de l'Université des ressources naturelles et des sciences de la vie de Vienne en Autriche.

Dans la première partie de cette thèse, les théories existantes sur la gestion interculturelle ainsi que les données empiriques sur l'environnement de travail de la BOKU ont été décrites pour créer un cadre de recherche. Les données empiriques utilisées ont été recueillies en utilisant la triangulation des données par l'analyse de documents et des entretiens qualitatifs semi-structurés pour étudier les stratégies structurelles et individuelles de gestion du multilinguisme et de l'interculturalité de six membres de l'équipe BOKU-IR (voir les annexes IV à IX). J'ai développé une vue d'ensemble des données qualitatives que j'ai comparées avec l'apport théorique et une réflexion critique de ma recherche qualitative dans la partie discussion. Des conclusions importantes ont émergé de l'analyse qualitative, comme le rôle de l'Université des ressources naturelles et des sciences de la vie de Vienne (Autriche) dans les stratégies structurelles et les adaptations créatives des stratégies des individus BOKU-IR. Pourtant, cette recherche me paraît être adéquat au contexte actuel car des défis se présenteront toujours et nécessiteront de nouvelles approches de gestion interculturelle et de gestion d'équipes linguistiquement et culturellement diverses.

Ces conclusions et résultats ne concernent qu'un environnement de travail précis, le département des relations internationales de l'université des ressources naturelles et des sciences de la vie de Vienne (Autriche) et ne prétendent pas être une règle générale.

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Annexe I: Questionnaire

- 1) Can you briefly introduce yourself and explain your responsibilities at the BOKU IR ?
 - Since when do you work at BOKU IR ?
 - What were your motivations for working there ?
- 2) Can you give me a quick overview of your linguistic skills and intercultural skills ?
- 3) Were you prepared or trained to work within a multilingual and intercultural work environment ?
- 4) Which languages are spoken at BOKU-IR ?
- 5) Is there, in your opinion, a difference between internal and external communication in your daily interactions ?
- 6) Which kind of intercultural and multilingual challenges occurred in your external communication interactions ?
- 7) Are you involved in international, interregional or intercultural projects ?
- 8) Is there an official language policy within the international, interregional / intercultural projects in which you are involved ?
- 9) Is this language policy accepted in everyday interactions with the working team ?
 - If not, how does the working environment react in specific situations ?
- 10) Do you notice differences on the level of the organization of the daily work between colleagues having a different cultural background ?
- 11) Are there any strategies to negotiate these differences ?
- 12) What does the creation of a team culture mean to you ?

Annexe II: Exemple de formulaire de consentement

Einverständniserklärung

zwischen der

Westfälischen Hochschule Zwickau
Fakultät Angewandte Sprachen und Interkulturelle Kommunikation
Scheffelstraße 39
08066 Zwickau

und

Boku-International Relations
Peter Jordan (Frank) 82a
M90 Wien

Mit meiner Unterschrift erkläre ich mich einverstanden, dass die im Rahmen des Masterarbeits

Von dem Regionales und Europäisches Projektentwicklung Master am 22.4.2022

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ausschließlich zum Zweck der Bewertung der Arbeit genutzt werden dürfen

für Forschungs- und Lehrzwecke benutzt werden dürfen

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stimme ich ausdrücklich zu

stimme ich nicht zu

Dieses Einverständnis kann jederzeit zurückgezogen werden.

Datum: Wien 22.4.2022 Unterschrift: _

Annexe III Convention GAT2

Gesprächsforschung 12 (2011), Seite 37

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

Continuers

hm, yes, no, yeah monosyllabic tokens
hm_hm, ye_es, bi-syllabic tokens
no_o
ʔhmʔhm 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, appr. 3 sec))	unintelligible passage with indication of 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.
?	cut-off by glottal closure

Accentuation

SYLLable	focus accent
!SYLL!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
----------------	-----------------------------------------------

Fine Transcript

Accentuation

SYLlable	focus accent
sYllable	secondary accent
!SYL!lable	extra strong accent

Pitch jumps

↑	smaller pitch upstep
↓	smaller pitch downstep
↑↑	larger pitch upstep
↓↓	larger pitch downstep

Changes in pitch register

<<l>	>	lower pitch register
<<h>	>	higher pitch register

Intrilinear notation of accent pitch movements

`so	falling
˘so	rising
ˉso	level
˘so	rising-falling
˘so	falling-rising
↑˘	small pitch upstep to the peak of the accented syllable
↓˘	small pitch downstep to the valley of the accented syllable
↑ˉso bzw. ↓ˉso	pitch jumps to higher or lower level accented syllables
↑↑˘so bzw. ↓↓˘so	larger pitch upsteps or downsteps to the peak or valley of the accented syllable

Loudness und tempo changes, with scope

<<f>	>	forte, loud
<<ff>	>	fortissimo, very loud
<<p>	>	piano, soft
<<pp>	>	pianissimo, very soft
<<all>	>	allegro, fast
<<len>	>	lento, slow
<<cresc>	>	crescendo, increasingly louder
<<dim>	>	diminuendo, increasingly softer
<<acc>	>	accelerando, increasingly faster
<<rall>	>	rallentando, increasingly slower

Changes in voice quality and articulation, with scope

<<creaky>	>	glottalized
<<whispery>	>	change in voice quality as stated

Annexe IV: Transcription de l'interview X-1

{02:03} 0096 **X** and what
{02:05} 0097 were your motivations
{02:06} 0098 °h to work there
{02:07} 0099 (.)
(...)
{02:28} 0119 **X-1** °hh
{02:29} 0120 eeehm and my motivations
{02:31} 0121 =to <<len > start here was eeh that >
{02:33} 0122 (.)
{02:33} 0123 eeehm
{02:34} 0124 (---)
{02:35} 0125 after my studies and then internship
{02:37} 0126 that I did in Brussels
{02:38} 0127 = I wanted to continue in this international
{02:41} 0128 (--)
{02:41} 0129 environment so to say
{02:43} 0130 (--)
{02:44} 0131 and (.) ehm
{02:45} 0132 (-)
{02:45} 0133 therefore I applied for this position and
{02:48} 0134 (.) were lucky to be accepted
{02:49} 0135 (1.14)
{02:50} 0136 °hh
{02:51} 0137 (---)
{02:52} 0138 **X** <<smiling voice > okay
{02:52} 0139 (--)
{02:53} 0140 °h (.) thank you >
{02:54} 0141 (.) so ehm the f
{02:55} 0142 (.)
{02:55} 0143 second question (.) i:s
{02:57} 0144 (.)
{02:57} 0145 eeher about you:r
{02:59} 0146 (-)
{02:59} 0147 linguistic skills
{03:00} 0148 (.) and intercultural skills
{03:02} 0149 (-)
{03:03} 0150 **X-1** m_hm
{03:03} 0151 **X** (.) can you give me a quick overview of them ?
{03:05} 0152 (-)
{03:06} 0153 **X-1** ((noise)) (.) yeah °h
{03:06} 0154 (.)
{03:07} 0155 so erhm
{03:08} 0156 (--)
{03:09} 0157 <<len > as

{03:09} 0158 = i am born to a family of er >
 {03:11} 0159 = a peruvian father and an austrian mother
 {03:14} 0160 i grew up with <<laughing > intercultural communication issues >
 {03:17} 0161 in family life ehm
 {03:19} 0162 °h and ehm yeah it was
 {03:21} 0163 (--)
 {03:22} 0164 <<dim> always an international atmosphere cause we always had ehm
 yeah >
 {03:25} 0165 °h
 {03:26} 0166 << f > family members from abroad >
 {03:27} 0167 <<all > i have a lot of family members from different countries and
 so
 {03:30} 0168 °h ehm i like this international atmosphere and always want to
 continue > and
 {03:35} 0169 °h
 {03:36} 0170 this area and ehrr
 {03:38} 0171 (---)
 {03:39} 0172 luckily i'm kind good in foreign languages i'm so good in maths
 {03:43} 0173 but ehm therefore in school i already started to learn
 {03:47} 0174 french and english and
 {03:48} 0175 (.) latin which is obviously of no use at the moment but well
 {03:51} 0176 (.) and ehm then I continue << all > i mean >
 {03:54} 0177 (.) i grew up with spanish
 {03:56} 0178 (-)
 {03:56} 0179 as a second mother tongue
 {03:58} 0180 (-)
 {03:58} 0181 in addition to german
 {03:60} 0182 (-)
 {04:00} 0183 ((tongue clucking)) and then after school i continued
 {04:03} 0184 °hh
 {04:04} 0185 ehrrm
 {04:05} 0186 with these three foreign languages and expanded them to italian
 portuguese and greek
 {04:11} 0187 (1.52)
 {04:12} 0188 and that (.) it seven languages at the moment
 {04:15} 0189 **x** (.) h° ehrr
 {04:15} 0190 (.) that's
 {04:16} 0191 (-) impressive
 {04:17} 0192 (---)
 {04:18} 0193 °hh
 {04:19} 0194 were you prepared or trained to work within the ehrr 1:
 {04:22} 0195 (.) multilingual and intercultural work environment ?
 {04:25} 0196 (-)
 {04:26} 0197 **x-1** ((tongue clucking)) humm
 {04:27} 0198 (-)
 {04:27} 0199 yeah from the family background yes
 {04:29} 0200 (.) because ermm yeah mm my mother was
 {04:32} 0201 working in an embassy here in austria

{04:34} 0202 and so erm
 {04:35} 0203 (.)
 {04:35} 0204 she always had to deal with <<laughing> intercultural (xxxx)
 {04:39} 0205 in different communication and languages
 {04:41} 0206 (-)
 {04:42} 0207 erm from my family side i'm used to communicate
 {04:44} 0208 = in different languages and switching from one language
 {04:47} 0209 = to the other quickly
 {04:49} 0210 (--)
 {04:49} 0211 and erm
 {04:50} 0212 (-)
 {04:51} 0213 we al as i said we always had international guests
 {04:54} 0214 = at home with different languages and and
 {04:56} 0215 °h
 {04:56} 0216 in study time i i also
 {04:58} 0217 (--)
 {04:59} 0218 had (.)
 {04:59} 0219 a lot of travel activities and
 {05:02} 0220 (-)
 {05:02} 0221 always like to practice my foreign languages so
 {05:05} 0222 (-) °h
 {05:05} 0223 erm (.) i i was
 {05:07} 0224 = trained er
 {05:08} 0225 not only from this family background but also erm
 {05:11} 0226 (.) in the university because i had erm
 {05:13} 0227 (--)
 {05:14} 0228 a specialization in
 {05:15} 0229 (--)
 {05:16} 0230 business economics with a focus
 {05:18} 0231 = on administration
 {05:21} 0232 (.) public administration
 {05:22} 0233 (-) °h
 {05:23} 0234 and erm there i always
 {05:25} 0235 chose erm
 {05:26} 0236 (--)
 {05:26} 0237 as erm <<creaking voice > mmmm > (.)
 {05:28} 0238 elective course erm foreign languages
 {05:31} 0239 and erm this was
 {05:32} 0240 (-)
 {05:32} 0241 <<len > french
 {05:33} 0242 (--)
 {05:33} 0243 spanish and english at that time
 {05:35} 0244 °h and erm (-) >
 {05:37} 0245 yeah (.) ehr as i specialized
 {05:39} 0246 = in human resources management
 {05:42} 0247 (.) i also had a lot of
 {05:44} 0248 (.) intercultural trainings there

{05:45} 0249 (--)
 {05:46} 0250 and later on during the job
 {05:48} 0251 (--)
 {05:48} 0252 i continued erm in this field
 {05:50} 0253 (.) and and had additional trainings
 {05:53} 0254 (1.31)
 {05:54} 0255 **X** okay
 {05:54} 0256 (1.05)
 {05:55} 0257 **X** °h
 {05:56} 0258 (0.81)
 {05:56} 0259 **X** erm
 {05:57} 0260 (0.89)
 {05:58} 0261 **X** but speaking about <<len> language >
 {06:01} 0262 (.) which languages are (.)
 {06:02} 0263 spoken in the boku international relation
 {06:05} 0264 (0.37)
 {06:05} 0265 ((noise non identified))
 {06:05} 0266 (-)
 {06:06} 0267 **X-1** well in our team of course in the day to day communication we speak
 german
 {06:10} 0268 (-)
 {06:10} 0269 **X** hum
 {06:10} 0270 (--)
 {06:11} 0271 **X-1** err as most of our team members
 {06:13} 0272 (.) are (.) err (.) german native
 {06:15} 0273 (.) speakers however erm
 {06:17} 0274 °hh
 {06:17} 0275 we have a lot of international guests
 {06:20} 0276 =coming to visit us
 {06:21} 0277 (-) and err usually
 {06:23} 0278 (1.04)
 {06:24} 0279 **X-1** the communication with them is
 {06:26} 0280 (.) hum (-)
 {06:26} 0281 in english however if they come from a country where's
 {06:30} 0282 (.) somebody of our team (.)
 {06:32} 0283 speaks the language then we communicate
 {06:34} 0284 (.) in that language with the guests
 {06:36} 0285 (--)
 {06:36} 0286 and the same is true for email
 {06:38} 0287 = correspondence with our partners universities so it's
 {06:41} 0288 (-) mostly either german or english
 {06:44} 0289 (.) but erm
 {06:45} 0290 °hh if we know
 {06:46} 0291 (-) the language of the country then we also
 {06:49} 0292 (.) <<creaky voice > write the email in that language
 {06:51} 0293 (0.61)
 {06:51} 0294 **X** <<creaky voice > okay: > (.) and do you:

{06:53} 0295 [[(-) notice a difference (.)]]

{06:53} 0296 [[((noise))]]

{06:55} 0297 **X** between the internal connati

{06:57} 0298 (.) communication °h

{06:58} 0299 (.) and the external communication in your daily: interactions ?

{07:02} 0300 (2.05)

{07:04} 0301 **X-1** ehrr

{07:05} 0302 (1.32)

{07:06} 0303 I mean of course there is always a difference

{07:08} 0304 if you communicate to your team members or if you

{07:10} 0305 = communicate to an external person

{07:12} 0306 (--)

{07:13} 0307 err but from the language side there is no difference because

{07:16} 0308 (--)

{07:17} 0309 personally for me (xxx) it's the same

{07:19} 0310 if i talked in english or german or whatever language

{07:21} 0311 (--)

{07:22} 0312 **X** <<p > okay >

{07:22} 0313 (1.58)

{07:23} 0314 **X** and

{07:24} 0315 (---)

{07:25} 0316 which kind of

{07:25} 0317 (.) intercultural and multilingual challenges occurs bb

{07:29} 0318 (---)

{07:30} 0319 or could occurs in your

{07:32} 0320 °h interactions

{07:33} 0321 (1.58)

{07:34} 0322 **X-1** °hhh

{07:35} 0323 euh

{07:36} 0324 (-)

{07:36} 0325 in the (.) well in business euhm

{07:39} 0326 ((inbreath of 1.2 sec))

{07:40} 0327 ((noise))

{07:40} 0328 (---)

{07:41} 0329 hhhh°

{07:42} 0330 (2.56)

{07:44} 0331 **X-1** °hhh

{07:45} 0332 i can't remember any particular challenge i think the biggest

{07:49} 0333 =challenge

{07:50} 0334 (.) euhm

{07:51} 0335 (---)

{07:51} 0336 is that you get

{07:52} 0337 your how do you say your bias euhm because

{07:55} 0338 (-)

{07:56} 0339 even though you know that you always have to stay interculturally

{07:59} 0340 (.) sensible and and euh

{08:01} 0341 be euh

{08:02} 0342 (-)
 {08:03} 0343 ja euh
 {08:04} 0344 full of empathy and react to your (.)
 {08:06} 0345 colleagues still might be
 {08:08} 0346 (.) an unconscious bias in your mind euh that
 {08:11} 0347 (-)
 {08:11} 0348 suddenly popped up
 {08:12} 0349 (0.92)
 {08:13} 0350 **X-1** but euh
 {08:14} 0351 (1.62)
 {08:16} 0352 **X-1** ex (.) except for that (.)
 {08:18} 0353 <<p > i i wouldn't say i have (.) any particular challenges >
 {08:21} 0354 (0.92)
 {08:22} 0355 **X** << p > okay >
 {08:22} 0356 (---)
 {08:23} 0357 euhrm
 {08:23} 0358 (-)
 {08:24} 0359 are involved
 {08:25} 0360 (.) in international interregional or intercultural projects
 {08:29} 0361 **X-1** (-)
 {08:30} 0362 oh yes
 {08:30} 0363 (.)
 {08:31} 0364 [[i have]]
 {08:31} 0365 **X** [[yeah]]
 {08:31} 0366 **X-1** ((laugh)) << laughing voice > quite a lot of them >
 {08:33} 0367 (.) so we have
 {08:34} 0368 (.) euh of course our international master programs where we have
 euhm
 {08:39} 0369 °hh
 {08:39} 0370 << all > cooperations with partners universities in different
 countries and have to work euhm
 {08:43} 0371 = on the study programme together >
 {08:45} 0372 (-)
 {08:45} 0373 euhm and also
 {08:46} 0374 <<creaky voice > mm
 {08:47} 0375 = euh > technical partners that to say are kind consultant for an
 {08:51} 0376 (-)
 {08:52} 0377 project of african universities
 {08:54} 0378 << p > they try to established a system similar to Erasmus
 {08:57} 0379 for exchanging students and staff
 {08:59} 0380 (1.28)
 {09:00} 0381 **X-1** °h
 {09:00} 0382 (--)
 {09:01} 0383 and euh
 {09:02} 0384 (.) it's always
 {09:03} 0385 (1.04)
 {09:04} 0386 **X-1** << p > nice (.) when have those meetings
 {09:06} 0387 (-)

{09:07} 0388 °h
 {09:07} 0389 and euhm
 {09:09} 0390 yeah so so << creaky voice > euhmm >
 {09:11} 0391 i have also a lot of communication with our partners universities
 {09:15} 0392 (-) °h
 {09:16} 0393 or euhm
 {09:17} 0394 projects like the european university that we are member of
 {09:20} 0395 (.) so there are a lot of
 {09:21} 0396 (.) << dim > meetings related to specific projects
 {09:24} 0397 with different partners from all over the world
 {09:26} 0398 (1.54)
 {09:28} 0399 **X** okay
 {09:28} 0400 (--)
 {09:29} 0401 euh is there a:n
 {09:31} 0402 official language policy within
 {09:33} 0403 (.) those projects
 {09:35} 0404 (0.95)
 {09:36} 0405 **X-1** ((tongue clucking)) (.) euhm
 {09:37} 0406 (-) << laughing voice > yes it is
 {09:38} 0407 and at at boku itself well we also have a language (.) policy
 {09:42} 0408 °hh
 {09:43} 0409 euhm
 {09:44} 0410 (--)
 {09:44} 0411 so
 {09:45} 0412 (-)
 {09:45} 0413 i have to admit that in most of the projects
 {09:48} 0414 (.) english is the lingua franca that is spoken
 {09:50} 0415 (1.16)
 {09:51} 0416 ((tongue clucking))
 {09:52} 0417 **X-1** and euhm only during the informal
 {09:54} 0418 (.) coffee break in between
 {09:56} 0419 << all > you switch to other languages if you know that the
 colleagues speak the same language also but >
 {10:01} 0420 (---)
 {10:02} 0421 **X** okay
 {10:02} 0422 (---)
 {10:03} 0423 euhm
 {10:03} 0424 (1.58)
 {10:05} 0425 **X** in this language policy
 {10:07} 0426 (.) is this language policy accepted in everyday
 {10:10} 0427 (.) day interactions
 {10:11} 0428 euh with the working team
 {10:13} 0429 (.) or and if not
 {10:14} 0430 °h
 {10:15} 0431 euh how does the working environment relac (.) react
 {10:18} 0432 to specific situations
 {10:20} 0433 (--)

{10:21} 0434 **x-1** °h
 {10:21} 0435 euhm
 {10:22} 0436 (.)
 {10:22} 0437 basically it is accepted
 {10:23} 0438 (-)
 {10:24} 0439 for instance if we think of the meeting that our euhm
 {10:26} 0440 = international committee here at boku has
 {10:29} 0441 °hh
 {10:29} 0442 euhm (.) so euhm
 {10:31} 0443 (-)
 {10:31} 0444 twice a year there are holding a bigger group with
 {10:34} 0445 = all the colleagues from the fifteen departments
 {10:36} 0446 = and in the fifteen departments we have some colleagues
 {10:38} 0447 (-)
 {10:39} 0448 who are not german language natives
 {10:41} 0449 (.) speakers so it's (.)
 {10:42} 0450 = always common that at the beginning of the meeting we ask
 {10:44} 0451 = which language we should use for the meeting german or english
 {10:47} 0452 (---)
 {10:48} 0453 and
 {10:49} 0454 (---)
 {10:49} 0455 then we we go ahead with that language so it's
 {10:52} 0456 (.) we usually accepted from everybody
 {10:55} 0457 (-)
 {10:55} 0458 euh (.) that euh
 {10:56} 0459 (.) << p > the meeting language can be switched
 {10:58} 0460 according to the needs of the group and this is also true for our >
 {11:01} 0461 (-)
 {11:02} 0462 courses offered at the university
 {11:04} 0463 (---)
 {11:05} 0464 so of course basically the courses are
 {11:07} 0465 (--)
 {11:07} 0466 listed to be given in a special language either german or english
 mostly
 {11:11} 0467 (-)
 {11:12} 0468 euhm but if there is a student who does not understand
 {11:15} 0469 = this language then usually the teacher tries to find a way to
 {11:19} 0470 ((inbreath of 1.094 sec))
 {11:20} 0471 either discuss it with the whole group of students
 {11:22} 0472 = to switch the language
 {11:23} 0473 (.) or euhm
 {11:24} 0474 (.) to find (.) a s:
 {11:25} 0475 (.) << p > special solution for the exams also for the student >
 {11:28} 0476 (--)
 {11:29} 0477 **x** << pp > okay >
 {11:29} 0478 (1.11)
 {11:30} 0479 **x** °h euhm

{11:32} 0480 (.) ((chair creaking)) (.)

{11:33} 0481 X now we are °h more (.) focusing on the

{11:35} 0482 (.) working

{11:36} 0483 (.) euh (.) organisation

{11:38} 0484 (-)

{11:38} 0485 do you notice

{11:39} 0486 (-)

{11:39} 0487 differences on the level of organization

{11:42} 0488 (.)

{11:42} 0489 of the daily work

{11:43} 0490 (.) between (.) colleagues

{11:44} 0491 (-)

{11:45} 0492 having a different culture backgrou

{11:47} 0493 (.) background

{11:47} 0494 (4.03)

{11:51} 0495 X-1 not really because euhm

{11:53} 0496 = i mean i have several team members

{11:55} 0497 = from different euhm

{11:57} 0498 (1.74)

{11:59} 0499 X-1 backgrounds <<creaking voice > euhr >

{12:00} 0500 but mostly mixed (.)

{12:01} 0501 backgrounds like myself so with (.)

{12:04} 0502 one austrian parent and an other

{12:06} 0503 (-)

{12:06} 0504 different << laughing voice > country parent so to say >

{12:08} 0505 = so euhm

{12:09} 0506 °hh

{12:10} 0507 they have double nationality

{12:12} 0508 << pp > but they mostly use austrian nationality and where living

{12:15} 0509 (-)

{12:15} 0510 for quite a long time in austria before they start to work here so

{12:19} 0511 (.) °h (.)

{12:20} 0512 I

{12:20} 0513 (.)

{12:20} 0514 didn't have any cultural

{12:23} 0515 (1.37)

{12:24} 0516 X-1 << pp > major challenges in my (.) team even >

{12:27} 0517 (-)

{12:27} 0518 when i had

{12:28} 0519 (--)

{12:28} 0520 other nationals

{12:29} 0521 °hh

{12:30} 0522 euhm i also had no intercultural challenges with

{12:34} 0523 (.) the: languages teachers who are usually

{12:37} 0524 (.) °h (.)

{12:37} 0525 euhm

{12:38} 0526 <<p > nationals from different countries

{12:40} 0527 ((tongue clucking)) (.)
 {12:41} 0528 who give their
 {12:42} 0529 (--)
 {12:42} 0530 << pp > euh
 {12:43} 0531 (-)
 {12:43} 0532 language training here >
 {12:44} 0533 (.) °hh
 {12:45} 0534 euhm
 {12:46} 0535 (2.61)
 {12:48} 0536 **X-1** so
 {12:49} 0537 (--)
 {12:50} 0538 no also with the departments
 {12:51} 0539 = << all > because as i said boku is already quite an international
 university' with >
 {12:55} 0540 (.) quite a high number of international staff members
 {12:57} 0541 (---)
 {12:58} 0542 << pp > but even then i
 {12:59} 0543 (-)
 {12:60} 0544 didn't
 {12:60} 0545 (--)
 {13:00} 0546 encounter any
 {13:02} 0547 (.) problem i would say no >
 {13:03} 0548 (--)
 {13:04} 0549 **X** okay
 {13:04} 0550 (-)
 {13:05} 0551 because my
 {13:06} 0552 (-)
 {13:06} 0553 euhm
 {13:07} 0554 (.) following question was about the °h
 {13:09} 0555 strategies to negotiate those
 {13:12} 0556 (-)
 {13:12} 0557 yeah differences
 {13:13} 0558 (-) °h
 {13:14} 0559 **X-1** ?hm i'm sorry
 {13:15} 0560 (.) no
 {13:16} 0561 [[euhm xx]]
 {13:16} 0562 **X** [you [you just] mentioned the lingua franca previously]
 {13:19} 0563 **X-1** (.) yeah
 {13:19} 0564 **X** (.) okay
 {13:19} 0565 (1.12)
 {13:21} 0566 **X** °h
 {13:21} 0567 and the last question is about
 {13:23} 0568 = how does the creation of a
 {13:25} 0569 (.) team culture
 {13:26} 0570 (-)
 {13:26} 0571 << p > mean to you >
 {13:27} 0572 (--)

{13:28} 0573 the
 {13:28} 0574 (.) yeah (.) the
 {13:29} 0575 (-)
 {13:29} 0576 [[yeah]]
 {13:29} 0577 X-1 [how does it mean to me or what does it mean to me]
 {13:32} 0578 X yeah how important is it
 {13:33} 0579 (--)
 {13:34} 0580 X-1 << surprised > oh > that's
 {13:34} 0581 definitely important
 {13:36} 0582 euhm because if you don't have a functioning
 {13:38} 0583 team then the whole system << smiling voice > crashes sometimes so
 euhm
 {13:42} 0584 °hh
 {13:43} 0585 euhrm
 {13:44} 0586 (--)
 {13:44} 0587 (tongue clucking)
 {13:44} 0588 that's why i always try to have our weekly team meeting
 {13:47} 0589 = which are of course nowadays more challenging
 {13:49} 0590 = due to << laughing voice > corona and > the situation that we are
 {13:52} 0591 (.) << p > split in two
 {13:53} 0592 (.) half teams so to say
 {13:54} 0593 °hh
 {13:55} 0594 but euhm
 {13:56} 0595 (--)
 {13:57} 0596 ((tongue clucking)) i try to keep close cont
 {13:58} 0597 (.) close contact to all of my team members and euhm
 {14:01} 0598 °hh
 {14:02} 0599 pass by basically
 {14:03} 0600 (.) every morning or before i leave
 {14:05} 0601 to see euhm if the individual
 {14:08} 0602 (.) team members
 {14:09} 0603 (.) (have) any special
 {14:10} 0604 (-)
 {14:10} 0605 problems or issues that they want to discuss bilaterally perhaps
 {14:14} 0606 °hh
 {14:14} 0607 and if if i notice that
 {14:16} 0608 (.) euhrm
 {14:17} 0609 (.) there are some problems then euhrm
 {14:19} 0610 °h
 {14:20} 0611 i try to
 {14:21} 0612 (.) talk either to the colleague (.)
 {14:22} 0613 directly or if necessary to the colleagues who are involved
 {14:26} 0614 in the team and try to solve it
 {14:27} 0615 (.) °h
 {14:28} 0616 euhm in one piece we also have theuh
 {14:30} 0617 (---)
 {14:31} 0618 euhm

{14:32} 0619 (-)
 {14:32} 0620 y: yeah a workshop of of communications
 {14:35} 0621 styles and behaviors in our
 {14:37} 0622 (.) team
 {14:37} 0623 (--)
 {14:38} 0624 << p > euhm that was some years ago >
 {14:40} 0625 (-)
 {14:43} 0626 [<< dim > where we also discuss to have some external feedback on
 it]
 {14:43} 0627 [[phone vibring]]
 {14:44} 0628 **X-1** (.)
 {14:44} 0629 to improve our team collaboration >
 {14:47} 0630 (--)
 {14:47} 0631 << p > and so i'm always very euhm >
 {14:49} 0632 (--)
 {14:50} 0633 or i try to be very sensible to << laughing voice > anything that
 related to my team > because
 {14:54} 0634 << dim > euh i know that if the team is not euh >
 {14:56} 0635 (.) °h
 {14:57} 0636 there if there're some misunderstanding within the team or some
 {15:01} 0637 (--)
 {15:02} 0638 hidden conflits: euhm this can have a
 {15:04} 0639 (-)
 {15:04} 0640 very bad << laughing voice > impact on > the services that we offer
 and that's
 {15:08} 0641 (.) euhm
 {15:08} 0642 (---)
 {15:09} 0643 << dim > one of my key priorities
 {15:11} 0644 to always offer good services and have an efficiently working team
 {15:14} 0645 (1.25)
 {15:16} 0646 **X** okay
 {15:16} 0647 (-)
 {15:16} 0648 thank (.) you
 {15:17} 0649 (.) and (.) what about the euh
 {15:19} 0650 °hh
 {15:20} 0651 euhrm
 {15:20} 0652 (-) project
 {15:21} 0653 (.) external (.) of the office
 {15:23} 0654 (.)
 {15:23} 0655 [[euhrm]]
 {15:23} 0656 **X-1** [[m_hm]]
 {15:24} 0657 **X** (--)
 {15:25} 0658 how important is the:
 {15:27} 0659 (-)
 {15:27} 0660 team culture (.)
 {15:28} 0661 among those projects
 {15:29} 0662 (---)
 {15:30} 0663 **X-1** euhrm

{15:31} 0664 (1.86)

{15:33} 0665 X-1 yeah that's interesting because euhm

{15:35} 0666 (---)

{15:36} 0667 it it varies

{15:37} 0668 = from project to project

{15:39} 0669 so in some projects

{15:40} 0670 there is an explicit euhm

{15:43} 0671 (--)

{15:44} 0672 how to say team building euhm event at the beginning

{15:47} 0673 ((noise))

{15:47} 0674 X-1 << all > during the kick-off i mean every project of course has a kick-off meeting >

{15:51} 0675 °hh

{15:51} 0676 euhm

{15:52} 0677 (.) but obviously it depends euhm

{15:55} 0678 (---)

{15:55} 0679 if there're new partners that haven't been working together for so long

{15:59} 0680 (--)

{15:60} 0681 we usually always try to have some ice-breaking activities in the beginning and

{16:04} 0682 and euhm

{16:05} 0683 (-)

{16:05} 0684 make sure that we all start from the same terms

{16:08} 0685 (-)

{16:08} 0686 and that we define clear communication euhm

{16:11} 0687 (-)

{16:12} 0688 methods

{16:13} 0689 that's (.)

{16:13} 0690 clear if it's either by MS Team or by email or which

{16:17} 0691 (.) communication channels should be used and

{16:19} 0692 (.) those things

{16:20} 0693 (.) and which languages obviously

{16:22} 0694 °hhh

{16:23} 0695 euhm

{16:23} 0696 (-)

{16:24} 0697 but in other projects where euhm

{16:26} 0698 = the partner universities are already more

{16:28} 0699 = familiar with each other and have been

{16:30} 0700 = collaborating for quite some years then of

{16:32} 0701 (.) course you go directly to the

{16:33} 0702 (.) topic of the << laughing voice > project > and do not

{16:35} 0703 °hh

{16:36} 0704 spend much time on on

{16:38} 0705 (-)

{16:39} 0706 << dim > defining those those team euhr

{16:41} 0707 (.) culture structure elements >

{16:42} 0708 (-) °h

{16:43} 0709 **X** << p > okay >
{16:43} 0710 (-)
{16:44} 0711 **X-1** and (.) and (.) euhrm
{16:45} 0712 (-)
{16:46} 0713 yeah
{16:46} 0714 (2.69)
{16:49} 0715 **X-1** << pp > I would say that's it
{16:50} 0716 (-)
{16:50} 0717 ((laughs))
{16:50} 0718 **X** <<p > okay (.) thank you for>
{16:52} 0719 (-)
{16:52} 0720 your answers
{16:53} 0721 °hh

Annexe V: Transcription de l'interview X-2

{01:26} 0001 **X** what were your motivations to work (.) here
{01:29} 0002 (-)
{01:29} 0003 **X-2** ah (-) to
{01:30} 0004 (-) to work at boku international relation ?
{01:32} 0005 (-)
{01:32} 0006 **X** or (.) both
{01:33} 0007 h°
{01:33} 0008 **X-2** oh (.) both
{01:34} 0009 °hh
{01:34} 0010 euhm
{01:35} 0011 (1.78)
{01:37} 0012 **X-2** so
{01:37} 0013 (--)
{01:38} 0014 for
{01:38} 0015 (-)
{01:39} 0016 boku (.) international relations i:
{01:41} 0017 (1.14)
{01:42} 0018 **X-2** euh euh i was when i was (.)
{01:43} 0019 when i started looking for a job after
{01:45} 0020 (.) after euhm
{01:46} 0021 (-) my studies
{01:47} 0022 °hhh
{01:48} 0023 i (.) thought
{01:49} 0024 (-)
{01:49} 0025 that i would be very interested in going to
{01:51} 0026 (-)
{01:52} 0027 work
{01:52} 0028 (-) in
{01:53} 0029 (-- yeah in in internationale: environment
{01:57} 0030 °hhh
{01:58} 0031 euhm
{01:58} 0032 (---)
{01:59} 0033 and one of my friend (.) she has been working (.)
{02:01} 0034 in the international office at another university in in Vienna

{02:05} 0035 (.) and told me a lot (.) of things
{02:06} 0036 (.) °hh
{02:07} 0037 and it sounds really (.) interesting
{02:09} 0038 °h
{02:09} 0039 to me i wanted (.) to work with
{02:11} 0040 (-)
{02:11} 0041 with
{02:12} 0042 yeah international
{02:13} 0043 (.) people and (.) make those
{02:14} 0044 (-)
{02:14} 0045 experiences
{02:15} 0046 (--)
{02:15} 0047 and euhm
{02:16} 0048 (--)
{02:17} 0049 and then i started looking for
{02:19} 0050 (--)
{02:19} 0051 for euhm
{02:20} 0052 (-)
{02:21} 0053 different
{02:22} 0054 (-)
{02:22} 0055 yeah job positions
{02:23} 0056 °hh
{02:24} 0057 and i found
{02:25} 0058 (-)
{02:25} 0059 that one (.) here which was a maternity
{02:27} 0060 (.) leave (-) replacement
{02:29} 0061 (--)
{02:30} 0062 euhm (.) position
{02:31} 0063 (--)
{02:31} 0064 and
{02:32} 0065 (--)
{02:33} 0066 yeah i decided to (.) apply
{02:34} 0067 (--)
{02:35} 0068 and actually the (.) first time i applied it didn't (.) work out
(laughs)
{02:38} 0069 °hh
{02:39} 0070 so (.) but then for the sec i tried again and for the second time

{02:42} 0071 (-)
{02:42} 0072 it worked out and i took the the maternity
{02:44} 0073 (-)
{02:45} 0074 leave (.) position for XX
{02:46} 0075 (---)
{02:47} 0076 and (-) euhm
{02:49} 0077 (--)
{02:49} 0078 yeah i work (.) in this (.) in this position (.) for
{02:52} 0079 (---)
{02:53} 0080 euh (-) one and a half year or something
{02:55} 0081 (1.11)
{02:56} 0082 **X-2** and then actually the:
{02:57} 0083 (-)
{02:58} 0084 the
{02:58} 0085 (1.38)
{02:59} 0086 **X-2** then we got
{03:00} 0087 (-)
{03:01} 0088 funded
{03:01} 0089 (-)
{03:01} 0090 the
{03:02} 0091 (-) got the funding the eu funding for (.) the
{03:04} 0092 (-)
{03:05} 0093 master programm
{03:05} 0094 (-)
{03:06} 0095 where i'm (.) working now also
{03:07} 0096 (-)
{03:08} 0097 euhm and they were looking because
{03:10} 0098 (-)
{03:10} 0099 XX came back fr (.)
{03:11} 0100 from her maternity leave and i they were looking also (.) for
{03:14} 0101 (--)
{03:15} 0102 i
{03:15} 0103 (--)
{03:15} 0104 ()
{03:16} 0105 the
{03:17} 0106 (--)

{03:17} 0107 the coordinator of
 {03:18} 0108 (.) that master (.) program was looking (.) at (.) for
 {03:20} 0109 (.) a person (.) to
 {03:21} 0110 (-)
 {03:21} 0111 do the administration of this
 {03:23} 0112 (.) program
 {03:24} 0113 °h
 {03:24} 0114 and they asked me because i had already been
 {03:26} 0115 (-)
 {03:27} 0116 involved (.) in a
 {03:28} 0117 (.) application to the european union
 {03:30} 0118 (--)
 {03:31} 0119 and i h° wanted to stay at boku also
 {03:33} 0120 (-) °hh
 {03:34} 0121 so i
 {03:34} 0122 (-)
 {03:35} 0123 yeah
 {03:35} 0124 (-)
 {03:35} 0125 decided to
 {03:36} 0126 (-) that was not even an application but i
 {03:38} 0127 (--)
 {03:39} 0128 euh yaeh i was taken for this
 {03:41} 0129 (-)
 {03:41} 0130 job
 {03:41} 0131 **X** (-) ((tongue clucking) okay
 {03:42} 0132 (--)
 {03:43} 0133 yeah so intercultural and:
 {03:46} 0134 (--)
 {03:46} 0135 euh multilingual euh:
 {03:48} 0136 (-)
 {03:49} 0137 working environment was one of (.) your
 {03:51} 0138 (-)
 {03:51} 0139 motivation
 {03:51} 0140 **X-2** yes
 {03:52} 0141 (-) m_hm
 {03:53} 0142 (-)

{03:53} 0143 i other motivations (.) also i was
 {03:55} 0144 (-) °h (---)
 {03:56} 0145 i really like
 {03:57} 0146 (-)
 {03:57} 0147 boku
 {03:58} 0148 (.) <<laughing voice > haha the the environment is
 {03:59} 0149 (.) green environment and
 {04:01} 0150 °h
 {04:01} 0151 also the sustainability focus (.) and aspect
 {04:04} 0152 (---)
 {04:05} 0153 and
 {04:05} 0154 (---)
 {04:06} 0155 euh (.) part of my:
 {04:07} 0156 (-) master
 {04:09} 0157 (---)
 {04:09} 0158 program was also i had
 {04:11} 0159 (.) courses at boku
 {04:12} 0160 (1.04)
 {04:13} 0161 **x-2** so i
 {04:14} 0162 (.) i (.) thought it would be nice
 {04:15} 0163 (.) to
 {04:15} 0164 (-)
 {04:16} 0165 to work (.) here
 {04:16} 0166 (---)
 {04:17} 0167 yeah
 {04:17} 0168 (---)
 {04:18} 0169 ((both laughs))
 {04:19} 0170 (---)
 {04:20} 0171 **x** Hum:
 {04:21} 0172 (-)
 {04:21} 0173 the secin
 {04:22} 0174 (-)
 {04:22} 0175 the second question is
 {04:23} 0176 (.) can you (.) give me (.) a quick
 {04:25} 0177 (.) overview of your linguistic skills
 {04:27} 0178 (.) and (.) intercultural (.) skills

{04:28} 0179 **X-2** (-) m_hm
 {04:29} 0180 (-)
 {04:30} 0181 so: which languages i speak
 {04:31} 0182 (.) or
 {04:32} 0183 **X** (-)
 {04:32} 0184 yeah
 {04:33} 0185 (-)
 {04:33} 0186 **X-2** hum:
 {04:34} 0187 (---)
 {04:34} 0188 so my i i speak
 {04:36} 0189 (.) german my my native language is
 {04:38} 0190 (.) is german
 {04:38} 0191 (--)
 {04:39} 0192 hum (.) then (.) english
 {04:41} 0193 (-)
 {04:41} 0194 hum:
 {04:42} 0195 (1.05)
 {04:43} 0196 **X-2** i went to a bilingual school
 {04:45} 0197 (--)
 {04:45} 0198 so english was my mai my second
 {04:47} 0199 (--)
 {04:48} 0200 euh (.) means of education
 {04:50} 0201 (---)
 {04:50} 0202 hum
 {04:51} 0203 (--)
 {04:51} 0204 in school we also have (.) french
 {04:53} 0205 (-) latin
 {04:54} 0206 (---)
 {04:54} 0207 yeah french and latin
 {04:55} 0208 (-) °hh
 {04:56} 0209 and
 {04:57} 0210 (-)
 {04:58} 0211 at university i studied
 {04:59} 0212 (---) ()
 {05:00} 0213 spanish and russian
 {05:02} 0214 (--) ()

{05:03} 0215 (xxx x)

{05:03} 0216 (.)

{05:03} 0217 my russian is

{05:04} 0218 (.) better but i'm not (.) practicing it

{05:06} 0219 (---)

{05:07} 0220 and now i'm also learning chinese

{05:08} 0221 (.) i've been (.) learning

{05:09} 0222 (-) since (.) for thr for three years now

{05:11} 0223 (---)

{05:12} 0224 hum

{05:13} 0225 (1.04)

{05:14} 0226 **X-2** so this and (.) i'm

{05:15} 0227 (-)

{05:16} 0228 really interested in languages and the

{05:18} 0229 (.) structures of

{05:19} 0230 (.) of (.) different languages and what

{05:20} 0231 (.) they (.) might have (.) in common

{05:22} 0232 ((inbreath of 1.522 sec))

{05:23} 0233 so this is for my h°

{05:25} 0234 languages (.) and

{05:26} 0235 (--)

{05:27} 0236 you said

{05:27} 0237 (.) h_m

{05:27} 0238 linguistic (.) skills

{05:29} 0239 (-)

{05:29} 0240 **X** intercultural

{05:30} 0241 **X-2** ins (.) c

{05:31} 0242 (.) in

{05:31} 0243 (--)

{05:32} 0244 cutural skills

{05:32} 0245 (---)

{05:33} 0246 hum

{05:34} 0247 (1.34)

{05:35} 0248 **X-2** so like (.) the

{05:36} 0249 (1.04)

{05:37} 0250 **X-2** the most (.) of (.) hum

{05:38} 0251 (-)
 {05:39} 0252 a majority (.) of (.) of
 {05:40} 0253 (-)
 {05:40} 0254 the (.) my
 {05:41} 0255 (---)
 {05:42} 0256 th languages (.) i speak (.) in
 {05:43} 0257 (-)
 {05:44} 0258 in
 {05:45} 0259 (-) in (-) at work (.) is (.) English
 {05:47} 0260 (-)
 {05:47} 0261 i would say more english than (.) german
 {05:49} 0262 (-) °h
 {05:50} 0263 (---)
 {05:51} 0264 hum
 {05:51} 0265 (-)
 {05:52} 0266 but still it's my n
 {05:53} 0267 (.) my my native language is
 {05:54} 0268 (.) German so i i
 {05:55} 0269 (1.15)
 {05:56} 0270 **X-2** all of the
 {05:57} 0271 (---)
 {05:58} 0272 thinking and (.) like
 {05:59} 0273 (-)
 {05:60} 0274 deeper discussions (.) would
 {06:01} 0275 (.) be in german (.) i i would say
 {06:03} 0276 (-) °h
 {06:04} 0277 (1.62)
 {06:06} 0278 **X-2** yeah
 {06:06} 0279 (---)
 {06:06} 0280 this (-) is
 {06:07} 0281 **X** (.) okay
 {06:08} 0282 (---)
 {06:09} 0283 °h euh wer y
 {06:10} 0284 (-)
 {06:10} 0285 were you
 {06:11} 0286 (-)

{06:11} 0287 prepared or trained to work
 {06:13} 0288 (-) within a multilingual and
 {06:15} 0289 (-)
 {06:15} 0290 intercultural work environment
 {06:17} 0291 (1.09)
 {06:18} 0292 ((inbreaths for 1.442 sec))
 {06:19} 0293 **X-2** hum
 {06:20} 0294 (2.84)
 {06:22} 0295 **X-2** i: hum:
 {06:23} 0296 (---)
 {06:24} 0297 i don't think i was
 {06:25} 0298 (--)
 {06:26} 0299 trained (.) for it
 {06:27} 0300 (1.13)
 {06:28} 0301 **X-2** i think that when i
 {06:29} 0302 (.) apply (.) here there were also checking if i'm f
 {06:31} 0303 (.) fluent (.) in in
 {06:32} 0304 (.) in english at least and also the
 {06:33} 0305 (.) euh the
 {06:34} 0306 (--)
 {06:35} 0307 in euh
 {06:35} 0308 euh in the job
 {06:36} 0309 (-)
 {06:37} 0310 euh (.) position it said
 {06:38} 0311 (-)
 {06:39} 0312 at (.) least
 {06:40} 0313 (.) one (.) additional language
 {06:41} 0314 (--)
 {06:42} 0315 and (.) so i (.) so i
 {06:43} 0316 (.) noticed that the job interview that
 {06:45} 0317 (.) they were also switching
 {06:46} 0318 (.) between (.) english (.) and german
 {06:47} 0319 ((sniffs))
 {06:49} 0320 **X** euh
 {06:49} 0321 **X-2** but
 {06:49} 0322 (-)

{06:50} 0323 training not really i
 {06:51} 0324 (.) i think that was (.) the (.) the
 {06:53} 0325 (.) training that i received (.) at
 {06:54} 0326 (-) at (.) at school
 {06:55} 0327 (1.03)
 {06:56} 0328 **X** okay
 {06:56} 0329 (1.9)
 {06:58} 0330 **X** hum:
 {06:59} 0331 (---)
 {06:60} 0332 which language are spoken (.) at
 {07:01} 0333 (-) bo (.) ku (.) i (.) r
 {07:03} 0334 (---)
 {07:04} 0335 **X-2** which languages
 {07:04} 0336 (.) ((laughs))
 {07:05} 0337 (.) h° (-)
 {07:06} 0338 yeah mostly
 {07:07} 0339 (---)
 {07:08} 0340 mostly
 {07:08} 0341 (-) german as a
 {07:10} 0342 (-) euh languages between colleagues (.) i would say
 {07:12} 0343 (---)
 {07:13} 0344 and then also English as (.) a working language
 {07:15} 0345 (---)
 {07:16} 0346 And then sometimes you hear people
 {07:18} 0347 (-)
 {07:18} 0348 giving advice to students
 {07:20} 0349 **X** (-) ah
 {07:20} 0350 **X-2** (.) it's not
 {07:21} 0351 (-) that (.) common now but
 {07:22} 0352 (.) sometimes
 {07:23} 0353 (---)
 {07:24} 0354 oh (.) in the past haha
 {07:25} 0355 (-)
 {07:25} 0356 people also
 {07:27} 0357 (---)
 {07:27} 0358 like one of my (.)

{07:28} 0359 colleague she sometimes
 {07:29} 0360 (x) (.) euh (.) consult
 {07:31} 0361 (-) ed
 {07:31} 0362 (.) in
 {07:32} 0363 (--)
 {07:33} 0364 euh
 {07:33} 0365 (--)
 {07:33} 0366 spanish and (.) italian
 {07:35} 0367 (1.42)
 {07:36} 0368 **X-2** and (.) xx is sometimes also
 {07:38} 0369 (-) hum (.) consulting in dutch
 {07:40} 0370 (1.45)
 {07:41} 0371 **X** okay
 {07:42} 0372 (--)
 {07:42} 0373 **X-2** and (.) yeah (.) mostly english
 {07:44} 0374 and german
 {07:44} 0375 (.)
 {07:45} 0376 **X** okay (.) and what about (.) the:
 {07:47} 0377 (-) languages in the (.) other department
 {07:49} 0378 (-)
 {07:50} 0379 **X-2** english
 {07:50} 0380 (-)
 {07:50} 0381 (xxxxx) yeah also
 {07:52} 0382 (.) most English i i speak English to my
 {07:54} 0383 euh: to:
 {07:56} 0384 my supervisor
 {07:56} 0385 (-) we we speak english
 {07:58} 0386 (-- also to the students
 {07:59} 0387 (-) °h
 {08:00} 0388 but there are some students that are from
 {08:02} 0389 (.) germa:n
 {08:03} 0390 (-) speaking countries so then i
 {08:05} 0391 (-) euh s
 {08:06} 0392 (--)
 {08:06} 0393 i would (-) speak
 {08:07} 0394 (---)

{08:08} 0395 euhm

{08:08} 0396 (1.02)

{08:09} 0397 **X-2** if it's (.) between the two of us then maybe

{08:11} 0398 (-) german

{08:12} 0399 °hh

{08:13} 0400 But (.) e (.) the emails also i i

{08:15} 0401 (.) do like (.) I

{08:16} 0402 (-) write as for lots of students i

{08:18} 0403 sent the same emails in English

{08:20} 0404 (---)

{08:21} 0405 and euh

{08:21} 0406 (-)

{08:22} 0407 sometimes (.) a few students from

{08:24} 0408 (-)

{08:24} 0409 euhm

{08:25} 0410 (-)

{08:25} 0411 international background

{08:27} 0412 (---)

{08:27} 0413 euh (.) who want to (.) practice German and then i

{08:32} 0414 [(.) <<len > we (.) also speak (-) german >]

{08:32} 0415 [(1.07)]

{08:33} 0416 **X-2** << all > like nowadays a student from Ethiopia and >

{08:35} 0417 (.) he's in a german

{08:36} 0418 °h

{08:37} 0419 language (.) class

{08:38} 0420 (-) and it's german is actually really

{08:40} 0421 (--)

{08:40} 0422 euh (.) really good (.) and really (.) improving and so we

{08:43} 0423 (-)

{08:44} 0424 he also asked (.) me (.) if we could speak (.) in German

{08:46} 0425 (-) like slow

{08:46} 0426 (1.06)

{08:47} 0427 **X-2** easy, but it's it's working

{08:49} 0428 (-) ((laughs))

{08:50} 0429 (1.6)

{08:51} 0430 **X** okay

{08:52} 0431 (...)

{08:55} 0432 (...)

{09:04} 0433 (...)

{09:11} 0434 (...)

{09:50} 0435 (...)

{09:52} 0436 **X** are you involved in international (.) interregional or (.)
intercultural (.)

{09:56} 0437 (.) projects

{09:56} 0438 (1.88)

{09:58} 0439 **X-2** hum (-) so m_hm

{09:60} 0440 (1.13)

{10:01} 0441 **X-2** yes: i i

{10:02} 0442 (.) yeah (.) i'm

{10:02} 0443 (-)

{10:03} 0444 i'm involved in those projects

{10:05} 0445 (-) °h

{10:05} 0446 hum (-) like

{10:06} 0447 (.) here (.) at boku international relations I'm wor

{10:08} 0448 (.) working in (-) euh

{10:09} 0449 (--)

{10:10} 0450 erasmus + international mobility

{10:12} 0451 (--)

{10:13} 0452 this is a: EU (.) funded (.) programme and

{10:15} 0453 (.) euhm

{10:16} 0454 (--) yeah

{10:17} 0455 (-) ((sniffs))

{10:17} 0456 so this is a (.) very international programme (.) because we are

{10:20} 0457 (-)

{10:21} 0458 organizing the (-) the

{10:22} 0459 (-) euh (-) euhm

{10:23} 0460 (.) staff (.) and student (.) mobilities

{10:25} 0461 (-) in (.) different (-) countries

{10:27} 0462 (---)

{10:28} 0463 and then also in the in the other (.)

{10:30} 0464 in my other position

{10:32} 0465 (-) °h euhm (.) this

{10:33} 0466 (-) master programe is euh

{10:34} 0467 (-) hum is a (-)
 {10:36} 0468 programme (.) held (.) by (.) organised (.) by euhm
 {10:38} 0469 (-) a total of six different (.) euh universities
 {10:42} 0470 (--)
 {10:42} 0471 euh european universities
 {10:44} 0472 (-)
 {10:45} 0473 so this is also (.) an international
 {10:46} 0474 (---)
 {10:47} 0475 co (-) collaboration
 {10:48} 0476 (---)
 {10:49} 0477 **X** okay
 {10:50} 0478 (---)
 {10:51} 0479 hu:m
 {10:51} 0480 (-)
 {10:52} 0481 and (.) is there euh in your opinion a difference between
 {10:56} 0482 (.) internal and ex (.) ternal communication
 {10:58} 0483 (-) °h in their
 {10:59} 0484 (--) project teams
 {11:01} 0485 (-) euhm
 {11:02} 0486 ((a inbreath followed by an outbreath for 2.277 sec))
 {11:04} 0487 **X-2** hum:
 {11:05} 0488 (1.68)
 {11:07} 0489 **X-2** internal °h (.) yeah
 {11:08} 0490 (.) euh (.) so if i if i'm not going in the right direction please
 me
 {11:12} 0491 but (.) i i as i understand the question is
 {11:14} 0492 (--) euhm
 {11:16} 0493 (---)
 {11:17} 0494 so (-) within
 {11:18} 0495 (.) this are mostly in the:
 {11:20} 0496 (-) in the other
 {11:21} 0497 (-) position (-) at euh livestock sciences
 {11:24} 0498 (-) because we are working six different universities
 {11:27} 0499 (.) °h
 {11:27} 0500 so the main (.) communication
 {11:29} 0501 (.) language or main language of (.) communication
 {11:32} 0502 is english

{11:32} 0503 (--)

{11:33} 0504 but then there is also a German (.) university

{11:36} 0505 (---)

{11:37} 0506 and (-) with the colleagues from Germany i'm

{11:39} 0507 (.) euh speaking german

{11:40} 0508 (1.27)

{11:42} 0509 **X-2** euhm

{11:42} 0510 (---)

{11:43} 0511 so (-) in

{11:44} 0512 (-) h° ja

{11:45} 0513 (.) this is internal external

{11:47} 0514 (1.39)

{11:48} 0515 **X-2** so it's euh it's euh

{11:49} 0516 (---) always (-) english

{11:51} 0517 (-)

{11:52} 0518 but maybe internal is: (.) less:

{11:54} 0519 (-) formal (-) than external

{11:57} 0520 (1.61)

{11:58} 0521 So if i (.) if i imagine we are

{12:00} 0522 (.) talking to our

{12:01} 0523 (1.12)

{12:03} 0524 **X-2** project (.) officer for example that you

{12:05} 0525 (.) working at the european commission

{12:07} 0526 (-) euhm

{12:08} 0527 (-) then i would say (.) i'm more polite in

{12:11} 0528 (-)

{12:11} 0529 yeah (.) I'm (.) always quite polite in the emails but it's (.)
like maybe more

{12:15} 0530 (--) more (-) formal

{12:17} 0531 (1.16)

{12:18} 0532 **X-2** this

{12:18} 0533 (--) this is how (.) okay

{12:20} 0534 (.) ((laughs))

{12:21} 0535 **X** °hh

{12:22} 0536 euhm

{12:23} 0537 (1.02)

{12:24} 0538 **X** which kind of

{12:25} 0539 (.) intercultural or multilingual challenges

{12:28} 0540 (-)

{12:28} 0541 occur in your (.) external communication interactions

{12:32} 0542 (---)

{12:33} 0543 **X-2** in the external

{12:34} 0544 **X** (-) yeah with students and

{12:36} 0545 [[all the colleagues] outside of the office]

{12:36} 0546 **X-2** [[()]]

{12:38} 0547 (-) ah outside of the office okay

{12:40} 0548 ((inbreath for 1.315 sec))

{12:41} 0549 which problems

{12:42} 0550 (-) hum:

{12:43} 0551 (2.0)

{12:45} 0552 **X-2** also also cultural or just for the languages

{12:48} 0553 (---)

{12:49} 0554 **X** all of them

{12:49} 0555 **X-2** (.) okay

{12:50} 0556 (1.42)

{12:51} 0557 **X-2** hum

{12:52} 0558 (1.42)

{12:53} 0559 **X-2** yeah sometimes (.) i would see some

{12:55} 0560 (---)

{12:56} 0561 like (--) not (.) not severe but more

{12:58} 0562 (1.03)

{12:59} 0563 **X-2** more

{12:60} 0564 (--) funny (.) events

{13:02} 0565 (.) that (.) happened (.) like some

{13:03} 0566 (1.31)

{13:04} 0567 **X-2** <<len > misunderstanding or

{13:06} 0568 (-) euh

{13:07} 0569 (-) strange interpretation of maybe what I say or what the students said

{13:12} 0570 (-) said

{13:12} 0571 ((inbreath of 1.007 sec))

{13:13} 0572 (1.41)

{13:15} 0573 **X-2** i know some examples (.) so << laughing voice > it's hard to to to give >

{13:19} 0574 (1.07)

{13:20} 0575 **X-2** euhm h°

{13:21} 0576 (8.65)

{13:29} 0577 **X-2** i mean the students they are

{13:30} 0578 (2.85)

{13:33} 0579 **X-2** often they are asking for

{13:35} 0580 (---)

{13:36} 0581 <<lent > maybe so:me stories (.) fro:m

{13:38} 0582 (---)

{13:39} 0583 like what is the Austrian viewpoint on one topic and

{13:42} 0584 ((inbreath of 1.512 sec))

{13:43} 0585 h°

{13:44} 0586 (---) ((sniffs))

{13:45} 0587 << laughing voice > thinking of an example >

{13:47} 0588 (5.2)

{13:52} 0589 **X-2** << pp > i don't know >

{13:53} 0590 (1.05)

{13:54} 0591 **X-2** i know (.) the languages

{13:55} 0592 (--)

{13:56} 0593 like to (.) like today

{13:57} 0594 (-) <<creaky voice > we: were >

{13:59} 0595 (.) speaking about the lunch (.) like also (.) the

{14:02} 0596 (-) austrian german

{14:03} 0597 (.) and the german german it sometimes

{14:07} 0598 (1.35)

{14:09} 0599 **X-2** we understand different

{14:10} 0600 (1.46)

{14:11} 0601 **X-2** different

{14:12} 0602 (--)

{14:13} 0603 things

{14:13} 0604 (1.06)

{14:14} 0605 **X-2** it's like we use two different words for the same thing

{14:17} 0606 °hh

{14:18} 0607 or we use

{14:19} 0608 (1.31)

{14:20} 0609 **X-2** it's the same (-) word but for other things

{14:22} 0610 (-- so this way and that way
 {14:24} 0611 (3.1)
 {14:27} 0612 **X-2** actually (-) i i maybe if
 {14:29} 0613 (-) if maybe i will
 {14:30} 0614 (-) think of an example
 {14:32} 0615 (-) but there were some
 {14:33} 0616 (.) some definitely some some occurrences that
 {14:35} 0617 (1.16)
 {14:37} 0618 **X-2** << laughing voice > were a bit strange haha >
 {14:38} 0619 **X** (.) °h okay
 {14:39} 0620 (1.09)
 {14:40} 0621 **X** °hhh euhm
 {14:42} 0622 (1.34)
 {14:43} 0623 **X** << f > there is official language policy
 {14:45} 0624 (.) within the intercultural
 {14:47} 0625 (-) projects in which you are working
 {14:50} 0626 (1.05)
 {14:51} 0627 **X-2** language pollicy (-) m_hm
 {14:53} 0628 (1.74)
 {14:54} 0629 **X-2** so the ((laughs))
 {14:56} 0630 (-) maybe should (.) can you h° hh°
 {14:58} 0631 oh it's gonna be (.) too dark
 {14:59} 0632 (1.33)
 {15:01} 0633 **X-2** ((I2 turns off the lights)) (.) is it zu dark ?
 {15:01} 0634 (--)
 {15:02} 0635 () ((laughs))
 {15:04} 0636 (.) hum: i've i i
 {15:06} 0637 (-) would say that for the
 {15:08} 0638 (-- for both of my positions the
 {15:10} 0639 (---)
 {15:11} 0640 language (.) of
 {15:12} 0641 (-) euhm
 {15:13} 0642 (-) administration and organization is english
 {15:15} 0643 (.) °h
 {15:16} 0644 so (-) when I
 {15:17} 0645 (-) get (.) when when (.) when i try to

{15:20} 0646 (1.13)

{15:21} 0647 X-2 so when when i'm

{15:22} 0648 (--)

{15:22} 0649 contacting (.) people or when I'm talking to people i'm

{15:25} 0650 (-) would °h

{15:26} 0651 euhm (-) speak english

{15:27} 0652 (--)

{15:29} 0653 (--)

{15:31} 0654 (--)

{15:31} 0655 forms a:nd documents they are in English al also the master program
so

{15:36} 0656 °h in both of my jobs (.) it's english

{15:38} 0657 (--)

{15:39} 0658 we had we had one professor here (.) maybe this is also

{15:42} 0659 (--)

{15:44} 0660 °h we had one professor here one staff

{15:46} 0661 (-) a visitor from Kazakhstan

{15:48} 0662 (---)

{15:49} 0663 and his english was not really

{15:51} 0664 (--)

{15:51} 0665 good

{15:52} 0666 (-) like his spoke englsih but not

{15:54} 0667 (.) not at a very high level

{15:56} 0668 °h and also the (.) the

{15:57} 0669 (--)

{15:58} 0670 professor who was his contact person at boku: and they were

{16:02} 0671 (--)

{16:04} 0672 (-) at the same time

{16:06} 0673 (--)

{16:08} 0674 (.) cash money and << pp > euh (.) we did all the >

{16:10} 0675 °h documents and all of this

{16:12} 0676 (.) ((snifs))

{16:13} 0677 And I noticed that he's not really like something he didn't
understand in english

{16:17} 0678 i just saw from the way he was looking at me he was always polite
and smiling

{16:20} 0679 (.) °h (.) but (.)

{16:21} 0680 then he did'nt really give the: (.) reply that I

{16:25} 0681 (-- that i would expected for this question
{16:27} 0682 (.) °h
{16:28} 0683 then i i tried to switch to (.) russian
{16:30} 0684 (-) but my russian is not that good so like
{16:32} 0685 (-) yeah we we (.) just yeah we:
{16:35} 0686 (-- talked and i think it
{16:37} 0687 (-) maybe
{16:38} 0688 (-) didn't
{16:38} 0689 (-) help him that much in understanding but there was sort of
{16:42} 0690 °hh euhm
{16:43} 0691 (2.39)
{16:45} 0692 **X-2** << all > contacted another level because he noticed that i i >
{16:48} 0693 (.) tak (-) we also have this
{16:50} 0694 (.) language to (.) to interact
{16:52} 0695 (-- and when he (.)
{16:53} 0696 (.) spoke back in Russian (.) I could understand
{16:56} 0697 (-- so maybe from my side i was not
{16:58} 0698 (.) fluent or not (.) on a high level but
{17:00} 0699 (.) °hh i could understand what he:
{17:02} 0700 (-- what he said
{17:04} 0701 (-) and i felt he was (.) happier when he (.)
{17:06} 0702 (.) he noticed that i speak (.) russian
{17:08} 0703 (1.89)
{17:10} 0704 **X-2** yeah
{17:11} 0705 **X** (.) yeah that's great ((laughs))
{17:12} 0706 it's pretty interesting ((both laughs))
{17:14} 0707 (--)
{17:15} 0708 °hh euhm
{17:15} 0709 (1.32)
{17:17} 0710 **X** so
{17:17} 0711 (-) so (.) this language policy (.) is it
{17:20} 0712 (.) accepted in every:
{17:21} 0713 (.) day (.) interactions with all the working team
{17:24} 0714 (3.55)
{17:28} 0715 **X-2** hum yes i i feel it's
{17:30} 0716 (---)

{17:31} 0717 it's accepted
{17:32} 0718 (-) and euh
{17:33} 0719 (2.67)
{17:35} 0720 **X-2** hum
{17:36} 0721 (.) yeah from my colleagues i i don't think they
{17:39} 0722 °hhh
{17:40} 0723 have any problems communicating in English also with
{17:43} 0724 (.) with me if it's necessary
{17:45} 0725 (1.35)
{17:46} 0726 **X-2** but if they are from austria then then
{17:48} 0727 we probably speak german
{17:50} 0728 °hh and then fillll fillll in the forms so or write emails
{17:54} 0729 (.) in english
{17:55} 0730 °hhh
{17:55} 0731 euhh for my: (.) for my su:pervisor
{17:58} 0732 (-) and my supervisor
{17:60} 0733 (-) the other institute
{18:01} 0734 (1.0)
{18:02} 0735 **X-2** because he is
{18:03} 0736 (--) so we (.) our communication is in english
{18:06} 0737 °h but he is from (.) Slovakia
{18:07} 0738 so to say it's also not his n na (.) his native language
{18:10} 0739 (---)
{18:11} 0740 but he speaks german as well (.) quite well
{18:13} 0741 (.) much better than anyone would expected
{18:15} 0742 (.) °hh
{18:16} 0743 and (.) euhm
{18:17} 0744 (-) so sometimes if we have (.) if we have (.) meetings
{18:20} 0745 (1.34)
{18:21} 0746 **X-2** ° for example with
{18:23} 0747 (.) euhm
{18:24} 0748 study services (.) o:r
{18:26} 0749 ((inbreath of 1.252 sec))
{18:27} 0750 someone (.)
{18:28} 0751 maybe from from boku (.) like more from
{18:30} 0752 (--) higher (.) or so (.) i would say if

{18:33} 0753 (.) there are some (.) events

{18:35} 0754 (.) euhm (.) meetings (.) then

{18:36} 0755 (1.33)

{18:38} 0756 **X-2** he will also (.) switch to (.) german

{18:40} 0757 (---)

{18:41} 0758 << cresc > if that is necessary=he understands everything >

{18:44} 0759 (.) he is mostly

{18:44} 0760 (---) like he knows that

{18:46} 0761 (-) when we meet (.) we speak in english

{18:48} 0762 (2.3)

{18:51} 0763 **X** [that's that's nice of him]

{18:51} 0764 **X-2** [((laughs))]

{18:52} 0765 **X** (-)euhm (.) to take this in

{18:54} 0766 (.) into consideration

{18:56} 0767 (---)

{18:57} 0768 and (.) euhm (.) my question was

{18:59} 0769 (.) euhm

{18:60} 0770 (---) about

{19:01} 0771 (1.25)

{19:02} 0772 **X** differences on the level of organization

{19:05} 0773 °h of the daily work

{19:07} 0774 (.) between your colleagues (.) having different (.) cultural background

{19:10} 0775 (2.57)

{19:13} 0776 **X-2** m_hm

{19:13} 0777 **X** you told me about your colleague from kazakhstan

{19:16} 0778 (.) euhm

{19:16} 0779 [(.) to the way [and euh]]

{19:16} 0780 **X-2** [[he was not a]]

{19:18} 0781 (-) colleague (.) but euh

{19:19} 0782 (---)

{19:20} 0783 << creaky voice > euh >

{19:21} 0784 (--)

{19:22} 0785 mobile (.) participant or someone who come to

{19:25} 0786 °hh to:

{19:26} 0787 (--) euh (-) austria

{19:28} 0788 (-) as a (.) for a short time

{19:30} 0789 °hh euhm

{19:31} 0790 (1.11)

{19:32} 0791 **X-2** you're asking me (.) different level of (.) organization

{19:35} 0792 **X** (-) yeah (.) hm

{19:36} 0793 (3.08)

{19:39} 0794 **X-2** so for the

{19:39} 0795 (-) for some of the (.) people who are

{19:42} 0796 (--) coming

{19:43} 0797 (-) to euh

{19:44} 0798 (--) ja

{19:45} 0799 (--) professors (.) maybe lecturers from other universities

{19:49} 0800 °h euh (.) from other countries

{19:51} 0801 (--) for some countries i feel there is a

{19:54} 0802 (--) maybe a (.) difference

{19:56} 0803 (--) in hierarchy

{19:57} 0804 (---) euhm

{19:58} 0805 (--) because = yeah because i'm i'm like the

{20:01} 0806 (1.67)

{20:02} 0807 **X-2** service person so to say <<laughing voice > so i'm organizing the the

{20:06} 0808 (-) administration >

{20:07} 0809 (---)

{20:08} 0810 but for the (.) for the

{20:09} 0811 (---) (sniffs)

{20:11} 0812 in communication with that (-) person

{20:13} 0813 (-)

{20:14} 0814 if if i noticed that for example (.) the boku

{20:16} 0815 (.) contact (.) person

{20:17} 0816 (.) the person who invited this colleague from abroad to come to boku

{20:21} 0817 °h if i noticed that he is also (.) he or she is also very polite

{20:25} 0818 (--) to this person i i'm also be polite

{20:27} 0819 (.) so if he's euhm (.) p

{20:29} 0820 (---) professor dean or

{20:31} 0821 (--) someone like euh

{20:32} 0822 (-) euhm the head of institute or something

{20:35} 0823 (1.09)

{20:36} 0824 **X-2** then i would also (.) say

{20:37} 0825 (-) like (.) dear professor or would you like to

{20:39} 0826 (--) euhm

{20:40} 0827 (-) do this or that

{20:42} 0828 (-) if there someone were on my:

{20:44} 0829 (-) level (-) euh like

{20:46} 0830 (-) like euh (-)

{20:47} 0831 colleague (.) from another international office or

{20:49} 0832 (--) euhm (-)

{20:51} 0833 someone who is also organizing an international master program or

{20:54} 0834 (-) during the administration

{20:56} 0835 °hhh

{20:57} 0836 i would be more like euhm

{20:58} 0837 (1.07)

{20:59} 0838 **X-2** per personal more more direct

{21:01} 0839 (-) let's have some (.) coffee let's go for (-) a walk

{21:04} 0840 alright (-) actually i'm wrong

{21:05} 0841 (-) boku or something like this

{21:07} 0842 °hhh

{21:08} 0843 so i would would say maybe that

{21:09} 0844 (.) the language is still

{21:11} 0845 (-) the same (.) it's still english but

{21:13} 0846 (.) but the

{21:13} 0847 (-) level is different (.) <<all > i don't know >

{21:15} 0848 (1.06)

{21:16} 0849 **X-2** the (-) yeah (.) euh

{21:17} 0850 (-) addressing them

{21:19} 0851 (3.1)

{21:22} 0852 **X** there is any strategies to negotiate

{21:25} 0853 (--) those

{21:26} 0854 (-) differences

{21:27} 0855 (-) that you mentioned

{21:29} 0856 (---)

{21:29} 0857 ((noise))

{21:30} 0858 (1.51)

{21:31} 0859 **X-2** ((snifs) yes (.) so maybe one of the strategies is first i i'm a bit

{21:35} 0860 (---) mo:re

{21:37} 0861 (.) polite (.) needed i

{21:38} 0862 (-) than i would need to be

{21:40} 0863 °hh but then i notice how other people are

{21:42} 0864 (--) for example if

{21:44} 0865 (.) our head of international relations is talking to someone and i notice

{21:48} 0866 (--) she is very polite to that person I will also be (.) polite

{21:51} 0867 (--) euhm

{21:52} 0868 (---) and (.) more formal

{21:55} 0869 (---) euhm

{21:56} 0870 (--) if they are on (.) a first name basis

{21:59} 0871 (.) << dim > i would also be on a first name (.) basis >

{22:02} 0872 (.) °hh this is also something at

{22:04} 0873 (-) at boku

{22:05} 0874 (.) and in austria in generally we are

{22:07} 0875 (-) like (-) we we are

{22:09} 0876 ((inbreath of 1.014 sec))

{22:10} 0877 many people they really:

{22:12} 0878 (.) are keen on the (.) those (.) like the

{22:14} 0879 (---) titels

{22:16} 0880 (--) doctor (.) professor (.) euhm

{22:18} 0881 (-) yeah whatever

{22:19} 0882 °h euhm (.) and

{22:21} 0883 (1.69)

{22:22} 0884 **X-2** then

{22:23} 0885 (1.11)

{22:24} 0886 **X-2** if I notice that they are also using my title

{22:27} 0887 (-) to talk to me

{22:28} 0888 (-) to to address me i will also

{22:30} 0889 (-) ((noiise)) (-) address them back in their

{22:32} 0890 (--) title

{22:33} 0891 (---)

{22:34} 0892 euhm and i feel i don't know this is maybe

{22:36} 0893 (-) that i feel like this is not

{22:38} 0894 (.) the same in (.) english

{22:40} 0895 (1.69)

{22:41} 0896 **X-2** so maybe what I also can add here

{22:44} 0897 (-- euhm is

{22:45} 0898 (1.0)

{22:46} 0899 **X-2** i told you that we have a

{22:47} 0900 (.) a German (.) a partner university in Germany

{22:50} 0901 °hhh and there's one

{22:52} 0902 (.) euh one professor also who is doing the academic (.)
coordination

{22:56} 0903 (.) like my supervisor from boku here

{22:58} 0904 (.) he's (-) he's a professor there

{23:00} 0905 (---)

{23:01} 0906 but in in the program when we are meeting

{23:03} 0907 (-- like we have a consortium meeting or some meeting to discuss
something

{23:07} 0908 °h but also

{23:08} 0909 (-) people are coming for summer school or whatever

{23:11} 0910 (-) then i i will be on

{23:13} 0911 (.) first name (.) basis with all of them in english

{23:15} 0912 (.) because we are using English in a

{23:17} 0913 (.) international communication

{23:19} 0914 °h euhm

{23:20} 0915 (-) so always I would say (.) dear

{23:22} 0916 (-- first name

{23:23} 0917 (---) and then

{23:24} 0918 (-) then if I'm addressing (.) only this person (.) in

{23:27} 0919 (-- German because then we are only the two

{23:30} 0920 (-) like if we are talking to each other and just

{23:33} 0921 (.) to

{23:33} 0922 (-) or maybe or maybe

{23:35} 0923 (.) with some other partners (.) are in CC

{23:37} 0924 (1.46)

{23:39} 0925 **X-2** euh from (.) << f > from Germany >

{23:40} 0926 (---) then (.) i (.) i have

{23:43} 0927 (-- sometimes I really need to

{23:45} 0928 (1.33)

{23:47} 0929 **X-2** think hard

{23:47} 0930 (-- because I know in Germany I would

{23:50} 0931 (.) I would address him as

{23:51} 0932 °hh dear professor

{23:52} 0933 (-) sie

{23:53} 0934 (-) you know like the former

{23:55} 0935 (-) former way of addressing not (.) du

{23:57} 0936 (--) not (.) you (.) yeah

{23:59} 0937 °hhh

{23:59} 0938 so in German i would not see that

{24:02} 0939 and I noticed also that he has the same

{24:04} 0940 (1.33)

{24:05} 0941 **X-2** problem so to say for him it's also strange because he

{24:08} 0942 °h he knows everyone is addressing me as XXX

{24:10} 0943 (--) but when we are speaking

{24:12} 0944 (-) german it's really strange for him also

{24:14} 0945 (-) and he would call me

{24:16} 0946 (-) yeah (.) miss XXX

{24:17} 0947 °h or something

{24:18} 0948 (1.54)

{24:19} 0949 **X-2** << pp > to this is the (.) yeah >

{24:21} 0950 (1.08)

{24:22} 0951 **X-2** some there's a difference

{24:23} 0952 (-) << laughing voice > hum yeah (.) haha >

{24:24} 0953 (...)

{24:26} 0954 **X** yeah

{24:26} 0955 °h euhm s: (.) speaking about

{24:29} 0956 (.) euh (.) addressing people euh (.) in a team

{24:32} 0957 (---)

{24:33} 0958 the last question is

{24:34} 0959 what does the creation of a team culture

{24:37} 0960 (-) mean to you

{24:38} 0961 (2.35)

{24:40} 0962 **X-2** hum

{24:40} 0963 (1.01)

{24:41} 0964 **X-2** creation of (.) a team culture

{24:43} 0965 (-) so i think it's

{24:44} 0966 (--)

{24:45} 0967 yeah this is something=it's a process

{24:47} 0968 (-) creating this

{24:48} 0969 (-) team culture(.) because yeah (.) now we have some

{24:51} 0970 (-) some new (-) colleagues

{24:53} 0971 (--) and maybe there are not

{24:54} 0972 (-) euhm (-) like

{24:56} 0973 (.) at (.) the boku international relations

{24:58} 0974 maybe they don't know about some things that we do here like

{25:00} 0975 (-) organizing the birthday presents or something

{25:03} 0976 °hh and then

{25:04} 0977 (---)

{25:05} 0978 this (.) is (.) hard to

{25:07} 0979 (---) to (.) explain to them sometimes

{25:10} 0980 (-) but to to explain how our

{25:12} 0981 (.) team or our euhm

{25:13} 0982 (--) yeah (.) office

{25:15} 0983 (--) here works even in words it's just like

{25:17} 0984 (.) oh this is something that we do

{25:19} 0985 (-) like (-) that then we would

{25:21} 0986 (.) just take them also (.) in in the

{25:23} 0987 (--) in our (-) email

{25:25} 0988 (-) addresses (.) email communication

{25:28} 0989 (.) in calendar

{25:28} 0990 °h so this this colleague euh

{25:30} 0991 (.) is celebrating (.) her birthday soon (.) let's organize

{25:33} 0992 (-) euhm

{25:33} 0993 (---) something

{25:35} 0994 (--) for this person

{25:36} 0995 (--) euhm

{25:37} 0996 (---)

{25:38} 0997 the creation of the team (.) i think it's very important that we feel

{25:41} 0998 (.) part of a team

{25:42} 0999 °hh euhm

{25:43} 1000 (1.18)

{25:44} 1001 **X-2** and that

{25:45} 1002 (1.26)

{25:46} 1003 **X-2** also (--)

{25:47} 1004 we are doing things together which was

{25:49} 1005 (-) hard now (.) in the lit (.) like (.) last

{25:51} 1006 (-- two or three years

{25:53} 1007 °hh euhm

{25:54} 1008 (-- so now i feel like i

{25:56} 1009 (.) many of the people

{25:57} 1010 (-- there are not in the same

{25:59} 1011 (-- shift

{26:00} 1012 (-) << laughing voice > i i >

{26:02} 1013 (-) haven't seen them for a long time and I don't know (.) that i don't know

{26:05} 1014 (-) i'm missing some (.) i i this is

{26:07} 1015 (1.44)

{26:09} 1016 **X-2** i i i feel like i'm not

{26:10} 1017 (-- euhm

{26:12} 1018 (-) up to date (.) on on what is happening in there

{26:14} 1019 (-) i don't have to be up to date on their life but

{26:17} 1020 (-- sort of

{26:18} 1021 (-- i don't what is (.) like (.) hm

{26:20} 1022 (-) happening for them

{26:21} 1023 (---) and i feel it's important to (.) like

{26:24} 1024 °h to feel more as a part of a team we we also need to have (.) these

{26:29} 1025 °hh interpersonal maybe

{26:31} 1026 °hh coffee breaks like just

{26:33} 1027 (.) talk about something that is not work related

{26:35} 1028 (-- euhm (.) ((clears her throat))

{26:37} 1029 (-- to this i i

{26:38} 1030 i would say it's also easier that once we

{26:41} 1031 (-- once we

{26:42} 1032 (---)

{26:43} 1033 feel part of the team it's easier to

{26:46} 1034 (1.3)

{26:47} 1035 **X-2** go to someone and knock on their off

{26:49} 1036 (.) euh (.) like office door

{26:50} 1037 (.) knock and ask << p > can i ask you something (.) how do you do that >

{26:52} 1038 (.) how do you do that
{26:53} 1039 (.) if i if i feel part of the team it's easier to do that
{26:56} 1040 °hh i also took some time until i
{26:59} 1041 (--) until i realized how to
{27:01} 1042 (--) how to: make use of this team culture
{27:05} 1043 (.) here at boku international relations
{27:07} 1044 (1.71)
{27:08} 1045 **x-2** oh
{27:09} 1046 (--)

Annexe VI: Transcription de l'interview X-3

{00:00} 0001 (...)

{00:25} 0002 (...)

{00:34} 0003 **X** what were your motivations to work there

{00:36} 0004 (...)

{01:28} 0005 **X-3** euhm my motivation

{01:30} 0006 (-) euhm

{01:30} 0007 (-) actually my background is in language teaching i

{01:33} 0008 (.) << pp > used >

{01:34} 0009 (--) to train and work as

{01:36} 0010 (.) teacher for german as a

{01:37} 0011 (--) foreign

{01:38} 0012 (-) hum (.) language

{01:39} 0013 (-) and my focus (.) there was intercultural studies (.)

{01:42} 0014 (.) and (.) also

{01:43} 0015 (.) my thesis was written about intercultural studies

{01:46} 0016 (---) euhm

{01:47} 0017 (-) and then

{01:48} 0018 (-) i worked for

{01:49} 0019 (.) for several years (.) in this (.) area

{01:51} 0020 (-) and then (.) i wanted to broaden out (.) my horizon

{01:54} 0021 (--) and (-) getting even more

{01:56} 0022 (-) << all > international (.) not only focusing on German as a foreign language >

{01:60} 0023 (-) and i started working

{02:01} 0024 (.) at the austrian (-) exchange service

{02:04} 0025 (--) and

{02:05} 0026 (-) then

{02:06} 0027 (--) i decided that i would like to

{02:08} 0028 (.) really work with students (.) hands on (.) closer to students

{02:11} 0029 (-) °h and

{02:12} 0030 (.) support them

{02:13} 0031 (-) with their (.) mobilities

{02:14} 0032 (.) and that's why i applied for the job

{02:16} 0033 (-) in international relations

{02:17} 0034 (1.16)

{02:18} 0035 **x** okay (.) thank you

{02:19} 0036 (--) euhm

{02:21} 0037 (-) can you (.) give me a quick overview of your linguistic skills and your intercultural skills

{02:26} 0038 **x-3** (---) ((tongue clucking)) (-) okay euhm

{02:29} 0039 (--) my linguistic skills (.) i (-) speak english

{02:32} 0040 °h as this is

{02:33} 0041 (-) one of my work languages that i use on (.) daily based

{02:37} 0042 (---) euhm (.) i also

{02:39} 0043 (-) studied (.) dutch as a

{02:41} 0044 (-) foreign language that was actually my

{02:43} 0045 (-) second (.) euh subject at

{02:45} 0046 (-) university

{02:46} 0047 (--) so i speak (.) dutch

{02:47} 0048 (.) more or less fluently (.) and that's not that fluently anymore because i

{02:51} 0049 (-) don't use it that often

{02:52} 0050 (--) euhm (.) I speak a little bit of french (.) i had french at school

{02:56} 0051 (-) and also did some russian courses (.) at boku

{02:59} 0052 (.) a few years ago

{03:00} 0053 (--) euhm

{03:02} 0054 (1.05)

{03:03} 0055 **x-3** yes that's basically

{03:04} 0056 (1.2)

{03:05} 0057 **x-3** and my intercultural skills

{03:06} 0058 °hh euhm

{03:07} 0059 (.) as i said (.) befo:re

{03:09} 0060 (-) euhm that was part of my studies euhm

{03:12} 0061 (-) i had a focus

{03:13} 0062 (.) on intercultural studies also with my master's

{03:15} 0063 (.) s (.) there

{03:16} 0064 (-) afterwards

{03:17} 0065 (.) euhm (.) i

{03:18} 0066 (--) yeah i attended quite a lot of

{03:20} 0067 (.) workshops (.) conferences and trainings

{03:23} 0068 (--) on intercultural (-) studies

{03:25} 0069 (-- and (.) euhm

{03:27} 0070 (-) I've worked a lot (.) with

{03:29} 0071 (-) international students

{03:30} 0072 (.) and (.) international (.) colleagues

{03:32} 0073 (-) with international environments

{03:34} 0074 (-- i also worked (.) abroad

{03:36} 0075 (-- euhm (.) and (.) studied abroad

{03:39} 0076 (-- and (.) in the last

{03:41} 0077 (-) four years (.) or five years (.) I've been teaching a class on intercultural competences

{03:45} 0078 (.) at our university

{03:46} 0079 (...)

{05:00} 0080 **X** << f > oh it (.)

{05:01} 0081 it was about the awareness of the management here at boku but

{05:05} 0082 (-) you already said that you

{05:07} 0083 (-) h° were trained and prepared for it

{05:10} 0084 **X-3** (-- yes actually

{05:11} 0085 (.) that was my (.) one of my main motivation

{05:14} 0086 (-) << all > because (.) at >

{05:15} 0087 (-) euh austrian exchange service where i worked

{05:17} 0088 (.) before it was mainly about (.) policies

{05:20} 0089 (1.26)

{05:21} 0090 **X-3** euhm (-) and

{05:22} 0091 (-) to

{05:23} 0092 (.) we are working with austrian universities

{05:25} 0093 (.) about

{05:26} 0094 (.) mobility and international topics

{05:28} 0095 (-) and intercultural topics

{05:29} 0096 (---) euhm (.) they are also really

{05:32} 0097 (-) prepared working with the (.) students (.) euihm

{05:34} 0098 (-- yes with hands on and

{05:36} 0099 (.) close having close contact with people

{05:38} 0100 (-) from international with international background

{05:40} 0101 (-- international

{05:41} 0102 (-- environments

{05:42} 0103 (-) so that

{05:43} 0104 (-) was actually one of the main

{05:44} 0105 (.) reason why i
 {05:46} 0106 (-) applied for this job here
 {05:47} 0107 **X** (-) okay (.) thank you
 {05:48} 0108 (--) euhm
 {05:50} 0109 (-) so my first
 {05:52} 0110 (--) question is about
 {05:53} 0111 (--) the language spoken at boku
 {05:56} 0112 (-) which (.) whatch
 {05:58} 0113 (-) language are spoken at boku (.) ir
 {06:01} 0114 (1.35)
 {06:02} 0115 **X-3** °hh
 {06:03} 0116 euhm at boku ir we mainly s
 {06:05} 0117 speak (.) german (.) that's our working language
 {06:07} 0118 (.) among the team
 {06:08} 0119 (---) euhm
 {06:10} 0120 (-) sometimes we have
 {06:11} 0121 (-) interns
 {06:12} 0122 (-) from (.) abroad
 {06:13} 0123 (-) then we
 {06:14} 0124 (-) speak english euhm
 {06:16} 0125 if we (XXXX)
 {06:17} 0126 (---) but we have
 {06:19} 0127 (.) clients (.) actually from all over the world
 {06:22} 0128 (-) and (.) with
 {06:23} 0129 (-) these clients i basically
 {06:24} 0130 speak and write
 {06:25} 0131 (---) euhm (.) english
 {06:27} 0132 (-) sometimes (.) on
 {06:28} 0133 (.) only few few emails in dutch is (.) helpful
 {06:31} 0134 (---) because (.) of course if you
 {06:33} 0135 (-) euh speak or talk to people or write emails
 {06:36} 0136 (.) to people (.) in (.) their mother tongue
 {06:39} 0137 (--) then (.) it's much better to build up trust and kind of
 connection
 {06:43} 0138 (--) so that's (.) why i sometimes use
 {06:45} 0139 (-) dutch or french
 {06:46} 0140 **X** (-) okay

{06:47} 0141 **X-3** (.) not that often

{06:48} 0142 (1.39)

{06:50} 0143 **X** thank you

{06:50} 0144 (-) euhm

{06:52} 0145 (---)

{06:53} 0146 my question was as you already

{06:55} 0147 (-) told the

{06:56} 0148 (---)

{06:57} 0149 your communication with the students like external

{07:00} 0150 (.) and internal communication

{07:02} 0151 (-) so let's move on (.) to the

{07:04} 0152 (-- sixth (.) question

{07:07} 0153 (.) which kind of (.) intercultural and multilingual

{07:10} 0154 (-) challenges occurred in your external communication

{07:13} 0155 (-) interactions

{07:14} 0156 ()

{07:16} 0157 **X-3** (---)

{07:17} 0158 yes (.) kind a lot of course as

{07:20} 0159 (.) as i've just said i've been working here for thirteen years

{07:22} 0160 so with people from all over the world

{07:24} 0161 (.) °h and of course we had a lot of (.) euh

{07:27} 0162 (-) tricky situations (.) challenges

{07:29} 0163 (-- euhm

{07:30} 0164 (2.42)

{07:33} 0165 **X-3** students

{07:34} 0166 (.) << all > yeah my main target group is actually (.) students

{07:36} 0167 I also work together (.) with colleagues but the main target group
(-) is students >

{07:39} 0168 (-- euhm

{07:40} 0169 (.) and even if students have (.) don't have any language issues

{07:44} 0170 (-- they still come from a different

{07:46} 0171 (-- background

{07:47} 0172 (-- euhm (.) and not only

{07:49} 0173 (-- a cultural background but also

{07:51} 0174 (.) but (.) for example an university management background

{07:54} 0175 (-) so

{07:54} 0176 (---) one of the

{07:56} 0177 (-) most

{07:57} 0178 (--) tricky part is always explaining how the (.) euhm

{08:01} 0179 (--) the university system (.) here (.) at boku (.) works

{08:04} 0180 how to apply for

{08:05} 0181 (-) register for course (.) , how to address teachers

{08:08} 0182 (--) because euhm

{08:10} 0183 (.) << all > the relationships between teachers is different

{08:12} 0184 (-) in many countries

{08:14} 0185 (--) euhm (.) and that's

{08:16} 0186 (---)

{08:17} 0187 but sometimes students are not aware of that (.) this

{08:19} 0188 (-) can be (.) a challenge

{08:20} 0189 (2.48)

{08:22} 0190 **X** okay (--) thank you

{08:24} 0191 (--) euhm you mention also that you were involved in (.) euh

{08:29} 0192 (--) in (.) ternational project

{08:31} 0193 (-) °h

{08:32} 0194 euh (.) i would like to know if there is an official language policy within

{08:37} 0195 (--) this (.) project (.) in which you are involved

{08:40} 0196 (---)

{08:41} 0197 **X-3** Yes (.) actually all projects that i have ever been involved

{08:44} 0198 (.) english was always the (-) euhm

{08:46} 0199 (-) the language that we used

{08:48} 0200 (.) because it was the common language that all (.) euh (.) people

{08:51} 0201 (-) all

{08:52} 0202 (--) ()

{08:54} 0203 (-) spoke

{08:55} 0204 (-) euhm

{08:56} 0205 (.) lately i've been attending

{08:58} 0206 (--) euhm

{08:59} 0207 (-) some

{08:59} 0208 (-) projects in the epicure network

{09:02} 0209 °h but there's a huge majority of people

{09:04} 0210 (.) who speak french and german

{09:06} 0211 °h so sometimes then euhm

{09:08} 0212 (--) we switch to french

{09:10} 0213 (---) but (-) yeah

{09:11} 0214 (--) it's (.) not (.) everyone speak french

{09:14} 0215 (-) that's (.) quickly

{09:16} 0216 (-) compared to english

{09:17} 0217 (1.06)

{09:18} 0218 **X** okay (-) euhm

{09:20} 0219 (--) is this language policy in that project

{09:23} 0220 (--) accepted in everyday interaction

{09:26} 0221 (-) within the working team

{09:28} 0222 (.) accepted by everybody ((x-3 nods))

{09:29} 0223 (-) and if not

{09:31} 0224 (--) there is

{09:32} 0225 (.) euhm how does the working environment react to specific

{09:35} 0226 (-) situations

{09:37} 0227 (---)

{09:38} 0228 **X-3** °hhh actually as

{09:40} 0229 (--) the colleagues in these projects

{09:42} 0230 (.) they (.) are all used to work in international team

{09:45} 0231 (--) euhm

{09:46} 0232 (.) as (.) english is the lingua franca (.) in

{09:48} 0233 (-) projects at the university so everyone is used to this (.) so

{09:52} 0234 (-) we (-) have (-) we have we always speak English

{09:55} 0235 (--) sometimes

{09:56} 0236 (.) if i have a

{09:58} 0237 (-) euhm

{09:59} 0238 (1.06)

{09:60} 0239 **X-3** yeah (.) if i communicate with one partner

{10:02} 0240 (.) for example (.) from the netherlands

{10:04} 0241 (--) then it's nice to speak in Dutch or write in Dutch

{10:07} 0242 (1.0)

{10:08} 0243 **X-3** but (-)

{10:08} 0244 we have to be very careful if

{10:10} 0245 (.) there's something that (.) might be interesting

{10:13} 0246 (-) for other partners in the future (.) then we still write everything in

{10:17} 0247 (-) english because

{10:18} 0248 (-) one example

{10:19} 0249 (-- euhm

{10:21} 0250 (-- a few years ago I had to translate

{10:23} 0251 (---) quite a long e-mail << laughing voice > conversation into English because >

{10:27} 0252 (.) it became relevant

{10:28} 0253 (.) not Dutch speaking (-) <<pp > people >

{10:30} 0254 (1.11)

{10:31} 0255 **X-3** but (.) euhm (.) usually

{10:33} 0256 (-) usually it's quite easy for everyone to speak english

{10:35} 0257 (---) only when you're one hundred percent sure or when it's more about private issues

{10:40} 0258 (-) issues between colleagues that you already know

{10:42} 0259 (-- which to have a language

{10:44} 0260 (1.33)

{10:45} 0261 **X** okay (-) thank you and do you notice difference

{10:48} 0262 (-) on the level of (-) organization

{10:50} 0263 (-) of the daily work (.) between colleagues

{10:52} 0264 (-) having a different cultural background

{10:55} 0265 (-) ((noise)) (--)

{10:56} 0266 **X-3** of course (.) yeah °h

{10:57} 0267 plenty of differences in these organizations that's actually something

{11:01} 0268 (.) really relevant

{11:02} 0269 (-- if you work in an international intercultural context

{11:06} 0270 (-) °h you have (.) to make sure

{11:08} 0271 (-- ever yeah you have

{11:10} 0272 (.) not actually

{11:11} 0273 (.) you have to talk about the regulations

{11:13} 0274 (.) and you have to talk about

{11:14} 0275 (-- how you

{11:15} 0276 (-- work

{11:16} 0277 (-) how is the work organized in advance

{11:18} 0278 (-- so that euhm

{11:20} 0279 (.) you make sure that everyone has this

{11:22} 0280 (-) the same (.) or similar expectations

{11:24} 0281 (---)

{11:25} 0282 euhm

{11:26} 0283 (1.56)

{11:27} 0284 **X-3** yeah (.) one

{11:28} 0285 (-) example is

{11:30} 0286 (-- how (.) euhm

{11:31} 0287 (1.2)

{11:33} 0288 **X-3** how do you deal with deadlines for example

{11:34} 0289 there are cultures where that is very strict

{11:37} 0290 (.) strict and if the deadline is (.) April thirtieth

{11:38} 0291 (.) after that everything

{11:39} 0292 (-) is ready more or less on April twenty-ninth

{11:42} 0293 (-) but we have a potential

{11:43} 0294 (-) there are cultures

{11:45} 0295 (-) where April thirtieth is a nice deadline but it's also case to submit things

{11:48} 0296 (-) one or two weeks later

{11:50} 0297 (-- and that's something that you

{11:51} 0298 (-) in my (.) opinion that euh

{11:53} 0299 (.) actually quite a big recommendation

{11:55} 0300 (-) °h if you talk about this

{11:57} 0301 (-) these these things in advance to clarify

{11:60} 0302 (-) how to deal with

{12:00} 0303 (-) time or this

{12:02} 0304 (-- answer to emails or stuff like this that you need

{12:06} 0305 (-) to discuss these

{12:07} 0306 (-- ways of communication in advance

{12:10} 0307 (1.38)

{12:11} 0308 **X** yeah (-) yeah

{12:12} 0309 (-- thank you for mentioning that (.) euhm my

{12:15} 0310 °h my following question was

{12:17} 0311 about the strategy (.) to negotiate those

{12:20} 0312 (.) euh (--)

{12:21} 0313 differences do you mentioned communications

{12:24} 0314 (-- are they (.) an (.) other

{12:26} 0315 (-- strategies to negotiate the difference

{12:29} 0316 (2.12)

{12:31} 0317 °hh

{12:32} 0318 **X-3** yeah of course there are

{12:33} 0319 (---) what's also very important is that you make sure that you get to know

{12:37} 0320 people in (.) person (.) that helps a lot

{12:39} 0321 (-- because projects where you never meet each other

{12:42} 0322 (.) is always (.) way more tricky

{12:44} 0323 (-- euhm

{12:45} 0324 (-- so (-) that helps if you build up a

{12:47} 0325 (-) connection with these people and an environment of trust

{12:51} 0326 (.) that's also one of the basics

{12:53} 0327 (-) for (.) international

{12:54} 0328 (-- euh collaboration that you

{12:57} 0329 (.) trust each other

{12:58} 0330 (-- euhm

{12:59} 0331 (1.32)

{13:00} 0332 **X-3** yes (-)

{13:01} 0333 communication i already talked about this so always make sure that

{13:04} 0334 (-) your

{13:05} 0335 (-- your emails are very clear

{13:08} 0336 (.) euh and (.) ask if they are not

{13:10} 0337 (-) clear(.) and (.) euhm asked

{13:12} 0338 (.) if they are (.) understood in the way you

{13:14} 0339 (-) wanted them to be understood

{13:16} 0340 °hh the reassuring and communication

{13:18} 0341 (-- euhm

{13:20} 0342 (1.08)

{13:21} 0343 **X-3** communication and make also sure in an international (.)

{13:23} 0344 team that you have

{13:24} 0345 (---) a clear

{13:26} 0346 (-) structure who is doing what (.) so

{13:28} 0347 (-) make sure that you have

{13:29} 0348 °h a leader

{13:31} 0349 (-- in the (.) team

{13:32} 0350 (-- for

{13:33} 0351 you can also decide to split up the leading role but make sure that it's clear who

{13:38} 0352 (-- who (-) yeah who has

{13:40} 0353 (-) which responsibility

{13:41} 0354 (1.48)

{13:43} 0355 **X** okay

{13:43} 0356 (---) euhm

{13:45} 0357 (-) my final question is

{13:46} 0358 **X-3** and the goals has to be clear

{13:48} 0359 (---) you also have to talk about

{13:50} 0360 (.) the goals and make sure that everyone has the same goal

{13:53} 0361 (-- << p > in the project >

{13:54} 0362 (1.07)

{13:55} 0363 **X** yeah (---) thank (-) thank you for this (.) euh

{13:59} 0364 (-) << all > this development about the strategies

{14:01} 0365 °h you mentioned the team

{14:03} 0366 (.) and the last question is

{14:05} 0367 (-) what does the creation of a team culture

{14:08} 0368 (.) mean to you

{14:08} 0369 (3.76)

{14:12} 0370 **X-3** °h (-- oh that's sound so easy to answer this

{14:14} 0371 (-) for me (.) it's important

{14:17} 0372 (-) euhm

{14:18} 0373 (-- to

{14:19} 0374 (---) as I said before if you work in an international team

{14:22} 0375 (-) that's (.) important

{14:24} 0376 (-) that (-) euhm

{14:26} 0377 (---) you feel kind

{14:27} 0378 (-) bonded to the others

{14:29} 0379 (.) that there is a

{14:29} 0380 (-) a good (.) working climate

{14:31} 0381 (1.2)

{14:32} 0382 **X-3** youu trust each other

{14:33} 0383 (-) euhm and it also means that you have

{14:36} 0384 (-- kind some

{14:37} 0385 (-) kind of common

{14:38} 0386 culture in communicating and working together (.) so that's

{14:41} 0387 (-) crucial if

{14:42} 0388 (-- you don't manage to

{14:44} 0389 (-- euhm have the same

{14:46} 0390 (1.32)

{14:47} 0391 **X-3** or a similar

{14:48} 0392 (-) culture in one project working together

{14:51} 0393 (-- euh then it will not work out

{14:54} 0394 (-) i do not mean

{14:55} 0395 (-) i do not mean that everyone has to have the same

{14:57} 0396 (-) culture but you have to

{14:59} 0397 (-) come up with the same working ideas working strategies growth

{15:02} 0398 (-- and

{15:03} 0399 (-) ways of communication=everything that I was talking about

{15:05} 0400 (1.2)

{15:07} 0401 **X-3** euh (---)

{15:08} 0402 << dim > otherwise the project will not goes on

{15:10} 0403 (-- but the nice thing is still that

{15:12} 0404 (-- everyone has its individual and cultural euhm

{15:16} 0405 (1.63)

{15:18} 0406 **X-3** adds on that

{15:19} 0407 (-) people bring

{15:19} 0408 (-) into the work and that's actually

{15:21} 0409 (-- one of the big advantages of working internationally that

{15:25} 0410 (-- you have different perspectives

{15:26} 0411 (-) perspectives from

{15:28} 0412 (---) different (-) backgrounds

{15:30} 0413 (-- cultural or institutional or euh

Annexe VII: Transcription de l'interview X-4

{00:00} 0001 (...)

{02:43} 0002 **x** what were your motivations for working there

{02:45} 0003 **x-4** (-) ahm

{02:46} 0004 (--) i love to i i love this

{02:49} 0005 international feeling

{02:51} 0006 (-) °h ahm i love to

{02:53} 0007 (.) speak english and also

{02:55} 0008 (.) sometimes a little bit of italian << pp > even if

{02:57} 0009 (-) i'm not good at it

{02:58} 0010 (.) but i think the communication is

{03:01} 0011 (.) so so important °h

{03:03} 0012 (.) and also the the

{03:05} 0013 (.) the

{03:05} 0014 (-) the view ont only

{03:07} 0015 (-) at Austria but also other countries in Europe and other countries in other con:tinents euh at other continents

{03:14} 0016 °h and i i like this

{03:16} 0017 (-) °h aeuhm

{03:17} 0018 <(--) intercultural

{03:19} 0019 (-) euhm

{03:20} 0020 (---)

{03:21} 0021 << len > speaking and living with each other and hum to share their own cultures and >

{03:28} 0022 (-) i i love this (.) this globalization

{03:31} 0023 (-) thing

{03:31} 0024 (--) okay yeah

{03:33} 0025 (.) thank you euhm

{03:35} 0026 (.) speaking about

{03:36} 0027 (--) euuh intercultural thing

{03:38} 0028 **x** (--) can you

{03:40} 0029 (.) give me a quick overview of your linguistic skill and intercultural skills

{03:44} 0030 **x-4** (.) euhm so my << laughing voice > linguistic skills > are

{03:48} 0031 (-) english (.) of course

{03:49} 0032 (-) so german << laughing voice > i also euh i'm usually euhm speaking euh

{03:54} 0033 (-) kind of dialect in German but
 {03:56} 0034 (-) also german
 {03:57} 0035 (-) euhm and i learned Italian in my (.) school
 {04:01} 0036 (-) but (.) also euhm took
 {04:03} 0037 (.) two or three courses at boku
 {04:06} 0038 °h and
 {04:07} 0039 (.) also the euh Italian for science course at boku
 {04:11} 0040 (--) euhm
 {04:12} 0041 (---) and my intercultural skills so i was
 {04:17} 0042 (1.59)
 {04:18} 0043 **X-4** in china h°
 {04:20} 0044 two times because my neighbor is
 {04:23} 0045 (.) chinese
 {04:24} 0046 (...)
 {04:26} 0047 (.) and i grew up with her boy (.) and so
 {04:29} 0048 (.) hum (.) hum (.)
 {04:30} 0049 i'm very into this chinese thing
 {04:33} 0050 °h euh i love shanghai
 {04:36} 0051 (-) so great to be there (.)
 {04:38} 0052 i also
 {04:39} 0053 (.) once (.) did an excursion
 {04:41} 0054 (.) °h with (.)
 {04:42} 0055 the university to cuba
 {04:44} 0056 (-) and
 {04:45} 0057 (---) euhm
 {04:46} 0058 (-) so i didn't do an erasmus semester because
 {04:51} 0059 (.) it wasn't possible for me because of
 {04:53} 0060 (.) my (-) euhm
 {04:54} 0061 (-) familiar background but i i love to
 {04:57} 0062 (-) s
 {04:58} 0063 (-) euhm
 {04:59} 0064 (.) get to know other people
 {05:01} 0065 (.) by (.) around the world
 {05:02} 0066 **X** (--) << p > okay
 {05:04} 0067 (.) is it an l= euhh a dialect from Austria or a German
 {05:07} 0068 **X-4** (-) yeah it's it's

{05:09} 0069 (.) euhm i'm i'm living at the border of
 {05:11} 0070 (.) of austria but it's
 {05:13} 0071 °h like
 {05:14} 0072 (-) it's near to go to the next German
 {05:18} 0073 (.) city than going into my
 {05:20} 0074 (--) bigger home city (.) so euhm it's
 {05:24} 0075 (--) a mixture of << laughing voice > the bavarian dialect and
 {05:28} 0076 (.) the austrian dialect >
 {05:29} 0077 **X** (-) okay
 {05:30} 0078 (--) very interesting
 {05:32} 0079 **X-4** m_hm
 {05:32} 0080 **X** °hh euhm
 {05:34} 0081 (1.16)
 {05:35} 0082 **X** the f (.) the third question is about
 {05:38} 0083 (.) euh:
 {05:39} 0084 (.) your awareness of
 {05:40} 0085 (-) intercultural management
 {05:42} 0086 (.) were you prepared
 {05:44} 0087 (-) or trained
 {05:45} 0088 (.) to work within a multilingual and intercultural work
 environment
 {05:49} 0089 (.) euhm
 {05:51} 0090 **X-4** (.) not really (.) i once took a course
 {05:53} 0091 (.) at boku
 {05:54} 0092 (...)
 {05:56} 0093 i don't know exactly the name of the course
 {05:58} 0094 °hh but it
 {05:59} 0095 (.) was about intercultural euhm
 {06:01} 0096 (--) things like
 {06:03} 0097 (-) how (.) to speak
 {06:04} 0098 (.) to each other and what
 {06:06} 0099 (-) euhm perceived by °h
 {06:08} 0100 (-) euhm people from other countries
 {06:10} 0101 (-)
 {06:11} 0102 °h i enjoyed that course very much << laughing voice > and it gave
 me an idea to
 {06:15} 0103 (-) to work at boku ir

{06:17} 0104 (.) it's possible but euhm

{06:19} 0105 (--) other courses << f > yeah oh no of course

{06:22} 0106 (.) tomorrow there is << laughing voice > an intercultural competence seminar

{06:26} 0107 (.) euhm it is in the

{06:28} 0108 (.) training path

{06:30} 0109 (.) from (.) the boku staff

{06:32} 0110 (.) so of boku online

{06:33} 0111 (.) euh it is also for boku staff and you can do seminars

{06:38} 0112 (.) euhm (.) for

{06:39} 0113 (.) special euhm

{06:40} 0114 (---) << p > occasions like

{06:42} 0115 (.) intercultural communication and

{06:44} 0116 (.) there is a seminar tomorrow

{06:46} 0117 (1.16)

{06:47} 0118 **X** and (.) you were very interested to join it

{06:50} 0119 **X-4** (.) yes (.) yes because i think

{06:53} 0120 (-) you have to learn how to communicate to each other

{06:56} 0121 (---) euhm

{06:58} 0122 (-) to be

{06:60} 0123 (-) euhm respectful

{07:01} 0124 (-) and

{07:02} 0125 (--) also

{07:03} 0126 (1.31)

{07:05} 0127 **X-4** i i i think (.) it's

{07:07} 0128 (2.27)

{07:09} 0129 **X-4** hum

{07:09} 0130 (--) let me let me think

{07:11} 0131 (-) euhm

{07:12} 0132 (1.29)

{07:14} 0133 **X-4** so it's good that you can speak

{07:16} 0134 (.) to

{07:17} 0135 (-) people

{07:18} 0136 (--) euh from your country but it's also very important °h

{07:22} 0137 (.) to know how to talk to

{07:24} 0138 (.) other people from other countries because

{07:26} 0139 (-) they are sometimes a little bit different

{07:28} 0140 = or perceived (((noise in the background)) some euhm some things
a little bit different

{07:32} 0141 (-) and

{07:33} 0142 (--) to be

{07:34} 0143 (.) << p > respectful but also °h

{07:36} 0144 euhm

{07:37} 0145 (-) very communicative >

{07:39} 0146 (--) << p > euhm (.) and have an open mind > so

{07:42} 0147 (.) euhm i like these trainings a lot

{07:44} 0148 (-) to be very attentive

{07:46} 0149 X (-) yeah (.) am it euhm

{07:48} 0150 (.) it's very interesting because

{07:50} 0151 [(-) that one of the following [questions] i will]

{07:50} 0152 X-4 [[m_hm]]

{07:53} 0153 X (--) go

{07:55} 0154 [(-) on it [after]]

{07:55} 0155 X-4 [[m_hm]]

{07:56} 0156 X maybe just

{07:58} 0157 (-) euhm talk about boku ir euhm °h

{08:01} 0158 (-) as

{08:02} 0159 (-) an introduction of those questions °h

{08:04} 0160 (-) euhm which languages are spoken at boku ir

{08:07} 0161 (-) ((tongue clucking)) °h

{08:08} 0162 X-4 aeuhm (.) it depends

{08:10} 0163 (.) most of the time

{08:12} 0164 (.) (.) it's (.) german

{08:13} 0165 (-) sometimes (.) it's euhm

{08:15} 0166 (-) yeah

{08:15} 0167 (.) so it it depends if

{08:17} 0168 it there are (.) euhm

{08:19} 0169 (-) boku students going international usually they talk

{08:22} 0170 (.) in (-) in german

{08:24} 0171 (.) but (.) there are also

{08:26} 0172 (.) like

{08:27} 0173 (-) i think fifty percent

{08:29} 0174 (-) but i i only estimate it's fifty percent

{08:32} 0175 (-) °h

{08:33} 0176 euh from the students there are incoming students and they speak
 {08:37} 0177 (-) °h euhm english
 {08:39} 0178 (--) sometimes also
 {08:41} 0179 (-) another language like
 {08:43} 0180 (1.39)
 {08:45} 0181 **X-4** spanish but it's hard because not everybody in boku ir speaks
 Spanish but it's
 {08:49} 0182 (.) most of the time it's English
 {08:51} 0183 (--) and
 {08:52} 0184 (---) euhm of course we euhm
 {08:56} 0185 (-) << laughing voice > most are speaking of course the language
 {08:58} 0186 (.) which (.) is (.) taught
 {08:60} 0187 (-) it's in the courses
 {09:01} 0188 (.) << pp > at the boku ir
 {09:02} 0189 °h and we learn each other so euhm
 {09:05} 0190 (.) °h (---) i
 {09:07} 0191 ()
 {09:08} 0192 (.) i try to learn some
 {09:11} 0193 (-) things
 {09:11} 0194 (-) from our (.) euhm
 {09:14} 0195 (1.26)
 {09:15} 0196 **X-4** << pp > euhm (.) and it was
 {09:17} 0197 (1.87)
 {09:19} 0198 **X-4** (XXXX)
 {09:19} 0199 (.) euhm (.) she was
 {09:21} 0200 (.) praktikantin at
 {09:22} 0201 (.) boku ir
 {09:23} 0202 [and she was from Poland actually [<< laughing voice > actually i
 tried to >]]
 {09:23} 0203 **X** [[l ((laughs))]]
 {09:26} 0204 **X-4** to learn few words
 {09:27} 0205 (-) in polish
 {09:28} 0206 (-) but i forgot
 {09:29} 0207 (.) the most << laughing voice > because i didn't train it °h
 {09:32} 0208 (1.32)
 {09:34} 0209 **X-4** [[yeah] [yeah]]
 {09:34} 0210 **X** [It's super nice [] to learn some [] words of the native
 language]

{09:38} 0211 **X-4** (.) and i think

{09:39} 0212 (.) euh euhm

{09:40} 0213 (.) when i'm in a foreign country and somebody

{09:43} 0214 (.) just

{09:43} 0215 (-) only says a few words in German i think so << high voice > oh yeah > it's it's

{09:47} 0216 (.) It's it's cool to have you here and to

{09:50} 0217 (.) to (.) to be attentive that

{09:52} 0218 (.) talk to me even if it's

{09:53} 0219 (-) it's not perfect or

{09:55} 0220 (.) but but you tried

{09:56} 0221 (-) did i like that

{09:57} 0222 **X** (---) yeah it's

{09:59} 0223 [[XXXX]]

{09:59} 0224 **X-4** [[and i try to yeah]]

{10:01} 0225 **X** (-) it's very important

{10:03} 0226 (.) euhm

{10:04} 0227 (---)

{10:05} 0228 ((tongue clucking)) Is there to=in your opinion a difference between internal communication °h

{10:10} 0229 (-- in the office and external communications

{10:13} 0230 (-- euh with

{10:15} 0231 (.) other partners

{10:16} 0232 (.) euh in your daily: interactions

{10:18} 0233 **X-4** (-- in in another language than german

{10:21} 0234 (1.26)

{10:22} 0235 **X-4** << p > euh (.) pfiou >

{10:23} 0236 (-) << p > well (-) so (.) hum >

{10:25} 0237 (---) °h i

{10:27} 0238 (.) don't know exactly but

{10:29} 0239 (.) euhm i'm writing

{10:31} 0240 (.) like fifty percent of my emails are in english because it's

{10:34} 0241 °h with incoming students about there

{10:37} 0242 (-) euhm

{10:38} 0243 (---) there are questions:

{10:40} 0244 (-) for german courses

{10:42} 0245 (.) and

{10:43} 0246 (-- °h euhm (.) of course << laughing voice > °h there are in english to communicate better >

{10:47} 0247 << p > but (.) i don't

{10:49} 0248 (.) if there are any euh °h how my colleagues work >

{10:52} 0249 (1.57)

{10:54} 0250 **X** << pp > okay

{10:54} 0251 (---) yeah >

{10:55} 0252 (---)

{10:56} 0253 ((sheets of paper are moved next to the recorder))

{10:58} 0254 **X** (---) << p > euhm

{10:59} 0255 (-- euhm

{11:01} 0256 (.) which kind of intercultural or multilingual challenges occurs

{11:06} 0257 °h in your external communication interactions

{11:09} 0258 **X-4** (-- so the stud

{11:10} 0259 [(-) [((coughs))]]

{11:10} 0260 **X** [[students]]

{11:11} 0261 **X-4** (-) so °h

{11:13} 0262 ((laughs))

{11:13} 0263 °hh it's sometimes °h

{11:15} 0264 hard to euh

{11:17} 0265 (.) if you (-) saw

{11:18} 0266 (.) my communication with the students

{11:21} 0267 (-- euhm (.) is (.) most

{11:23} 0268 (.) mostly via mail

{11:25} 0269 (-) and sometimes

{11:27} 0270 (-) their English is not as

{11:29} 0271 (.) good or my english is also not perfect °h

{11:32} 0272 so i'm not clear with my communication

{11:34} 0273 (.) and they are interpreting something different and

{11:37} 0274 (-) euhm

{11:38} 0275 (1.02)

{11:39} 0276 **X-4** then we talk about two different things

{11:42} 0277 (-) or sometimes there are also

{11:45} 0278 (-) there is a lack of information at the home page and so they are a little bit insecure

{11:50} 0279 (-) but mostly it's

{11:52} 0280 (.) euh the best

{11:53} 0281 (-) if you euhm

{11:55} 0282 (1.25)

{11:56} 0283 **X-4** euh

{11:57} 0284 (-) if you (.) just

{11:58} 0285 (.) repeat it and ask

{12:01} 0286 (-) what do you mean

{12:02} 0287 (-) do you mean this course do you mean

{12:06} 0288 (.) this state if if you

{12:07} 0289 (.) if you are insecure on something

{12:09} 0290 (-) aeuhm

{12:11} 0291 (--) i'm

{12:12} 0292 (-) asking

{12:13} 0293 (1.61)

{12:15} 0294 **X-4** one (.) one more time to be sure what

{12:17} 0295 (-) he or she needs

{12:19} 0296 (--) and

{12:20} 0297 (-) that's not a problem at all

{12:22} 0298 (.) with (.) via mails because

{12:24} 0299 (-) via mail you've time

{12:26} 0300 (-) but sometimes they also

{12:29} 0301 (-) and

{12:30} 0302 (-) that's a little bit << laughing voice > harder because >

{12:32} 0303 (.) euhm

{12:33} 0304 (-) in german you say euhm papier ist geduldig

{12:36} 0305 (-) like paper is a patient

{12:39} 0306 (.) so you can

{12:40} 0307 (-) if if you (.) if you

{12:42} 0308 (.) try to express something

{12:45} 0309 (---) during writing

{12:46} 0310 (.) it's easy

{12:47} 0311 (-) but

{12:48} 0312 (-) if you try to express something to speak it's a little bit harder

{12:52} 0313 °h and also the some

{12:54} 0314 (.) sometimes the dialect of the native

{12:56} 0315 (--) euhm language is

{12:59} 0316 (.) so euhm

{13:00} 0317 (-- so hard to understand in english
 {13:02} 0318 (-) or (xxx)
 {13:03} 0319 (-) mixing up with english
 {13:05} 0320 (.) that it's hard to understand
 {13:06} 0321 (---) and also sometimes
 {13:09} 0322 (.) euh when you're phoning
 {13:10} 0323 °h the connexion << laughing voice > is not as good > and then you
 don't hear them exactly
 {13:15} 0324 (-) and (.) that's a little bit hard
 {13:17} 0325 **X** (-- yeah
 {13:17} 0326 (---) and
 {13:19} 0327 (.) with your colleagues, do you have colleagues
 {13:21} 0328 (.) from
 {13:22} 0329 (-- with (-) other (-) hum
 {13:24} 0330 (1.08)
 {13:26} 0331 (XXXX)
 {13:26} 0332 **X-4** (.) yeah
 {13:27} 0333 **X** (.) colleagues (.) euhm (.) with whom
 {13:29} 0334 (-- << dim > intercultural and multilingual challenges could
 occurred
 {13:32} 0335 (1.78)
 {13:34} 0336 **X-4** one more time please << laughing voice > the questions sorry
 {13:37} 0337 (.) i wasn't concentrated >
 {13:39} 0338 **X** (.) i was talking about intercultural and multilingual
 {13:42} 0339 (.) euh challenges
 {13:43} 0340 **X-4** m-hm
 {13:44} 0341 **X** you talk about the students what about (.)
 {13:46} 0342 °h your colleagues outside of the boku ir h°
 {13:49} 0343 **X-4** (-- hu:m
 {13:51} 0344 (.) i
 {13:51} 0345 << len > do not h°ave so much contact
 {13:56} 0346 (.) euhm
 {13:56} 0347 (-) outside of the boku ir
 {13:59} 0348 (.) euhm
 {13:59} 0349 (-) like (.) colleagues
 {14:01} 0350 (.) i i (.) don't
 {14:02} 0351 (.) . i only have my colleagues here in Boku ir

{14:05} 0352 (--) euhm

{14:06} 0353 (-) yeah (.) i have boku sin euh euh

{14:09} 0354 (-) sorry (.) colleagues

{14:11} 0355 (.) in other instituts

{14:12} 0356 °hh euhm like for instance the study service

{14:15} 0357 (-) but (.) there

{14:17} 0358 (-) is the communication in german and i'm <<laughing voice > happy for it because it's sometimes a little bit

{14:23} 0359 °hh difficult euh with the law and

{14:26} 0360 °h euhm organization of courses

{14:28} 0361 °h but usually i only

{14:31} 0362 (.) have

{14:31} 0363 (.) this communication in english or other languages

{14:35} 0364 °h with the students

{14:36} 0365 **x** (-) << p > okay (.) thank you >

{14:38} 0366 (-) are you

{14:39} 0367 (.) involve in intercultural international or

{14:43} 0368 (.) interregional projects

{14:44} 0369 **x-4** (-) << p > euhm

{14:45} 0370 (.) yeah euh

{14:47} 0371 (.) so i don't know if you know that

{14:49} 0372 (-) euhm (...)

{14:51} 0373 (.) does this course

{14:53} 0374 (-) with

{14:54} 0375 (-) euhm

{14:55} 0376 (-) i don't know

{14:56} 0377 (.) how the course is named °h exactly °h >

{14:59} 0378 but there is a possibility

{15:01} 0379 (.) that the incoming students or the outgoing students i'm not sure

{15:04} 0380 (-) euhm can do

{15:07} 0381 (.) eu:h an instagram

{15:09} 0382 (-) euhm posting and they are

{15:12} 0383 (-) cooperating with the language courses coordinator

{15:15} 0384 (-) so that (.) euhm

{15:17} 0385 (.) we do Instagram stories and

{15:20} 0386 (1.21)

{15:21} 0387 **X-4** yeah
 {15:22} 0388 (-) that's
 {15:22} 0389 (-) that's all (.) hum
 {15:24} 0390 (...)
 {16:50} 0391 **X** i want to: talk about
 {16:52} 0392 (-) the difference of
 {16:54} 0393 °hh (-) daily work organizations
 {16:57} 0394 (---) between colleagues having different cultural background do
 you notice some differences
 {17:02} 0395 **X-4** (.) m_hm
 {17:03} 0396 (1.37)
 {17:04} 0397 **X-4** euhm
 {17:05} 0398 (1.45)
 {17:06} 0399 **X-4** << pp > it's
 {17:07} 0400 (--) h°ard
 {17:08} 0401 (-) question so
 {17:10} 0402 (1.15)
 {17:11} 0403 **X-4** hm
 {17:11} 0404 (4.92)
 {17:16} 0405 **X-4** hm
 {17:17} 0406 (-) << rall > not at all or not this much because >
 {17:20} 0407 °hh (--)
 {17:21} 0408 maybe
 {17:22} 0409 (2.74)
 {17:25} 0410 **X-4** i i don't know exactly why
 {17:28} 0411 (-) but I think we are very open-minded
 {17:31} 0412 (.) and (.) it's it's not that hard
 {17:33} 0413 (--) for us to communicate with each other °h
 {17:36} 0414 maybe it would
 {17:37} 0415 (-) be: (.) euhm something different if
 {17:40} 0416 (-) the
 {17:41} 0417 (--) so:
 {17:42} 0418 let's start at the beginning
 {17:44} 0419 (.) so at boku ir the:
 {17:46} 0420 (.) work only
 {17:48} 0421 °h people from austria and the haha
 {17:51} 0422 the interns are from different countries

{17:53} 0423 °h so (.) euhm

{17:55} 0424 (-) I experienced now

{17:57} 0425 (.) three different interns

{17:58} 0426 (-) from poland

{18:00} 0427 (-) hungary and french euhm france

{18:02} 0428 (--)<< p > you are from france >

{18:04} 0429 **X** (--) yeah

{18:04} 0430 **X-4** huhuhu << laughing voice > sorry

{18:07} 0431 °h (-)

{18:08} 0432 we we only talk in english

{18:10} 0433 hahaha << laughing voice > i don't know exactly >

{18:12} 0434 (.) euhm so

{18:13} 0435 (-) aeuhm (.) and

{18:15} 0436 (-) these these origins

{18:17} 0437 are all in Europe

{18:18} 0438 (--) and I don't know if it would be the same if they are from

{18:22} 0439 (-) different parts of the world

{18:24} 0440 (.) because (.) i think

{18:26} 0441 °h in europe the people are

{18:28} 0442 (-) quite the same or

{18:30} 0443 (-) with the same cultural background

{18:32} 0444 (.) or (.) are aware of this

{18:34} 0445 (-) communication and

{18:36} 0446 (--) so (.) i

{18:38} 0447 (---) do not notice

{18:40} 0448 (-) << pp > euh (.) any of (.) of (.) this >

{18:43} 0449 (--) euhm

{18:44} 0450 (2.0)

{18:46} 0451 **X-4** yeah sometimes maybe it's hard for you because

{18:49} 0452 we speak german in in

{18:51} 0453 (-) euhm (.) in our jour fixe

{18:53} 0454 (-) fixed and i don't know if you understand everything

{18:56} 0455 (-) so sometimes that's

{18:57} 0456 (--) that's

{18:58} 0457 (--) hard for our interns i think

{19:02} 0458 (-) << p > i would be better to >

{19:03} 0459 (---) switch to english
 {19:05} 0460 (1.55)
 {19:07} 0461 **X-4** << pp > maybe >
 {19:07} 0462 **X** (-- << pp > yeah but >
 {19:08} 0463 (-) we should
 {19:09} 0464 (-) be fluent in german
 {19:11} 0465 (-) << p > at the beginning >
 {19:12} 0466 **X-4** (.) << p > yes >
 {19:13} 0467 (.) << pp > yeah >
 {19:13} 0468 **X** (-) and it's a good
 {19:14} 0469 (-- euh way to learn
 {19:17} 0470 **X-4** m-hm
 {19:17} 0471 **X** (-- and my last question
 {19:20} 0472 (.) is about how important
 {19:22} 0473 (-) is the creat
 {19:23} 0474 (.) the creation of team culture
 {19:25} 0475 (-) << p > according to you
 {19:27} 0476 **X-4** (-- << pp > a team culture
 {19:29} 0477 (.) i think it's (.) very
 {19:30} 0478 (.) very very important
 {19:32} 0479 (-) so if
 {19:33} 0480 (-) this
 {19:33} 0481 (.) team culture is not here or
 {19:36} 0482 (-) euhm
 {19:36} 0483 (.) or somebody is not thinking the team
 {19:39} 0484 (-) there (.) it's not around it's not
 {19:41} 0485 (-) it's euh
 {19:42} 0486 (-- this
 {19:43} 0487 (-) this
 {19:44} 0488 (-) are hum
 {19:45} 0489 (1.24)
 {19:46} 0490 ((noise))
 {19:47} 0491 **X-4** (-) so i think boku ir
 {19:49} 0492 (-) is like
 {19:51} 0493 (-- a web
 {19:52} 0494 (.) between everybody and if

{19:54} 0495 (-) one (-) person or

{19:57} 0496 (.) if if

{19:57} 0497 (-) this web is not this

{19:59} 0498 (.) dense or

{19:60} 0499 (---) if we are not a team

{20:02} 0500 (-) it's not possible to

{20:04} 0501 (-) to (-) work

{20:06} 0502 (-) this (.) good with each other

{20:08} 0503 (-) and also (.) it's

{20:11} 0504 (-) hum

{20:12} 0505 (2.52)

{20:14} 0506 **X-4** but

{20:14} 0507 (---) i think

{20:16} 0508 (--) team is in

{20:18} 0509 (1.24)

{20:19} 0510 **X-4** it's an intercultural (.) thing

{20:21} 0511 (.) something so

{20:23} 0512 (-) so important because

{20:25} 0513 (1.48)

{20:26} 0514 **X-4** let's (-) face it we we are here

{20:29} 0515 (-) eight hours a day and if

{20:31} 0516 (-) euh

{20:32} 0517 (--) you see euhm your

{20:34} 0518 (.) teammates or your colleagues

{20:36} 0519 °h more than your family

{20:37} 0520 (-) and if you are not a good team and if you

{20:40} 0521 (-) the (.) the team is not built well

{20:42} 0522 (1.33)

{20:43} 0523 **X-4** it's not it's not a good thing because

{20:46} 0524 (-) you are not happy and

{20:48} 0525 (-) everything is hard and it's like

{20:50} 0526 (--) then you know depression burn out

{20:52} 0527 (.) and so

{20:53} 0528 (---) and so if you if you have a good team and good colleagues

{20:57} 0529 (--) it's

{20:58} 0530 (---) worth so much

Annexe VIII: Transcription de l'interview X-5

{00:00} 0001

{01:08} 0002 **x** okay

{01:09} 0003 (-) since when do you work at boku ir

{01:11} 0004 (1.46)

{01:13} 0005 **x-5** for (.) almost

{01:14} 0006 (-- two years now

{01:16} 0007 (1.38)

{01:17} 0008 **x-5** yes i started in June during the pandemic

{01:19} 0009 ((laughs))

{01:20} 0010 (1.02)

{01:21} 0011 **x-5** and euhm

{01:22} 0012 (---) yeah

{01:23} 0013 (-- at the beginning it was a bit euhm

{01:26} 0014 (---) ((tongue clucking))

{01:27} 0015 (-- unusual let's say unusual because

{01:30} 0016 (.) euh so much was held online << p > because of > the pandemic

{01:34} 0017 (-- and for (.) a few months now

{01:37} 0018 (.) ((device beeps)) (.)

{01:38} 0019 i started getting to know

{01:40} 0020 (-) even boku better

{01:41} 0021 (-- euhm because i could meet

{01:43} 0022 (-- or get to know more people (.) on site

{01:46} 0023 (-) << p > it was really >

{01:47} 0024 (-- exciting and and (-) motivating

{01:50} 0025 (-- for my job

{01:51} 0026 **x** (---) okay

{01:53} 0027 (-- << dim > and what were your motivations to work here

{01:56} 0028 (2.43)

{01:59} 0029 **x-5** i always loved

{01:60} 0030 (.) or enjoyed being in a in an international surrounding

{02:04} 0031 (-- euhm (--)

{02:06} 0032 when i was studying i (.) i did a lot of

{02:08} 0033 (.) volunteer (.) volunteering

{02:10} 0034 (-- euhm abroad

{02:12} 0035 (---) and euh i participated at many erasmus plus project

{02:17} 0036 (-) (xxxxx) euh at this days it was call (.) called youth in action

{02:20} 0037 (---) which is now (.) called euhm erasmus plus ahaha project

{02:25} 0038 (---) euh for youth exchange

{02:27} 0039 (1.12)

{02:29} 0040 **X-5** a:nd (.) euhm

{02:30} 0041 (1.15)

{02:31} 0042 **X-5** if (.) you can imagine it was like

{02:33} 0043 (---)

{02:34} 0044 there were (.) people from several European countries (.) coming

{02:37} 0045 (-) to one country and then working on a project

{02:40} 0046 (1.0)

{02:41} 0047 **X-5** eu:hm for (.) one or two weeks

{02:43} 0048 (---)

{02:44} 0049 a:nd (.) I always like that there was also a visible outcome

{02:48} 0050 (--) euhm (-)

{02:50} 0051 from this project and it was so interesting meeting different people from all over Europe

{02:54} 0052 (---) and euhm

{02:56} 0053 (1.5)

{02:58} 0054 **X-5** that's why i'm

{02:59} 0055 (1.01)

{03:00} 0056 **X-5** i felt like (-) i really (.) love

{03:03} 0057 (--)

{03:03} 0058 the (-) exchange with with other people other cultures

{03:07} 0059 °h other languages (.) euhm i'm very

{03:09} 0060 (-) curious about

{03:11} 0061 (-) other languages (.) and and

{03:13} 0062 (1.5)

{03:14} 0063 **X-5** euh yeah this is (.) something which is

{03:16} 0064 (1.31)

{03:17} 0065 **X-5** euhm (-) very motivating for me

{03:19} 0066 (---) yeah

{03:21} 0067 (--)

{03:21} 0068 **X** << trembling voice > okay (.) thank you >

{03:23} 0069 °h euhm (.) euhm in that context

{03:26} 0070 (.) can you give me a quick overview of your linguistic (.) and intercultural skills

{03:31} 0071 (1.4)

{03:32} 0072 **X-5** m_hm

{03:33} 0073 (2.26)

{03:35} 0074 **X-5** euhm

{03:36} 0075 (1.55)

{03:37} 0076 **X-5** well i: (--) speak

{03:39} 0077 (-) german is my mother tongue

{03:41} 0078 (1.11)

{03:42} 0079 **X-5** euhm (.) then

{03:43} 0080 (.) english is my first (.) euh foreign language i i learned

{03:47} 0081 (-) in school

{03:47} 0082 (1.08)

{03:48} 0083 **X-5** euh i also learned (.) french in school

{03:51} 0084 but ahahaha

{03:52} 0085 (--) <<laughing voice > °h my french i would say my french

{03:54} 0086 (--) is not that good but i i learned it in school hehehehe

{03:57} 0087 << laughing voice > °h i still can understand (.) euhm (-) speaking french >

{04:00} 0088 (--)

{04:01} 0089 but (.) not (.) that (.) much ()

{04:02} 0090 h° °hh

{04:03} 0091 euhm (--) i

{04:05} 0092 (-) i spent my Erasmus semester in Sweden

{04:08} 0093 (--) i know (.) swedish

{04:10} 0094 (.) and i also took my classes in Swedish

{04:12} 0095 (-) when i was (.) brought i (.) to my erasmus

{04:15} 0096 (1.16)

{04:17} 0097 **X-5** euhm

{04:17} 0098 (--) i i did a class

{04:19} 0099 (.) in (.) euhm (.) austrian sign language

{04:22} 0100 (1.59)

{04:24} 0101 **X-5** It was just (-) out of curiosity

{04:26} 0102 (1.09)

{04:27} 0103 **X-5** euhm i think it ()

{04:29} 0104 (.) took euh (-) one semester course in

{04:31} 0105 (1.07)

{04:32} 0106 **X-5** sign language

{04:33} 0107 (--) austrian sign language (.) euhm

{04:35} 0108 (2.08)

{04:38} 0109 ((noise))

{04:38} 0110 **X-5** (-) << f > yes these are the languages i s:

{04:40} 0111 (.) speak and i do understand >

{04:42} 0112 (-) some other words from different languages

{04:45} 0113 (.) which i i learned (.) from

{04:47} 0114 (-) people i met euhm

{04:50} 0115 (.) during traveling: o:r

{04:52} 0116 or in Vienna or

{04:53} 0117 (--) while volunteering

{04:55} 0118 (--) euhm

{04:56} 0119 (---)

{04:57} 0120 and i also had (.) euhm

{04:59} 0121 (1.16)

{05:00} 0122 **X-5** impulse ((laugh))

{05:03} 0123 (-) living somewhere else (.) euhm

{05:05} 0124 (--) and (.) they taught me also

{05:08} 0125 (-) few words

{05:09} 0126 (---) and (.) euhm

{05:11} 0127 (--) about (.) the (.) intercultural (.) background

{05:14} 0128 (--) euhm i studied european ethnology

{05:17} 0129 (1.18)

{05:18} 0130 **X-5** euhm

{05:19} 0131 (1.34)

{05:20} 0132 **X-5** and

{05:21} 0133 (1.29)

{05:22} 0134 **X-5** it was (-) about

{05:24} 0135 (1.48)

{05:26} 0136 **X-5** euhm

{05:26} 0137 (-) research on the old culture (.) like (.) the daily culture

{05:30} 0138 ((car running in the background))

{05:31} 0139 **X-5** euh i would also everything

{05:33} 0140 (--) or (.) euh (.) other cultures (.) that the daily culture includes

{05:37} 0141 (1.67)

{05:39} 0142 **X-5** cause it's

{05:39} 0143 (--)

{05:40} 0144 also a mixture between

{05:41} 0145 (-) other cultures << creaking voice > euh >

{05:43} 0146 (-) i think a culture is not (.) euhm

{05:45} 0147 (.) isolated it is a connexion (.) you would always use to be in connection

{05:49} 0148 with other cultures

{05:50} 0149 (1.2)

{05:51} 0150 **X-5** hum for example

{05:52} 0151 (-) hum when you

{05:53} 0152 (-) euhm

{05:54} 0153 (2.34)

{05:56} 0154 **X-5** austrian food for example or viennese (.) food

{05:59} 0155 (---) euhm

{06:01} 0156 (--) as a cultural heritage

{06:03} 0157 (.) was always (.) been (.) influenced by other cultures

{06:06} 0158 (-) so the (.) viennese cuisine is

{06:08} 0159 (1.08)

{06:09} 0160 **X-5** typically viennese because it was influenced

{06:12} 0161 (.) by so many other cultures (.) and this really interesting

{06:14} 0162 (2.25)

{06:17} 0163 () ((laughs))

{06:19} 0164 **X** (--) euhm

{06:20} 0165 (1.13)

{06:21} 0166 **X** were you (.) prepared or trained to work

{06:24} 0167 (.) within a: multilingual and intercultural work environment

{06:28} 0168 (2.04)

{06:30} 0169 ((device vibrates twice))

{06:31} 0170 (---)

{06:32} 0171 **X-5** prepared you mean from my education or personal

{06:34} 0172 (1.16)

{06:35} 0173 **X** euhm

{06:36} 0174 (1.09)

{06:37} 0175 **X** (.) i would say (.) from your education

{06:39} 0176 (.) but it could be (.) both

{06:41} 0177 (2.94)

{06:44} 0178 **X-5** euhm from my education well i i studied scandinavian studies

{06:48} 0179 (1.52)

{06:50} 0180 **X-5** and i studied << len > european ethnology >

{06:52} 0181 (---)

{06:53} 0182 but we never had (.) euh:

{06:56} 0183 (--) let's say euh

{06:58} 0184 (-) a crash course on interculturality

{07:00} 0185 (--) euhm

{07:02} 0186 (1.88)

{07:03} 0187 **X-5** i would say it was

{07:04} 0188 (-) m (.) mo:re

{07:06} 0189 (1.72)

{07:07} 0190 **X-5** when i (.) when i was

{07:09} 0191 (---) in contact (-) with

{07:11} 0192 (--) people from scandinavia

{07:14} 0193 (-) people from other countries

{07:16} 0194 (--) it was

{07:16} 0195 (--) euhm

{07:18} 0196 (1.32)

{07:19} 0197 **X-5** on the level of self reflection

{07:21} 0198 (--) then i learned a lot about (.) euhm

{07:24} 0199 (1.42)

{07:25} 0200 **X-5** habits (-) or or

{07:26} 0201 (--) euhm

{07:27} 0202 (--) sensitivity or how to

{07:30} 0203 (.) approach (.) someone or also mentality (-) that

{07:34} 0204 (1.11)

{07:35} 0205 **X-5** ((noise) (--) euh (-) mentalities are different

{07:37} 0206 (2.41)

{07:40} 0207 **X-5** ((noise)) (-) yeah (-) well (-) i think

{07:42} 0208 (--) prepared on a

{07:44} 0209 (--) mainly on a personal level

{07:46} 0210 **X** (--) okay

{07:47} 0211 (-) euh after that at work did you have any workshop

{07:51} 0212 (3.52)

{07:54} 0213 **X-5** euh:m:
 {07:55} 0214 (---) no
 {07:57} 0215 (2.28)
 {07:59} 0216 **X-5** euh (.) no i
 {08:00} 0217 (-- I there was no workshop (.) but
 {08:03} 0218 (---) euhm
 {08:04} 0219 (-- i learned a lot (.) s (.) euhm
 {08:07} 0220 (-- that (--)
 {08:09} 0221 learning by doing (.) i would say
 {08:11} 0222 << laughing voice > haha learning by doing
 {08:12} 0223 °h euhm
 {08:13} 0224 (---)
 {08:14} 0225 from writing emails (.) and and
 {08:17} 0226 (-- ((noise)) which
 {08:18} 0227 (.) words to use (.) euhm
 {08:20} 0228 (--)
 {08:21} 0229 ((clucking tongue)) °h
 {08:22} 0230 euh also euhm
 {08:23} 0231 (.) in a project (.) in a project (.) where
 {08:25} 0232 (.) there are (.) euhm
 {08:27} 0233 (1.38)
 {08:28} 0234 **X-5** project partners that
 {08:29} 0235 (-) are always late
 {08:31} 0236 ((laughs)) << laughing voice > to the project meetings > °hh
 {08:33} 0237 (-- that euhm
 {08:35} 0238 (---) there is euhm
 {08:37} 0239 (1.1)
 {08:38} 0240 **X-5** to bring up (.) euhm
 {08:40} 0241 (1.34)
 {08:41} 0242 **X-5** << creaking voice > euh (-) euh (-) >
 {08:42} 0243 understanding that it's
 {08:44} 0244 (-- not on purpose let's say that they are late
 {08:47} 0245 (1.74)
 {08:49} 0246 **X** okay
 {08:49} 0247 **X-5** (-) or or to be aware that there are also cultural
 {08:53} 0248 °hh euh differences

{08:54} 0249 (1.03)

{08:55} 0250 **X** yeah

{08:55} 0251 (--) °h

{08:56} 0252 (--) << f > euhm now >

{08:58} 0253 (.) we are

{08:59} 0254 (--) more focus on boku-ir which lianguages

{09:03} 0255 (...)

{09:24} 0256 **X** (.) °hh (.)

{09:24} 0257 euhm yeah my my first question is about the language spoken at boku-ir (.) which

{09:30} 0258 (-) which language are spoken here

{09:32} 0259 (1.52)

{09:34} 0260 **X-5** at office †

{09:35} 0261 **X** (.) yeah

{09:35} 0262 (2.2)

{09:37} 0263 **X-5** euh from my colleagues (.) i don't know

{09:39} 0264 (-) all of the languages they

{09:41} 0265 (.) euh (-)

{09:42} 0266 ((noise)) which languages they arre speaking

{09:44} 0267 (.) but (.) euhm

{09:45} 0268 (--) English of course that's a

{09:47} 0269 (.) working language

{09:49} 0270 (-) euh english german

{09:51} 0271 (1.55)

{09:52} 0272 **X-5** a:nd (.) euhm

{09:54} 0273 (--) i know some colleagues

{09:56} 0274 (.) they (.) speak (.) spanish

{09:58} 0275 (---) french

{09:59} 0276 (--) italian

{10:01} 0277 (5.83)

{10:07} 0278 **X-5** euh (.) d dutch (.) a colleague (.) talk

{10:09} 0279 (--) dutch

{10:10} 0280 **X** for the the daily work

{10:12} 0281 (1.6)

{10:13} 0282 **X-5** euhm (-) yes i think

{10:15} 0283 **X** (.) yeah

{10:15} 0284 X-5 (-)<< laughing voice > i don't know how the others are doing (.)
but euhm >

{10:18} 0285 (1.05)

{10:19} 0286 X-5 euh=while writing emails

{10:20} 0287 (.) and what i also enjoy doing a lot (.) euhm

{10:24} 0288 (--) is

{10:25} 0289 (1.21)

{10:26} 0290 X-5 while writing (.) an email to to say (.) euhm

{10:29} 0291 (1.41)

{10:31} 0292 X-5 <<creaking voice > euhm >

{10:31} 0293 (--) thank you in in in

{10:34} 0294 (.) another language or hello in another language

{10:36} 0295 (--) euhm for example i wrote an Italian student and i wrote

{10:40} 0296 (-) ciao and then the name

{10:42} 0297 (-) ((noise)) (--)

{10:43} 0298 euhm (.) instead of (-) dear blablabla or

{10:45} 0299 (-) hello

{10:46} 0300 (--) and (.) or euhm

{10:48} 0301 (-) writing a french student (.) I wrote (.) merci at the end

{10:52} 0302 (--) and (-) euhm (-)

{10:54} 0303 I really liked it because or it's important to me

{10:57} 0304 (--) that (-) euhm

{10:59} 0305 (--) everybody (.) feels

{11:00} 0306 (--) welcome (.) and euhm included and i think

{11:04} 0307 (--) this approach

{11:05} 0308 (--) euhm

{11:07} 0309 (--) is (-) is very important

{11:09} 0310 (-) to (.) to feel (-) welcome

{11:11} 0311 (1.76)

{11:13} 0312 X okay (-) yeah (.) indeed

{11:15} 0313 (-) ((both laughs))

{11:16} 0314 X-5 [[what] another example euhm]

{11:16} 0315 X [(-) [euhm]]

{11:18} 0316 X-5 (--) we have euh

{11:19} 0317 (--) a partner university in sweden

{11:22} 0318 (1.31)

{11:23} 0319 X-5 and (.) euhm

{11:25} 0320 (1.4)

{11:26} 0321 **X-5** i (-) i always write

{11:28} 0322 (.) at the end euhm in swedish

{11:30} 0323 (.) euhm (.) best regards (.) in (-) swedish

{11:33} 0324 (1.08)

{11:34} 0325 **X-5** and (.) it's only one sentence but I really enjoy writing it

{11:37} 0326 (.) to (.) to

{11:38} 0327 (---) practice my swedish

{11:41} 0328 (.) euhm (.) and i think

{11:42} 0329 the other person alway=also like it

{11:45} 0330 (-- ((tongue clucking)) (-) that i wrote

{11:46} 0331 (-- one sentence (.) hehehehe

{11:48} 0332 **X** (-)

{11:48} 0333 ye:s (.) it's nice to hear that in

{11:51} 0334 (-) our (.) mother tongue

{11:53} 0335 (1.11)

{11:54} 0336 **X-5** << laughing voice > hum_m yeah >

{11:54} 0337 **X** (-- °h

{11:56} 0338 euhm:

{11:57} 0339 (-- now we (.) i'm move on on the projects

{12:01} 0340 (-) so are you involved in international interregional or intercultural projects

{12:06} 0341 (2.86)

{12:09} 0342 **X-5** euhm (.) yes (.) i'm a project assistant

{12:12} 0343 (.) in the epicur projects

{12:13} 0344 (2.61)

{12:16} 0345 **X-5** and (.) euhm

{12:18} 0346 (-- i (.) support (.) with

{12:20} 0347 (1.75)

{12:21} 0348 **X-5** different tasks (-) euhm

{12:23} 0349 (-) when=whenever i can s

{12:25} 0350 (.) support (.) then i help out

{12:27} 0351 (.) with writing the protocols

{12:28} 0352 (-- or joining the (.) project meetings

{12:32} 0353 (-- and

{12:33} 0354 (-) recently we organized a networking conference (-) in vienna

{12:36} 0355 (1.28)

{12:38} 0356 **X-5** euhm

{12:38} 0357 (1.4)

{12:40} 0358 **X-5** and (--)

{12:41} 0359 euhm yes i really like this working environment

{12:44} 0360 (-- << dim > international working environment >

{12:46} 0361 (1.73)

{12:47} 0362 **X** °h is there an official language policy within with this (-) within this (.) project

{12:52} 0363 (1.6)

{12:54} 0364 **X-5** yes

{12:54} 0365 (-) euhm there is (.) it

{12:56} 0366 (.) euhm (.) own working package

{12:58} 0367 (1.08)

{12:59} 0368 **X-5** euhm (.) about (.) euhm

{13:01} 0369 multicultural (.) interculturality and

{13:04} 0370 << pp > and multilingualism >

{13:05} 0371 (1.03)

{13:06} 0372 **X-5** and (.) euhm

{13:08} 0373 (-- euh

{13:09} 0374 (-) partner universities they did euh (.) best practices

{13:13} 0375 (---) euhm

{13:14} 0376 (-) euhm (.) match together to (.) find (.) the

{13:18} 0377 (---) best

{13:19} 0378 (-- mixture (.) let's say mixture out of

{13:22} 0379 (.) << p > of of the language policies from the different universities

{13:25} 0380 °hh and

{13:26} 0381 (.) euhm epicure has its own language (.) << pp > policy >

{13:29} 0382 (1.94)

{13:31} 0383 **X** okay

{13:31} 0384 (-) so is this language policy accepted in every interaction within the working team

{13:37} 0385 (3.26)

{13:41} 0386 **X-5** euhm (-)

{13:41} 0387 from the (.) from the meetings i can't tell because

{13:44} 0388 (-) euhm

{13:45} 0389 (.) fortunately I could not be << laughing voice > haha at the meetings because (-) uh >

{13:49} 0390 (-) °h euh yeah i missed the the
{13:51} 0391 (1.47)
{13:52} 0392 **X-5** meh most of the meetings because it was all always on on Mondays
{13:56} 0393 (.) where i don't work ((laughs))
{13:58} 0394 °hh so i can't tell you in the meetings
{14:00} 0395 (--) how the process
{14:02} 0396 (.) went on
{14:04} 0397 (--) euhm
{14:05} 0398 (-) but (.) euhm
{14:06} 0399 (--) what i know is
{14:08} 0400 (---) that (-) euhm
{14:10} 0401 (-) it was discussed
{14:11} 0402 (-) that
{14:12} 0403 (-) in this language policy
{14:14} 0404 (-) that there must have (.) euhm
{14:16} 0405 (-) were
{14:16} 0406 (--) euh (.) inclusivity and accessibility
{14:19} 0407 (-) that is (.) not
{14:20} 0408 (-) a language policy that is not
{14:22} 0409 (.) euhm
{14:23} 0410 (---) a practical
{14:25} 0411 (1.4)
{14:27} 0412 **X-5** (--) euhm
{14:27} 0413 (2.0)
{14:29} 0414 **X-5** so
{14:30} 0415 (1.51)
{14:31} 0416 **X-5** yeah it was it was
{14:32} 0417 (-) important to involve all the partners
{14:35} 0418 (--) and to
{14:36} 0419 (-) come up
{14:37} 0420 (-) or to (.) that the results
{14:39} 0421 (1.03)
{14:40} 0422 **X-5** is a practical (.) euh
{14:42} 0423 (1.31)
{14:43} 0424 **X-5** language policy with low thresholds
{14:46} 0425 (1.81)

{14:47} 0426 **X** okay

{14:48} 0427 (---)

{14:49} 0428 °hhh

{14:50} 0429 hum

{14:50} 0430 (1.57)

{14:52} 0431 **X** °h

{14:52} 0432 << len > so now I will talk about difference that you can feel between the internal and external communication >

{14:60} 0433 (.) so (-) euhm

{15:01} 0434 (-- the communication (.) inside of the office and outside with the partners the student

{15:07} 0435 °hh

{15:08} 0436 << len > Do you notice any difference between those two communications >

{15:12} 0437 (-) in your daily interaction

{15:14} 0438 (2.74)

{15:17} 0439 **X-5** can you specified the question (.) do you mean

{15:19} 0440 (-- <<len > how to communicate with students as and staff >

{15:23} 0441 (-) or (-) or inside the office

{15:25} 0442 **X** (-) so euhm euhm my question is about the difference between the communication inside the office and

{15:31} 0443 (-- outside with ext external euhm

{15:34} 0444 [(-) partners colleagues students]

{15:34} 0445 **X-5** [[ah]]

{15:37} 0446 (1.27)

{15:38} 0447 **X-5** euhm

{15:38} 0448 (2.12)

{15:40} 0449 **X-5** i would say (-) among the colleagues

{15:43} 0450 euhm (-)

{15:44} 0451 writing emails it is (.) of course (.) different

{15:47} 0452 (.) i i use

{15:48} 0453 (.) a different language (.) euh sometimes

{15:50} 0454 (-) I write in dialect

{15:52} 0455 (-) to a colleague which I would never do << laughing voice > haha to an external person >

{15:57} 0456 °hh euhm

{15:58} 0457 (2.76)

{16:01} 0458 **X-5** yes i would say (-) we mainly

{16:03} 0459 (---) communicating in German

{16:06} 0460 (-- within the office=at the office

{16:08} 0461 (1.12)

{16:09} 0462 X-5 and (-) euhm

{16:10} 0463 (1.1)

{16:11} 0464 X-5 << len > external euhm person

{16:14} 0465 (.) we mainly (.) communicate

{16:16} 0466 in english >

{16:17} 0467 (2.39)

{16:19} 0468 X okay

{16:20} 0469 (1.71)

{16:22} 0470 X euhm

{16:22} 0471 (1.16)

{16:23} 0472 X ((tongue clucking)) (.) which kind of (.) intercultural and multilingual challenges

{16:27} 0473 (.) occure in your external communications interaction

{16:31} 0474 (6.07)

{16:37} 0475 X-5 hum:

{16:38} 0476 (5.92)

{16:44} 0477 X-5 Hum (.) which challenges

{16:45} 0478 (1.29)

{16:46} 0479 X-5 let me think (-) euhm

{16:48} 0480 (2.44)

{16:50} 0481 X-5 °h yes sometimes

{16:52} 0482 (.) the students (.) they

{16:54} 0483 (0.85)

{16:55} 0484 X-5 euhm (--) don't (-) read

{16:57} 0485 (-) the informations on the website

{16:59} 0486 (.) or writing an email

{17:01} 0487 (---) and then asking

{17:02} 0488 (.) questions on

{17:04} 0489 (--) i already answered

{17:06} 0490 (--) °hh euhm

{17:08} 0491 (1.43)

{17:10} 0492 X-5 that can be challen

{17:10} 0493 (--) challenging is maybe too much (.) but (.) euhm

{17:13} 0494 (2.59)

{17:16} 0495 X-5 euh (.) euh (.) euh

{17:17} 0496 (-- sometimes it happened that i have to: (.) to
{17:20} 0497 (--
{17:21} 0498 repeat information (.) or to resend information that I already have
(.) sent
{17:25} 0499 (1.05)
{17:27} 0500 X-5 euhm
{17:27} 0501 (-) or that
{17:29} 0502 (1.03)
{17:30} 0503 X-5 something was misunderstood
{17:32} 0504 (1.34)
{17:33} 0505 X-5 euh (.) in this email
{17:34} 0506 (1.12)
{17:35} 0507 X-5 euhm i think
{17:36} 0508 (2.0)
{17:38} 0509 X-5 this
{17:38} 0510 (1.35)
{17:40} 0511 X-5 also as a connexion to
{17:42} 0512 (1.16)
{17:43} 0513 X-5 euhm
{17:44} 0514 (-) to read
{17:45} 0515 (-) like the
{17:46} 0516 (-) ((tongue clucking)) (-)
{17:46} 0517 the difference between reading (.) and
{17:48} 0518 (.) talking (.) because they are like
{17:50} 0519 (-- few different forms of communication
{17:52} 0520 (1.33)
{17:54} 0521 X-5 ((sniffs)) (.) and (.) well
{17:55} 0522 (1.2)
{17:56} 0523 X-5 rea:ding you don't (.) have (.) all the
{17:59} 0524 (1.32)
{18:00} 0525 X-5 ((tongue clucking)) (.) it's a (.) hum
{18:01} 0526 (-- i would say
{18:02} 0527 (---) reading (.) an email
{18:05} 0528 (2.0)
{18:07} 0529 X-5 is
{18:07} 0530 (1.19)

{18:08} 0531 **X-5** another form of communication because you don't have (.) the gestures and euh you don't

{18:13} 0532 (--) hear the tone

{18:15} 0533 (--) the person would say

{18:17} 0534 (--) << pp > the sentence >

{18:18} 0535 (1.1)

{18:19} 0536 **X-5** so

{18:19} 0537 (1.33)

{18:20} 0538 **X-5** sometimes

{18:21} 0539 (-) there are more communications with the written language than the spoken << pp > language >

{18:26} 0540 (2.18)

{18:28} 0541 **X** okay

{18:28} 0542 (--) euhm do you notice difference (.) on the level of organizations

{18:33} 0543 (-) of the w=daily work between your colleagues

{18:36} 0544 (-) having a different cultural background

{18:39} 0545 (3.45)

{18:42} 0546 **X-5** organization

{18:44} 0547 (2.72)

{18:46} 0548 **X** euhm

{18:47} 0549 (---)

{18:48} 0550 yeah (.) do you notice any cultural difference

{18:51} 0551 (.) on the: (.) the organization of

{18:53} 0552 work between your colleagues having a different background than you

{18:56} 0553 [[yeah] [yeah]]

{18:56} 0554 **X-5** [(.) ah (.) ok among my colleagues]

{18:58} 0555 **X** (--) a °ha

{18:59} 0556 (-) euhm

{19:01} 0557 (1.33)

{19:02} 0558 **X** << dim > so the colleagues at the office and also the colleagues (.) euhm

{19:06} 0559 (---) outside of the office (.) the partners

{19:09} 0560 (2.0)

{19:11} 0561 **X-5** you mean (.) at epicur o:r

{19:13} 0562 (-) ((tongue clucking)) (.) boku

{19:15} 0563 (1.32)

{19:16} 0564 **X** both (.) ((laughs))

{19:17} 0565 (-- <<laughing voice > hehe both >
 {19:19} 0566 (-) euhm
 {19:20} 0567 (4.51)
 {19:24} 0568 X ((clicking on devise))
 {19:24} 0569 (7.14)
 {19:32} 0570 X-5 hum
 {19:32} 0571 (-- oh euh (.) just for clarification (.) is it doing organized
 {19:37} 0572 (---) work (-) or organized something else
 {19:40} 0573 X (-- euhm
 {19:42} 0574 (2.97)
 {19:45} 0575 X ((tongue clucking)) the (.) the way they are working with you
 {19:48} 0576 X-5 (-- m_mh (.) ah okay (.) hm_m
 {19:50} 0577 (-- euhm
 {19:51} 0578 (2.4)
 {19:54} 0579 °h
 {19:54} 0580 (1.01)
 {19:55} 0581 X-5 actually (.) not (.) i think in in our tea:m
 {19:58} 0582 (---)
 {19:59} 0583 everyone (.) works (-) very very (.) efficiently
 {20:03} 0584 (1.03)
 {20:04} 0585 X-5 so (.) and
 {20:05} 0586 (1.16)
 {20:06} 0587 X-5 and very reliable
 {20:07} 0588 (-- euhm
 {20:08} 0589 (1.64)
 {20:10} 0590 X-5 that's mean that
 {20:11} 0591 (.) my colleagues
 {20:12} 0592 (1.1)
 {20:13} 0593 X-5 usually
 {20:14} 0594 (---) always write back
 {20:16} 0595 (-) very fast hahaha << laughing voice > they reply very fast >
 {20:20} 0596 (-- euhm
 {20:21} 0597 (-- and i try to be the same (.) of course
 {20:23} 0598 (-- euhm
 {20:25} 0599 (2.05)
 {20:27} 0600 X-5 and (.) within

{20:28} 0601 (1.07)

{20:29} 0602 X-5 epicur project

{20:31} 0603 (1.05)

{20:32} 0604 X-5 euhm (.) yes (.) there are differences

{20:34} 0605 (2.47)

{20:36} 0606 X-5 for

{20:37} 0607 (--)^h euhm

{20:38} 0608 (--)^ i think this

{20:40} 0609 (1.28)

{20:41} 0610 X-5 has also the connection to:

{20:43} 0611 (.) to our different roles

{20:44} 0612 (.) because some are staff members

{20:47} 0613 (--)^ euhm

{20:48} 0614 (.) some have a leading position and they don't have

{20:51} 0615 (--)^ << p > the same working hours as i do

{20:53} 0616 (4.25)

{20:57} 0617 X okay (---)

{20:59} 0618 << len > do you have any strategy to negotiate those differences

{21:03} 0619 (-)^ when some things (.) are not working

{21:06} 0620 (1.95)

{21:08} 0621 X-5 euhm (-)^ yes when

{21:09} 0622 (2.34)

{21:12} 0623 X-5 when i'm waiting for

{21:13} 0624 (.) reply or when i need an

{21:14} 0625 (.) information urgently (.) then I choose writing another email asking

{21:18} 0626 (--)^ euh

{21:19} 0627 (-)^ yeah

{21:20} 0628 (1.05)

{21:21} 0629 X-5 if (-)^ if they got my if they receive

{21:22} 0630 (.) my email and

{21:23} 0631 (-)^ << pp > and euh >

{21:24} 0632 (1.38)

{21:25} 0633 X-5 ask my question again

{21:27} 0634 X (--)^ << pp > okay >

{21:28} 0635 X-5 (--)^ i just contact them again

{21:30} 0636 (1.8)

{21:32} 0637 X << p > okay >

{21:32} 0638 (.) and then the last question is

{21:35} 0639 (-) °h how does the creation of a

{21:38} 0640 (-) team culture mean to you

{21:40} 0641 (3.1)

{21:43} 0642 X-5 team culture

{21:44} 0643 X (.) hum

{21:45} 0644 (7.14)

{21:52} 0645 X-5 it depends on the definition of team << laughing voice > culture >

{21:54} 0646 (.) ((laughs))

{21:55} 0647 (-- °hh

{21:56} 0648 euhm

{21:57} 0649 (3.02)

{22:00} 0650 X-5 I think aheh it's very, very important

{22:02} 0651 (.) the team (.) is

{22:04} 0652 (-) almost (.) more important than the work (.) itself

{22:07} 0653 (1.65)

{22:09} 0654 X-5 euh

{22:09} 0655 (1.5)

{22:11} 0656 X-5 and (.) also (.) the person who leads the team is also very very important

{22:15} 0657 (1.75)

{22:17} 0658 X-5 that is

{22:17} 0659 (-- euhm

{22:18} 0660 (---) that (-- yeah

{22:20} 0661 (-) that your work gets worshiped (.) and (.) and

{22:23} 0662 (---) that the communication works well

{22:26} 0663 (.) this is really really important and

{22:29} 0664 (---) that

{22:30} 0665 (---) questions

{22:31} 0666 (.) can be asked (.) that it's okay to ask questions and then you get

{22:36} 0667 (-- euhm

{22:37} 0668 (-) <<dim > clear answers to your questions is really important

{22:40} 0669 (1.85)

{22:42} 0670 X-5 and (-) also

{22:44} 0671 (---) that

{22:45} 0672 (1.02)
{22:46} 0673 **X-5** it is fun to work
{22:47} 0674 (-) euhm in this (.) team
{22:49} 0675 (-) that
{22:50} 0676 (---) << pp > you're laughing and and still
{22:52} 0677 (--) have fun
{22:53} 0678 (--) and (.) and support each other and
{22:56} 0679 (.) and help out (.) each other
{22:58} 0680 (1.02)
{22:59} 0681 **X** okay (.) the team culture the same
{23:02} 0682 (-) euhm (.) in the office
{23:04} 0683 (.) or with your colleagues (.) with euh
{23:06} 0684 (-) epicur
{23:08} 0685 (1.74)
{23:09} 0686 **X-5** a at epicure (.) euhm epicure we are
{23:12} 0687 (.) nine different countries
{23:13} 0688 (2.67)
{23:15} 0689 **X-5** euhm (-)
{23:16} 0690 or (.) nine (.) nine partners actually
{23:18} 0691 (1.18)
{23:19} 0692 **X-5** euhm (.) nine project partners
{23:21} 0693 (2.14)
{23:23} 0694 **X-5** and (.) euhm
{23:25} 0695 (2.8)
{23:28} 0696 **X-5** what i like (-) in epicure is
{23:30} 0697 (---) that
{23:32} 0698 (2.11)
{23:34} 0699 **X-5** euh
{23:34} 0700 (--) you feel like friends (.) in a way
{23:37} 0701 (--) euh (.) it's a very
{23:39} 0702 (1.15)
{23:40} 0703 euh friendly (.) approach (.) or or euhm
{23:42} 0704 **X-5** (--) also
{23:43} 0705 (---) mostly euhm (-) a very
{23:46} 0706 (-) friendly communication
{23:48} 0707 (1.35)

{23:50} 0708 **X-5** and the corporation also works (.) well i would say

{23:53} 0709 (-) in general of course there are

{23:55} 0710 (-) are also

{23:56} 0711 (1.38)

{23:57} 0712 **X-5** aeuhm

{23:58} 0713 (1.98)

{24:00} 0714 **X-5** communication (.) problems can can occur (.) but

{24:03} 0715 (-) i think (-) you

{24:04} 0716 (1.1)

{24:05} 0717 **X-5** it's not a happy end and not a epicure speciality ((laughs))

{24:09} 0718 (2.66)

{24:12} 0719 **X** << len > euhm how it was constructed those >

{24:15} 0720 (-) culture team

{24:17} 0721 (-) among your colleagues

{24:18} 0722 (2.16)

{24:20} 0723 **X-5** the culture differences;

{24:21} 0724 **X** (.) ((tongue clucking)) euhm how it was constructed

{24:23} 0725 [(--)] this culture team was epicure]

{24:23} 0726 **X-5** [[hum]]

{24:27} 0727 (4.25)

{24:31} 0728 **X-5** i think that (.) << len > something >

{24:33} 0729 (1.13)

{24:34} 0730 **X-5** it was not

{24:35} 0731 (2.89)

{24:38} 0732 **X-5** i think it's something natural (.) that comes naturally

{24:41} 0733 (.) and that it's not (.) constructed in a way that

{24:44} 0734 (-) one person

{24:45} 0735 (--) euhm

{24:47} 0736 (3.85)

{24:51} 0737 **X-5** << pp > how to say (-) hmm

{24:53} 0738 (3.29)

{24:56} 0739 **X-5** that one person has the lea:d or that one person decides that this is the culture i think the culture is

{25:02} 0740 (---) developping

{25:03} 0741 (--) more on the team because

{25:05} 0742 (--) euhm

{25:06} 0743 (-) a team also changes (.) they're not the same

{25:09} 0744 (--) things persons all the time (.) so if

{25:11} 0745 (--) one person

{25:13} 0746 (--) leave the team or another person joins the team

{25:17} 0747 (-) then this culture changes of multiple

{25:20} 0748 (2.32)

{25:22} 0749 **X** okay

{25:22} 0750 (--) <<laughing voice > thank you

{25:24} 0751 (--) that was the end of my questionnaire (.) thank you for your answers

{25:28} 0752 [(-) thank [you]]

{25:28} 0753 **X-5** [[you're] welcome it was a pleasure]

{25:31} 0754 (-) h° ((laughs))

{25:32} 0755 (1.91)

{25:34} 0756 **X** do you have (-) euhm something to add maybe

{25:37} 0757 (14.51)

{25:52} 0758 **X-5** i think that

{25:52} 0759 (2.35)

{25:55} 0760 **X-5** self-reflection is really important everything

{25:58} 0761 (--) we're doing in every job

{26:00} 0762 (-) especially working in an intercultural (.) surrounding

{26:04} 0763 (1.19)

{26:05} 0764 **X-5** euhm (.) and

{26:07} 0765 (-)

{26:10} 0766 i think (.) that

{26:11} 0767 (1.23)

{26:12} 0768 **X-5** it would be great (.) euhm

{26:14} 0769 (3.72)

{26:18} 0770 **X-5** euhm

{26:19} 0771 (--) a great approach to

{26:21} 0772 (1.5)

{26:23} 0773 **X-5** to offer euhm

{26:24} 0774 (1.22)

{26:26} 0775 **X-5** training (.) courses (.) for staff members

{26:28} 0776 (.) in interculturality

{26:30} 0777 (2.27)

{26:32} 0778 **X** okay (.) yeah (.) i will

{26:34} 0779 (.) notice that in my report

{26:37} 0780 ((both laughs))
{26:39} 0781 **x** (.) do you think it will help you
{26:41} 0782 (.) and somehow
{26:42} 0783 (1.25)
{26:43} 0784 **x-5** yes i think so and also
{26:46} 0785 (--) you have the possibility
{26:48} 0786 (.) before an exchange with others
{26:50} 0787 (---) for example to
{26:53} 0788 (---) to meet with other international (.) offices
{26:57} 0789 (.) and have and echange or
{26:59} 0790 (-) best practices
{27:00} 0791 (---) of meeting a meeting <<pp > about those practices for example
{27:04} 0792 (1.29)
{27:05} 0793 **x-5** << cresc > we will know how to deal with
{27:06} 0794 (-) °h certain problems
{27:08} 0795 (-) or just euh
{27:10} 0796 (--) tips (.) how to
{27:12} 0797 (-) to work more (.) efficiently (.) for example
{27:15} 0798 (1.62)
{27:17} 0799

Annexe IX: Transcription de l'interview X-6

{01:26} 0001 **X** what were your motivation for
{01:28} 0002 (-) to work here
{01:29} 0003 (--)
{01:30} 0004 **X-6** °h well << all > the motivation the main motivation is I come from
a
{01:34} 0005 (.) pretty international background so >
{01:36} 0006 << len > internationality > has always been a great part of my life
so of course I wanted to to
{01:41} 0007 (.) include that into my job and into my
{01:44} 0008 (.) working career
{01:45} 0009 °hh euhm (-) so
{01:47} 0010 (1.26)
{01:49} 0011 **X-6** do you want me to to
{01:49} 0012 (-) << f > share > (.) my my background ((laughs))
{01:52} 0013 **X** euh: it's
{01:53} 0014 [(.) my second [question] can you give me euh]
{01:53} 0015 **X-6** [[ok]]
{01:56} 0016 **X** overview of your linguistic skills
{01:58} 0017 <<dim > and intercultural skills
{01:59} 0018 **X-6** (.) okay
{01:60} 0019 (.) euh well what linguistic skills to=
{02:02} 0020 to start with and (.) well i grew up in
{02:04} 0021 costa rica and (.)
{02:05} 0022 spain and germany i was (.)
{02:07} 0023 born in germany and
{02:08} 0024 << p > i grew up in in both Spanish speaking countries so i'm >
{02:11} 0025 (-) i'm fluent in the spanish language
{02:13} 0026 °h
{02:14} 0027 i studied spanish literature afterwards and after school °h
{02:17} 0028 (-) euhm well english of course is euhm
{02:20} 0029 (--) always euhm
{02:21} 0030 (--) interested in languages and english is like (.) the
{02:25} 0031 (-) most important language so of course and also when i'm
{02:28} 0032 (1.12)
{02:30} 0033 **X-6** and (.) quite (.)

{02:30} 0034 fluent in ENGLISH and apart from that

{02:32} 0035 i'm a bl in french

{02:34} 0036 but please don't test that ((laughs))

{02:36} 0037 (-) and euhm well << all > intercultural skills=

{02:38} 0038 yeah if you grow up internationally > you you

{02:41} 0039 (-) euhm

{02:42} 0040 (-) << all > get a like get a like euh >

{02:43} 0041 (--)

{02:44} 0042 it's called the (.) third third culture

{02:46} 0043 because you grew grew up between euhm

{02:49} 0044 (.) two cultures and my parents are german and i grew up in

{02:52} 0045 (.) costa rica

{02:53} 0046 (.) and these are

{02:54} 0047 (.) two completely different cultures yet you are as a kid you are somehow in between

{02:58} 0048 °h and (.) built your own culture you mix those two cultures

{03:02} 0049 °h and the same happened euhm

{03:04} 0050 °h when i came back to germany

{03:06} 0051 (.) euhm

{03:07} 0052 (-) when i was ten and

{03:09} 0053 (.) the german culture seemed quite odd to me

{03:12} 0054 (--)

{03:13} 0055 (-) << f > again > and you you've

{03:15} 0056 (-) tried to build your own

{03:17} 0057 (.) well you build your own culture your own view on (.) on on nationality on euhm customs

{03:22} 0058 °hh and (.) then when

{03:24} 0059 (-) we moved to spain afterwards when I was fifteen

{03:28} 0060 (--)

{03:30} 0061 °h it's always been like a: switch from from one euhm

{03:35} 0062 (-) culture to the next and so

{03:37} 0063 (-) you

{03:37} 0064 (-) learn learn how to t euhm

{03:39} 0065 (.) to manage to get used to these

{03:42} 0066 (.) these new euhm customs

{03:43} 0067 (.) these new euhm values

{03:45} 0068 (-) maybe

{03:45} 0069 °hh euhm

{03:47} 0070 (-) of course i always have euh like

{03:48} 0071 (.) first things always to

{03:50} 0072 (-) to just watch

{03:51} 0073 (.) to just euhm euhm

{03:52} 0074 (--) see how things

{03:55} 0075 (.) work those things function in the in the in

{03:58} 0076 (--) ((tongue clucking)) (.) foreign environment

{03:60} 0077 (.) and then (.) try to get used to it try try to get

{04:02} 0078 (---) get accustomed to it

{04:04} 0079 (-) << p > somehow

{04:05} 0080 (2.31)

{04:08} 0081 **X** so according to you

{04:09} 0082 (.) would you say that you were prepared or trained to work here

{04:13} 0083 (-) within the multilingual and

{04:15} 0084 (-) and intercultural work

{04:17} 0085 (1.22)

{04:18} 0086 **X-6** yes

{04:18} 0087 (.) i would say well from my personal background and apart from the

{04:22} 0088 (.) professional thing which is

{04:23} 0089 (.) not the question

{04:25} 0090 (-) but from just the soft skills yes i think this is just

{04:29} 0091 (.) << pp > a place I have to be with (.) euhm >

{04:30} 0092 (-) among amongst other international and oriented euhm

{04:34} 0093 (--) jobs or working positions but this definitely is

{04:39} 0094 (---) << pp > euhm i'm in the right place i guess >

{04:42} 0095 **X** (--) okay

{04:43} 0096 (1.87)

{04:45} 0097 **X** ((noise)) (-) and

{04:46} 0098 (--) so a question about boku ir which languages are spoken

{04:51} 0099 **X-6** (--) °h mainly english

{04:53} 0100 (.) unfortunately it's euhm

{04:55} 0101 if a foreign language is apart of german has has

{04:58} 0102 spoken and then it's it's mainly english

{05:00} 0103 °h some (.) well i had the the

{05:03} 0104 (.) the opportunity to speaks spanish << len > in one or two occasions but >

{05:08} 0105 (-) that's quite i heard people talk in french

{05:11} 0106 (...)

{05:13} 0107 (.) and euhm

{05:14} 0108 (-) apart from that

{05:15} 0109 (.) euhm

{05:16} 0110 (--)<< p > i think that' it

{05:17} 0111 (1.24)

{05:19} 0112 **X** okay

{05:19} 0113 (---)

{05:20} 0114 euh (-) but

{05:21} 0115 (--)< there is (.) in your opinion °h

{05:24} 0116 (.) a difference (.) between the internal com

{05:26} 0117 (.) communication here

{05:27} 0118 (-) in german (.) english

{05:29} 0119 (.) °h and it (.) external communication with the

{05:32} 0120 (-)<< p > project team the partners

{05:34} 0121 (--)< the students

{05:35} 0122 (1.48)

{05:37} 0123 **X-6** euh regarding the languages

{05:38} 0124 (1.25)

{05:39} 0125 **X** regarding the communications

{05:41} 0126 [[xxxx]]

{05:41} 0127 **X-6** [(-) regarding [xxxx] of course an external communication has always to be a little]

{05:46} 0128 (.) a little bit more serious

{05:47} 0129 °hh euhm that's that's clear and

{05:49} 0130 internal communication can be euhm

{05:51} 0131 (.) a little bit more relaxed since you know

{05:54} 0132 (.) since he's (.) you know the

{05:56} 0133 (.) he

{05:57} 0134 well you know the person you're talking to better than some external person that's writing an email °h

{06:03} 0135 (.) and you have to like

{06:04} 0136 (-) keep keep the tone professional

{06:07} 0137 °hh euhm

{06:08} 0138 (--)<< p > yeah (.) that's i think that's the main >

{06:10} 0139 main difference maybe in regards of language and most

{06:14} 0140 (.) for communication

{06:15} 0141 (.) << p > external communication is done in german >

{06:17} 0142 (.) << pp > definitely in german >

{06:18} 0143 (1.22)

{06:19} 0144 X-6 [[external c xxx]]

{06:19} 0145 X [external communica [tion xxxx]]

{06:21} 0146 X-6 (-) external communication well well if you

{06:24} 0147 (.) euhm talk about students

{06:25} 0148 (-) then it's mostly German if you talk about partner universities all around Europe that's mainly english

{06:30} 0149 (-) << pp > then it's (.) of course in english

{06:32} 0150 (-) °h (--)

{06:33} 0151 X euhm:

{06:34} 0152 (1.55)

{06:35} 0153 X which (.) kind of intercultural and multilingual

{06:39} 0154 (.) can ocCUr

{06:41} 0155 (-) euh

{06:42} 0156 (--) in your external communications

{06:44} 0157 (5.88)

{06:50} 0158 X-6 well

{06:50} 0159 (.) of course there can be misunderstandings

{06:53} 0160 cultural misunderstandings

{06:55} 0161 (.) but (.) that's in

{06:56} 0162 (--) since

{06:57} 0163 (-) i'm doing erasmus

{06:59} 0164 (.) these are not i think these are not so common since we are in in

{07:02} 0165 europe we share

{07:04} 0166 everywhere we share more or less the same values

{07:06} 0167 °hhh but i think if

{07:08} 0168 (-) we (-) talk about like

{07:09} 0169 (.) communication with

{07:10} 0170 (.) chinese students or euhm

{07:12} 0171 (-) people from further abroad euhm

{07:15} 0172 (.) there can be

{07:16} 0173 (-) misunderstandings because you don't know

{07:19} 0174 (--) <<pp > hum >

{07:20} 0175 (.) specific customs
 {07:21} 0176 (.) and some
 {07:22} 0177 (-) behaviors that euhlm
 {07:24} 0178 here are perfectly normal and
 {07:26} 0179 (.) and in other country they can be like euhm
 {07:29} 0180 °hh euhm understood completely opposite i think
 {07:32} 0181 (.) as a complete opposite as what you meant so euhm
 {07:35} 0182 °hh this can be a challenge
 {07:36} 0183 (.) << pp > of course >
 {07:37} 0184 X (-) do you
 {07:38} 0185 already experience
 {07:39} 0186 X-6 [<< dim > no i never experience [such a thing] >]
 {07:39} 0187 X [[xxxxx]]
 {07:41} 0188 (--> << pp > okay >
 {07:42} 0189 (---)
 {07:43} 0190 °hh euhm
 {07:44} 0191 (.) are you involved in international interregional intercultural projects
 {07:48} 0192 (-) so
 {07:49} 0193 [[xxxxx]]
 {07:49} 0194 X-6 [(.) yes well yes of course of [course well] euh]
 {07:51} 0195 apart from erasmus as a in
 {07:53} 0196 (-) eah well
 {07:54} 0197 °h european and
 {07:55} 0198 (.) project and epicur is in a european project °h
 {07:58} 0199 (.) i think the whole my
 {07:59} 0200 (-) my whole job here consists mainly of
 {08:02} 0201 (.) euhm
 {08:03} 0202 (--> of of intercultural and i:nternational
 {08:07} 0203 (-) perspectives
 {08:08} 0204 °hh
 {08:08} 0205 X (---) euhm is there an official language policy
 {08:12} 0206 (.) within (.) epicur (.) project
 {08:14} 0207 X-6 (-) and well of course since we have a lot of
 {08:16} 0208 international partners and the working language is english
 {08:19} 0209 °hh euhm
 {08:20} 0210 (-) that's

{08:21} 0211 (.) because we are part from Greece we are part from Denmark

{08:24} 0212 partners from from the netherlands from france so we

{08:27} 0213 we of course we agree on english

{08:28} 0214 °hh euhm

{08:30} 0215 (--) but some partners of course wil

{08:32} 0216 (.) if you talk to them personally they

{08:33} 0217 (.) << pp > they also speak (.) german or (.) french and

{08:36} 0218 (-) and communication is >

{08:37} 0219 (.) is a variable but the << dim > official communication is done in english >

{08:39} 0220 **X** (-) << whispering voice > okay >

{08:40} 0221 **X-6** (.) the documents are made (-) are made in english

{08:42} 0222 (1.32)

{08:44} 0223 **X** and do you think that is

{08:45} 0224 (-) this language policy is accepted

{08:48} 0225 by everyonbody in everyday interactions

{08:51} 0226 [[or]]

{08:51} 0227 **X-6** [(--) i guess [so]]

{08:53} 0228 **X** [[there is some]]

{08:53} 0229 **X-6** [(-) actually [there is some] about that]

{08:55} 0230 i think so (.) so it's pretty much the most

{08:58} 0231 (-) common and spoken language and

{08:60} 0232 (-) it makes sense to

{09:01} 0233 (1.08)

{09:02} 0234 **X-6** << p > i like to use it as a >

{09:04} 0235 (-) everybody has to learn english

{09:06} 0236 hh°

{09:06} 0237 **X** << p > okay >

{09:07} 0238 (---) euh son

{09:08} 0239 **X-6** m_mh

{09:09} 0240 °hhh °hhh

{09:11} 0241 **X** (.) starting by by

{09:13} 0242 **X-6** (.) °h may may i add something even though

{09:16} 0243 (.) because things and

{09:17} 0244 (.) you don't know euhm

{09:18} 0245 (xx) well non-native english

{09:21} 0246 (.) speaking universities part of of epicur since

{09:24} 0247 °hh and no English university or British university as as part of
epicur and

{09:29} 0248 (.) well of course no no united states university

{09:32} 0249 °hh

{09:32} 0250 anyhow we speak english we like

{09:34} 0251 (.) and arranged on speaking english

{09:36} 0252 °hhh

{09:37} 0253 (---) of course you could

{09:39} 0254 (.) should right now argue why not

{09:41} 0255 (.) why not French why not german

{09:43} 0256 (.) donc (.)

{09:44} 0257 << pp > i think it just the most common language

{09:45} 0258 (-) the most used

{09:46} 0259 (1.32)

{09:48} 0260 **X** it's (.) easier

{09:49} 0261 [[m_mh]]

{09:49} 0262 **X-6** [(.) it's easier of [course]]

{09:50} 0263 **X** (--)

{09:50} 0264 °hh

{09:51} 0265 euh do you ever notice

{09:53} 0266 (.) difference

{09:54} 0267 (1.27)

{09:55} 0268 **X** on the level of of organizations

{09:57} 0269 (-) of work

{09:58} 0270 (.) between your colleagues having different backgrounds

{10:01} 0271 (---) mmh

{10:02} 0272 (-) backgrounds

{10:03} 0273 (--) with you or

{10:05} 0274 (-) << pp > together >

{10:06} 0275 **X-6** (-) °h << p > oh difficult >

{10:07} 0276 (.) ((noise)) (--)

{10:08} 0277 **X-6** << p > very difficult question > °hh

{10:10} 0278 i think this is

{10:11} 0279 (1.78)

{10:13} 0280 **X-6** << dim > another >

{10:14} 0281 (--) i would say it's not a question of

{10:16} 0282 of the background but of

{10:18} 0283 (.) the person itself of the character

{10:19} 0284 (.) because in some people are like more structured

{10:21} 0285 some people are do do

{10:23} 0286 (.) things (.) by heart or euhm

{10:25} 0287 (--)'h they don't need to to write everything down and they

{10:28} 0288 'h (--)

{10:30} 0289 it's a

{10:30} 0290 different well the difference in in the way of work and

{10:33} 0291 (-) i wouldn't i wouldn't nail it on the

{10:36} 0292 (.) << p > on the on the background but more on the on the present character >

{10:39} 0293 (-) and how peop how somebody

{10:41} 0294 (-) << pp > sees the world or and like >

{10:43} 0295 (-) << whispering voice > and as (-) yeah >

{10:45} 0296 (1.26)

{10:46} 0297 **X-6** works

{10:47} 0298 **X** (-) okay

{10:48} 0299 (--)'h how do you negotiate those

{10:51} 0300 (---) differences

{10:52} 0301 (--)'h << p > if you had experience some >

{10:55} 0302 (1.19)

{10:56} 0303 **X-6** well you always have to to

{10:58} 0304 be open that's the most important thing you have to be open and and look

{11:02} 0305 (--)'h euhm

{11:03} 0306 how if you're not

{11:05} 0307 agreeing with something then you have to like maybe you can

{11:08} 0308 (.) 'h can ask the person or like euhm

{11:10} 0309 (--)'h carefully euhm

{11:12} 0310 (1.1)

{11:13} 0311 **X-6** notify

{11:15} 0312 (-) the person and that there's something that you don't agree with

{11:18} 0313 'h but

{11:19} 0314 (-) i think as long as

{11:21} 0315 (.) the whole thing works

{11:23} 0316 (--)'h as the whole euhm well

{11:25} 0317 (.) as the w (-) the system w

{11:27} 0318 (-) in our case

{11:27} 0319 (-) boku ir

{11:29} 0320 (--) as a whole works

{11:30} 0321 (.) then i don't care about how somebody works or how the

{11:35} 0322 °hh they they solve specific problems as long as the problem gets solved

{11:39} 0323 (--) and not euhm

{11:41} 0324 (-) of course euhm

{11:42} 0325 (-) not not unnecessary and resources are spent ((laughs))

{11:45} 0326 (-) °h (-)

{11:46} 0327 **X** << pp > okay >

{11:47} 0328 (---) << pp > a:nd >

{11:48} 0329 (-) my last question is

{11:50} 0330 °hh euhm

{11:52} 0331 (2.53)

{11:54} 0332 **X** how important is the creation

{11:56} 0333 of a team culture

{11:58} 0334 **X-6** (-) very important

{11:59} 0335 (-) very very important

{12:00} 0336 °h euhm

{12:01} 0337 (1.08)

{12:03} 0338 **X-6** teamwork team spirit

{12:04} 0339 (--) is i think

{12:06} 0340 (1.65)

{12:07} 0341 **X-6** << dim > pretty much the most important thing at a workplace and >

{12:10} 0342 (.) always (-) the same teamwork makes the dream work

{12:14} 0343 °hh euhm

{12:15} 0344 (--) you have to be be

{12:17} 0345 (-) good with your colleagues and there has to be a positive working atmosphere

{12:21} 0346 (-) °h euhm

{12:22} 0347 (.) if the (.) working atmosphere is toxic or it's bad then euhm this is

{12:27} 0348 (.) influences work and this influences also the the

{12:30} 0349 (-) °hh

{12:31} 0350 or (-) the personal euhm

{12:33} 0351 (-) attitude towards work

{12:34} 0352 (.) so if you

{12:35} 0353 (.) <<pp > if you > (.) work

{12:36} 0354 (-) makes you like

{12:38} 0355 (-) it gives you a negative attitude because it's toxic or because

{12:42} 0356 (-) you don't get along with the with the team members

{12:45} 0357 °hh and this can affect

{12:46} 0358 (.) the work the quality of your of your

{12:48} 0359 (.) of your work

{12:49} 0360 (-) << aand but >

{12:50} 0361 (.) if there's positive spirit of euhm like

{12:52} 0362 (.) recognition and that's

{12:54} 0363 (.) that's a really important thing recognition of euhm

{12:56} 0364 (---) °h << pp > or like euhm >

{12:58} 0365 (-) to to evaluate

{12:59} 0366 (-) things euhm

{13:00} 0367 (---) that are done

{13:02} 0368 (.) euhm (.) that's

{13:04} 0369 (-) you (.) see that somebody has done something and and if the euhm like

{13:07} 0370 (--) give it a positive

{13:09} 0371 (1.33)

{13:11} 0372 **x-6** euh well

{13:11} 0373 (---) evaluation

{13:13} 0374 (.) or if you ever evaluate this and it's a

{13:16} 0375 (.) it's a really good thing and it motivates (.) people

{13:18} 0376 (-) °h

{13:19} 0377 << pp > so >

{13:19} 0378 (--) << pp > that's >

{13:20} 0379 (--) << p > team spirit is just >

{13:22} 0380 (-) << laughing voice > the most important thing > well not

{13:24} 0381 << f > the most > but one of the most important things (.) definitely

{13:26} 0382 **x** (-) °h <<pp > okay >

{13:27} 0383 (--) and

{13:28} 0384 (.) as you are a new team member of

{13:31} 0385 (.) boku-ir and also epicur

{13:33} 0386 (-) how do you

{13:34} 0387 (--) what do you think about

{13:36} 0388 (-) those team cultures
 {13:38} 0389 **X-6** (-) as euh
 {13:39} 0390 (.) both team cultures are very very euhm
 {13:42} 0391 (-) well appreciative and
 {13:43} 0392 and very good well i really like it here
 {13:46} 0393 (.) °h euhm
 {13:47} 0394 (-) the epicur team
 {13:48} 0395 (.) euhm i think it's a little younger well for
 {13:51} 0396 (-) at least the person that i'm working with °h
 {13:53} 0397 °h euhm
 {13:54} 0398 (-) and the
 {13:55} 0399 (.) that's a little bit like more flexible maybe
 {13:58} 0400 (-) and well boku-ir is euhm
 {13:60} 0401 (1.06)
 {14:01} 0402 **X-6** is (.) well seems a little bit more like euhm
 {14:04} 0403 (---) experienced
 {14:06} 0404 (1.04)
 {14:07} 0405 **X-6** euhm
 {14:07} 0406 (--) but generally both
 {14:09} 0407 (-) euh both teams are great
 {14:11} 0408 (-) and and
 {14:12} 0409 (.) really (.) appreciative and very well euhm
 {14:15} 0410 (1.02)
 {14:16} 0411 **X-6** really positive
 {14:16} 0412 (1.71)
 {14:18} 0413 **X** euhm
 {14:19} 0414 (2.28)
 {14:21} 0415 **X** i don't know i compare those two teams because one is in
 {14:24} 0416 [(-) intercultural [] because]
 {14:24} 0417 **X-6** [[mm-hm]]
 {14:27} 0418 **X** [(-) you have nine countries []and this one is more]
 {14:27} 0419 **X-6** [[yeah]]
 {14:30} 0420 **X** (--) german
 {14:31} 0421 **X-6** (.) °h yeah of course but the thing is euhm the team at
 {14:34} 0422 boku i work with the epicur team at boku and
 {14:37} 0423 (.) euhm (.) that's

{14:38} 0424 (-- basically the same it's just euhm

{14:40} 0425 (.) it's other people but they're also that the main language is
german °h

{14:43} 0426 (-) and (.) the only difference is the

{14:46} 0427 (.) the team team is

{14:47} 0428 (-- a little younger i think well at least

{14:49} 0429 (.) << pp > as i said the people i work with

{14:51} 0430 °hh

{14:52} 0431 (--)

{14:53} 0432 regarding the the other

{14:54} 0433 (-) euhm the partner university i only met them like once upon a
business trip

{14:58} 0434 °h euhm

{14:59} 0435 (-) of course sd

{14:60} 0436 (-) well

{15:01} 0437 (-) there's a different attitude you notice

{15:04} 0438 (.) << p > and if you work with people from other countries that
they have >

{15:06} 0439 (.) different

{15:07} 0440 (.) attitude towards work

{15:08} 0441 (.) maybe more and more strict maybe more relaxed

{15:11} 0442 (-) °h << pp > but as I always said as long as the work

{15:14} 0443 (.) is done i don't care about >

{15:15} 0444 (-) euhm

{15:16} 0445 (1.04)

{15:17} 0446 **X-6** <<pp > i don't care about how how somebody (.) works euhm

{15:19} 0447 (---) of course everybody has personal preference well

{15:22} 0448 (-) and which type (-) he (.) prefers

Annexe X Declaration of Independence

I hereby confirm that I have written this summary independently and that I have not used any auxiliary materials other than those indicated. The passages of the work, which are taken from other works (including Internet sources) in terms of wording or meaning, have been marked an indication of the source.

Bletterans, 15.08.2022

A handwritten signature in black ink, consisting of a stylized, overlapping geometric shape that resembles a triangle and a circle.

Anaïs Marie Christelle Michelin