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Master thesis

Multilingualism and Interculturality in international or interregional projects and work environments.

Structural and individual strategies of managing multilingualism and
interculturality within the BOKU- International Relational working team.

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Theses guidelines

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The aim of this thesis is to analyse and evaluate the daily practice and strategies of dealing with multilingual and intercultural interactions with international/interregional projects. In particular, the use of a project-internal lingua franca and/or translation practices and accommodations of various contributing cultures will be analysed.

Methodological approach:

Data triangulation through document analysis, interviews, and/or recordings of specific interactional data should be used to demonstrate the structural and individual strategies of managing multilingualism within an international/interregional team.

Framework structure:

1. Introduction. Objectives.
2. Review of literature.
3. Methods.
4. Results, potentially discussion.
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Glinkowska, B. (2016). Managing teams in the multicultural organizations. *Journal of intercultural management*, 8(2), 55-69.

Kotthoff, H.; Spencer-Oatey, H., (eds), (2009), Handbook of Intercultural Communication. Berlin, New York.

Kuster, J. et al. (Ed.), (2006), Handbuch Projektmanagement. Berlin, Heidelberg.

Matveev, V. A. & Nelson, P.E. (2004) - Cross cultural communication competence and multicultural team performance. GUNY and North Dakota State University.

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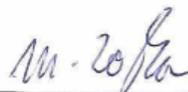
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Anais Marie Christelle Michelin

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1 INTRODUCTION

Globalization tends to some extent to harmonize and standardize the social, economic and cultural spheres of our life but with digitalization and migration, they also bring throughout the years cultural diversity, particularly in the workplace environment with a position at an international level. Organizations are increasingly permeated by interculturality, which plays a central role within and between them. Their actors are becoming more intercultural in their work and practices but they “ need new approaches of how to deal with cultural diversity. ” (Barmeyer, 2018).

Universities embody the power of high education of a nation on the international scene and the skills of their staff must then be directly related to this growing internationalisation. I chose the master thesis's topic “ Multilingualism and Interculturality in international or interregional projects and work environment” directed by prof. Dr. Nadine Rentel and it appeared appropriate to carry this research on the multilingual and intercultural environment I worked in during my internship from February, 15th to July 31st 2022 at the International Relations department of the University of Natural Resources and Life Science (BOKU) in Vienna (Austria).

Briefly, I define the key words of the topic I have chosen. Multilingualism can be defined in relation with plurilingualism as Laakso wrote : « le plurilinguisme réfère à « la capacité d'un individu d'employer à bon escient plusieurs variétés linguistiques » ; le niveau et la compétence d'un individu varient d'une variété à l'autre, tandis que le multilinguisme veut dire que plusieurs langues existent sur un même territoire » (Laakso, 2020). The interactions that the interviewee face every day are then in the field of plurilingualism and multilingualism. In addition, Laakso quotes Huhta (2005) by reporting that plurilingualism is an individual ability while multilingualism is a quality of a specific area. Concerning interculturality, Barmeyer (2018) states that :

Interculturality emerges from cultural diversity and reflects the processes and outcomes of diverse groups. If not managed in an appropriate way, interculturality can be irritating and conflicting due to diverging values, expectations, norms, meanings and interpretations of actors. Cultural incidents might then absorb organizational resources, such as human and financial resources. Interculturality can lead to misunderstandings, which hinder organizational goal attainment. However, such misunderstandings can also be reduced or even avoided.

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. Then, in the second part of my thesis, I describe the method used to carry this research. The results of the interviews were compared and are presented in the fourth section of the same name. Discussion and conclusions form the final part of my master thesis to explain the insights emerging from my research.

It is from these definitions that I designed the following research question : “ 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 ?” And I defined the objectives on analysing and evaluating structural and individual strategies of managing multilingualism and interculturality within the BOKU - International Relations working team. The chosen procedure for my qualitative research includes data triangulation through document analysis and six semi-structured qualitative interviews of BOKU-IR coworkers. Indeed, working in the administrative department dedicated to the student exchange process, academic international projects, brings up challenges of working together with the multiplicity of external interlocutors and BOKU-IR staff communicate daily in at least two languages (English and German) for their daily working interactions.

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

2 THEORETICAL PART

Culture refers to :

a group of individuals who think, feel and act in a similar way that sets them apart from other groups of individuals. (...) One could take this a step further and say that it would be reasonable to include even smaller entities, such as regional cultures and family cultures. Seen from this perspective, differentiating between cultures is, at the same time,

differentiating between particular groups. (Kinast, SchrollMachl, Thomas, & Weston-Horsmann, 2010).

The globalization of the world's economy promotes the development of multicultural organizations (Glinkowska, 2016). In this sense, these organizations face different strategies of management and their inherent challenges.

2.1 Intercultural management

2.1.1 Definition of Intercultural Management

Essentially, intercultural management concerns itself with the management of workforces functioning in culturally different operating contexts. (Jacob, 2003).

The meaning of the verb “to manage” comes from the Italian word *maneggiare*. Its latin stem *manus* represents the act of “accomplishing”, often corresponding to the manager’s task of supervising and leading but also supporting and coordinating employees (Kinast, SchrollMachl, Thomas, & Weston-Horsmann, 2010). In the case of intercultural management, which emerged in the middle 1980s (Jacob, 2003), these tasks are done within culturally diverse organizations and multicultural working teams. Nina Jacob introduces, in her book *Intercultural Management*, a brief historical background of the concept, which helps us understand the first framework of the research on this topic, its development and also its limitations. Geert Hofstede's book *Culture's Consequences* (published in 1980) suggested that management styles need to be appropriate for the culture of the country in which a multinational corporation is operating. However, according to J.C. Cheong *et al*'s book *Cultural Competencies: Managing cooperatively across cultures*, this work has shown to have limitations regarding intercultural management. Four dimensions were used by Geert Hofstede to create a typology categorizing countries based on their national culture but his work was criticized in the 1990s for using generalizations and encouraging stereotypes and caricatures. Jacob argued that some cultural elements are common among many countries, while others are unique to a particular country (2003).

Today's intercultural management can be viewed as a subset of international management, with some characteristics that are relevant and effective. These characteristics are structural forms of fluidity, such as organic models, internationally representative teams of managers, leadership with diverse skills appropriate to a global context, motivations appropriate for diversity, organizational culture of learning organizations, communication methods and systems, negotiations to achieve goals

reflect the mutual benefit of all actors, human resource management systems and practices in operational dynamics on a global scale. (Jacob, 2003). Moreover, there are nine main activities such as leadership, organizational structure, human resource management, communication and conflict resolution. The activity of team management refers to the fact that multicultural teams have members who bring different competencies into organizational decision-making exercises. Corporate strategy decides new business geographical terrain and the entrance in the markets. Knowledge management and core values management are respectively the dissemination of implicit knowledge throughout an organization and selection, and then dissemination of core values related to the corporation organizational culture. The implementation of the international management is set up through commitment by managers and management styles of working (Jacob, 2003).

2.1.2 The role of the manager

The commitment by managers is a way to implement intercultural management, a manager embodies various roles related to these activities within the organization. Siegfried Stumpf cites Mintzberg's diagram about manager's range of roles (Table 1), which differs according to the expectations of authority needed and the management orientation wished for the work tasks, as shows the following table (Kinast, SchrollMachl, Thomas, & Weston-Horsmann, 2010).

Table 8: Range of roles assumed by managers according to Mintzberg (1991)

Role	Brief Description
1. Representative	Observes ceremonial obligations, e.g., at receptions, celebrations, visits
2. Leadership	Maintains direct contact with employees: support, encouragement, acknowledgment
3. Liaison	Responsible for multi-level networking
4. Observer	Seeks and gathers information
5. Information dissemination	Passes on information
6. Speaker	Represents the organizational unit's point of view to the public
7. Entrepreneur	Initiates and supervises measures to safeguard and develop the organization
8. Mediator	Deals with disagreement and manages conflict
9. Allocation of resources	Determines who receives what in a particular organizational unit (tools, supplies, budgets . . .)
10. Negotiator	Negotiates deals in the organization's interest

The concept of leadership is a part of intercultural management : “according to Von Rosenstiel (1993), “leadership” seen from the perspective of organizational psychology is a direct, intentional and goal-oriented act by those with authority to exert influence over subordinates” (Kinast, SchrollMachl, Thomas, & Weston-Horsmann, 2010). Key leadership and management functions in the organizational culture, such as personnel management, setting and agreeing on goals, decision making, problem solving and creating the conditions for a motivating work environment, are culturally influenced according to the intercultural management model (Kinast, SchrollMachl, Thomas, & Weston-Horsmann, 2010).

2.1.3 Basics of Intercultural and Management

Leading and managing an organization always depends on cultural contexts (Kinast, SchrollMachl, Thomas, & Weston-Horsmann, 2010), as the shape of organizational culture of the corporation is influenced by many factors, including the country of origin, education, industry, manners and the style of management. It can be identified by means of visible elements: symbols, labeling, clothing, way of communicating, rituals; and invisible elements: attitude to the environment, values (Glinkowska, 2016). The culture of the organization’s social system influences the development of a specific organizational culture (Kinast, SchrollMachl, Thomas, & Weston-Horsmann, 2010). Intercultural management views culture both within the organization and externally impinging on that organization (Jacob, 2003).

The choice of management orientation will be influenced by cultural factors according to the cultural system to which the manager belongs and the specific source of orientation he prefers (Kinast, SchrollMachl, Thomas, & Weston-Horsmann, 2010). Misumi (1985) and Sinha (1984) respectively conducted empirical studies about personnel management and identified two basic dimensions of leadership behavior to prove that they are directly linked to national cultures (Kinast, SchrollMachl, Thomas, & Weston-Horsmann, 2010). Misumi developed a “PM leadership” theory in Japan and proved that a manager in the Japanese cultural context is successful if he manages to adopt a leadership style that strongly reflects both dimensions studied in this theory. The P” stands for “performance” and “M” for “maintenance”. Performance implied a leadership behavior emphasizing goal achievement, and Maintenance a cohesive and integrative leadership behavior emphasizing harmony and relationship. As for Sinha, he

developed an NT leadership style theory¹. This combination appears in the Indian working environment because it increases employee participation and involvement in the decision-making process.

2.1.4 Intercultural project management

Stumpf cite Mayrshofer and Kröger's five suggestions to orientate intercultural project management during the project's life-time : clarifying tasks and goals, teamwork as a mutual initiative, ensuring information flow and coordination, benchmarking and optimizing cooperation and securing results and evaluating results (Kinast, SchrollMachl, Thomas, & Weston-Horsmann, 2010). This first step of "Clarifying Tasks and Goals" substantially defines dimensions of team work (by setting up problems, needs, the time factor, available resources, stakeholder expectations and goals, the statement of purpose and concrete project goals, as well as realistic benchmarks, expectations and specifying anticipated results, to be able reflect on the team own expectations of leadership). However, unlike a mono-cultural team, the organization of an intercultural working team requires consideration of different expectations and customs regarding project management (geographical distances between the project members for instance could be an issue). That's why establishing an agreement on common goals and terminology during the kick-off meeting or right at the beginning of the project is an asset. Concerning kick-off meetings, Stumpf affirmed that they have proved to be effective for the second suggestion "Teamwork as a Mutual Initiative". They initiate project cooperation among all team members : " [This] event provides a chance to develop a team identity and is frequently expressed in a motto, a symbol or a catchy team name." (Kinast, SchrollMachl, Thomas, & Weston-Horsmann, 2010). Kick-off meetings are also the opportunity for the project team to take enough time apart from the work-related setting to get to know each other. Stumpf mentions that the team members become thus acquainted to explore other-culture backgrounds, experience, interests, fields of expertise, expectations and special skills and to establish rapport based on common interests. This method leads to assigned work assignments according to abilities and experiences to mixed cultured teams instead of members according to nationality. The third step "Ensuring Information Flow and Coordination" prescribes regular meetings to exchange and share information, discuss deadlines and schedules and develop the team spirit, in other words to gauge cooperation. This

¹ "N" stands for "nurturant" and refers to caring, relationship-oriented leadership behavior whereas "T" stands for "task-oriented" and refers to a manager's behavior in his approach to work.

recommendation is especially efficient for remote working teams. As the team members are not working in the same area, they need a space to communicate and clarify issues. Stumpf notes that differences in working styles, occurring within intercultural teams, should be addressed if matters are not clear, and problems related to individual work should be solved as a team to avoid, what she called “tolerating differences in silence”. Reviewing the project management processes in the fourth step “Benchmarking and Optimizing Cooperation” aims to evaluate “the how of the collaboration” instead of “the what of the project”. The quality of communication and cooperation are monitored to recognize dissonance or latent conflict in advance. The last step “Securing Results and Evaluating Results” prescribes a final project meeting to evaluate the result and design the sustainability of the “after-project”. Stumpf highlights that the results should include performance and valuable experience gained during the collaboration. These could be beneficial in terms of methods and means of working together for future projects or/and teams.

Additionally, informal events and exchanges outside of the working time are one fundamental feature to maintain the team's culture, especially among intercultural teams. These help reduce differences and reinforce cooperations.

2.1.5 Intercultural management awareness

Intercultural management awareness, both from the manager, the employee's and the organization structure's sides, is a fundamental trait of an efficient intercultural management system. This statement might seem obvious but managers working in a culturally diverse environment must be aware that in other cultures the same values are not always shared (Glinkowska, 2016). There are strategies to negotiate cultural differences among working teams. Siegfried Stumpf, in the collective *Handbook of Intercultural Communication and Cooperation* (Kinast, SchrollMachl, Thomas, & Weston-Horsmann, 2010) describes the building block phases modeled by Maznevski and DiStefano as a success factor in the process of developing intercultural teams by raising their awareness and understanding of cultural differences. The model presents strategies that the manager should influence and implement. Three phases structure this model: mapping, bridging and integrating. The mapping phase aims at the recognition by the intercultural team members of the relevant differences and similarities to evaluate their benefits on the team processes and performance. The bridging phase ensures adequate communication processes according to the map of their differences, whereas

the integrating phase builds the awareness and understanding of intercultural differences and gap-bridging communication processes :

Once the team is aware of different perspectives and preferences among the team members, members must come together and solve the discrepancies resulting from the differences so that the team can develop mutually satisfying methods that will allow them to accomplish the task adequately and effectively. (Kinast, SchrollMachl, Thomas, & Weston-Horsmann, 2010).

2.2 Intercultural competence

To compete globally, persons must be equipped with the knowledge and skills to behave in a manner becoming to a specific culture (...). Inevitably, cultural diversity will manifest within the global marketplace, making intercultural competence an extremely important skill (Deardorff, 2009).

Furthermore, the intercultural management awareness, managers and employees should be ready to continuously assimilate and develop new ideas, practices, linguistics skills or cultural assumptions (Glinkowska, 2016).

2.2.1 Definition and conceptualizations.

Scholars define intercultural competence as a meeting of “ *effective* and *appropriate* behavior and communication in intercultural situations” (Deardorff, 2009). Effectiveness is determined by individuals whereas appropriateness is only determined by the other person. It is directly related to cultural sensitivity and adherence to cultural norms of that other person (Deardorff, 2009). Deardorff notes that at least since the 1950s models of human competence have been mainly dominated by an intuitive and conative approach including three essential features: “*motivation* (affective, emotion), *knowledge* (cognitive), and *skills* (behavioral, actional)” (Deardorff, 2009). In 1984 Spitzberg and Cupach added two more elements. On the first hand, the *context* is about the situation, environment, culture, relationship and function ; on the other hand, *outcomes* are about perceived appropriateness, perceived effectiveness, satisfaction, understanding, attraction, intimacy, assimilation, and task achievement.

As Deardoff mentions that all the theories and models of intercultural competences developed afterwards basically rely on those core elements, she conceptualized a model, called Intercultural Competence Framework, which aims to reach a consensus on a definition. I chose to use it as the reference conceptualized definition for the intercultural competences. Deardoff’s intercultural competences framework is seen as a collection of elements : attitudes, knowledge, skills, internal

outcomes and external outcomes (Deardorff, 2009). Attitudes are related to the notions of respect, discovery, openness and curiosity, which lead the individual to move outside their comfort zone. Knowledge is the ways of understanding links between one's culture and one's identity such as cultural self-awareness, culture-specific knowledge, deep cultural knowledge and sociolinguistic awareness. Internal Outcomes derive from attitudes, knowledge and skills. They imply flexibility, adaptability, an ethnorelative perspective and empathy. As for the external outcomes, they gather all the features previously mentioned (attitudes, knowledge, skills and internal outcomes), that are expressed through behavior and communication among individuals, so-called the visible outcomes of intercultural experiences.

Concerning managers, their intercultural experiences and competencies are a positive benefit for the organization. It is also an opportunity for managers to share them within the organizations (Kinast, SchrollMachl, Thomas, & Weston-Horsmann, 2010). For example, Stumpf cites Neuberger empirical studies on the average workday of managers. It revealed that managers' average workday consists of many brief episodes, which means that managers face unpredictable changes in circumstances during their working time. They must be prepared for quick changes and it requires agility and improvisation skills. In this sense, managing calls also for a great sense of communication and intercultural management knowledge (Kinast, SchrollMachl, Thomas & Weston-Horsmann, 2010). Among other qualities of multicultural teams managers, Glinkowska cites : open-mindedness, the ability of innovative actions, the ability of cross-cultural communication, sensitivity to cultural issues, the ability to use their skills to build relationships, the ability to avoid ethnocentrism, recognizing the impact of culture on management processes, and having knowledge about the fact that some of the actions and attitudes promoted in one culture may be unacceptable in another (Glinkowska, 2016).

2.2.2 Developing intercultural competences

Life-long learning enables workers to develop intercultural competences and there are numerous methods for it. Experience is said to be an important teacher. Learning-by-doing and on-the-job development are practical possibilities happening directly within the working environment. It is based on an exchange of know-how, competences and intercultural experiences ; observation project teams, advising project leadership and moderating process outcomes in the teams according to need. (Kinast, SchrollMachl, Thomas, & Weston-Horsmann, 2010). Evaluation by a consultant also

can support processes of reflecting and interpreting experiences to have an external point of view on problem solving and development of intercultural competences (Kinast, SchrollMachl, Thomas, & Weston-Horsmann, 2010).

Training also consists of designing, developing and enhancing intercultural competences for individuals. There are two types of training : *culture specific* (or *culture general*) and *training across cultures* (or *training about cultures*). The first one is focused on cultural information about a particular culture whereas the second one is focused on general frameworks for describing cultural contrasts that are applicable in many cultures (Bennett, 2015). Moreover, Stumpf cites Clackworthy (Kinast, SchrollMachl, Thomas & Weston-Horsmann, 2010) about the five levels of training and coaching for culturally diverse project teams to support the development of the team (language training, cultural awareness training, intercultural communication training, interaction training and on-the-job coaching). Indeed, effective teams require external support (especially from the organization leading the project) because performance and effectiveness do not occur spontaneously in culturally diverse teams. Language trainings are designed according to individual needs. It aims to build a better understanding between speakers and reduce the linguistic barrier, as well as interaction training, which takes place among culturally diverse groups, and intercultural communication training, based on experiences and implemented via exercises and role play. These trainings also provide knowledge about body language, non-verbal communication and culturally appropriate forms of behavior and discourse depending on the cultural context to avoid intercultural clashes. As for cultural awareness trainings (part of the *culture specific* training type), they provide clarification of values and related norms of behavior about country-specific information (Kinast, SchrollMachl, Thomas, & Weston-Horsmann, 2010).

2.3. Intercultural teams.

Over the last decades organizations' internationalization due to globalization consequences (deregulation, international competition, multinational mergers and work-related migrations) increased and this leads to the development of culturally diverse project teams, including virtual teams (Kinast, SchrollMachl, Thomas, & Weston-Horsmann, 2010).

2.3.1 What is an intercultural, or culturally diverse, team ?

I chose to define intercultural or culturally diverse team as “a collection of individuals with different cultural backgrounds, who are interdependent in their tasks,

who share responsibility for outcomes, who see themselves and are seen by others as an intact social entity embedded in one or more larger social system, and who manage their relationships across organizational boundaries and beyond.” (Bendová, 2019)

Furthermore, I can complete this definition with the one about virtual teams, as they are a particular type of the first one. According to Deardorff (2019), virtual teams are “dispersed groups of people working together toward a common goal, but who rarely, if ever, meet physically face-to-face (...) [and where] most of the team’s interactions are mediated via technology”. Nowadays they also gain a prominent role in globalized organizations. On the scope of form or function, virtual teams have no standards and vary in terms of : virtuality, geographic distribution, time zone spread (city, region, country or continent), cultural and organizational diversity, task complexity, time frame, personalities, or technologies used (Deardorff, 2009). Organizations can save money and time thanks to them and gain in performance because they provide more complementarity and diverse knowledge and skills for projects. Intercultural teams can be the result of a strategic management, a recruitment based on targeted skills or to reflect the reality of the cultural diversity among employees (Kinast, SchrollMachl, Thomas, & Weston-Horsmann, 2010). Moreover, thanks to intercultural competences, multicultural teams appear to be more competitive in the long-term (Bendová, 2019).

2.3.2 Organization of work and performance.

Organization of work among multicultural teams requires a jointly-agreed basis to set expectations and task-sharing. Despite the differences, the common denominator of the team members is their commitment to the task and common goals because responsibility lies on the group rather than on the individuals. (Kinast, SchrollMachl, Thomas, & Weston-Horsmann, 2010).

Kinast, SchrollMachl, Thomas, & Weston-Horsmann (2010) prescribes several features to agree on in order to set up a suitable multicultural teamwork organization :

- assigning clear tasks and agreeing on goals at the start of the cooperation
- allocate a room for informal networking and informal contact early on
- prepare the possibility of hiring a mediator with a background on the participating cultures
- be aware of an equal balance of power and influence between the team’s sub-groups
- mutual input on determining rules used by the teamwork and mutual acknowledgment and respect regarding expertise and social competence

- dealing with latent conflict
- After-work contact including relations and partners
- Clarifying key work-related expressions via translation and feedback.
- Enhanced motivation through a deep sense of satisfaction with the support of the group endeavor

Bendová, 2019 cites Sağa, Kaynaka & Sezena (2016: 61) about the direct and indirect factors influencing culturally diverse teams and their performances. The factors are displayed in various themes :

- Societal factors: national culture, subculture and social identity, cultural standards ;
- Institutional factors: sector of work industry
- Organizational factors: organizational culture, structure and arrangements
- Team factors: size, type and objectives
- Informational diversity: knowledge base and perspectives
- Cultural intelligence of members: flexible understanding and learning
- Education: educational background
- Language: mother tongues and language diversity
- Management: management and leadership dealing with challenges
- Team culture: bridging cultural boundaries, coping with cultural diversity by creating one shared team culture
- Team climate: shared perceptions of practices, procedures and behaviors, involvement in cohesion, commitment, trust and efficacy

Kinast, SchrollMachl, Thomas, & Weston-Horsmann (2010) cites Steiner's formula to study the effects of intercultural working groups on team performance. Steiner suggests the following relationship : Actual productivity of group (AP) = Potential productivity of group (PP) – process loss (PV). And he states that “potential productivity is determined by aligning the group's resources, that is the group members' skills and knowledge with the task requirements” (Kinast, SchrollMachl, Thomas, & Weston-Horsmann, 2010).

The team's potential productivity increases because the team has combined effort with their diverse abilities, expertise, experiences and problem-solving creativity, which are direct advantages of culturally diverse teams. It is also a positive potential to open up a larger diversity of perceptions, ideas, fields of action and decision making

(Kinast, SchrollMachl, Thomas, & Weston-Horsmann, 2010). Kinast, SchrollMachl, Thomas, & Weston-Horsmann (2010) cites Adler about the link between team productivity and team diversity : “Highly productive and less productive teams differ in how they manage their diversity, not, as is commonly believed, in the presence or absence of diversity. When well managed, diversity becomes an asset and productive resource for the team. When ignored, diversity causes problems that diminish the team’s productivity”.

Furthermore, Watson, Kumar and Michaelsen (1993) conducted a study during seventeen weeks, which states that intercultural teams are, even, more effective than mono-cultural workgroups (Kinast, SchrollMachl, Thomas, & Weston-Horsmann, 2010). They divided 173 persons in 17 culturally homogenous and 19 culturally heterogeneous teams of respectively four or five participants. The first group members are Caucasian Americans while the second is composed of two or more nationalities and several individuals also have ethnic backgrounds. The participants had opportunities to interact around a business case studies task and the process was measured four times : in the fifth, ninth, thirteenth and seventeenth week. Participants individually completed a questionnaire that periodically assessed their opinion of the team's performance, after which experts measured team performance using four criteria. The individual evaluation of team members determines the performance of team processes. After each interval assessment, the teams received feedback on strengths and weaknesses and they were asked to implement improving measures. Results show that the longer teams stay together, the better both the process and performance of intercultural and monocultural teams. This suggests that over time, team members will become more confident in dealing with each other and thus, meeting performance requirements. At the beginning of the experiment, cross-cultural teams lag behind mono-cultural teams. However, by reaching the fourth and final assessment period, the intercultural teams achieved the same overall performance level as the monocultural teams. In two performance criteria, culturally diverse teams performed significantly better on tasks that included a range of different perspectives and were asked to generate different problem-solving ideas. The study findings show that intercultural teams tend to have greater integration problems in the early stages but those can be overcome over time. Culturally diverse teams require more time to interact and move within the team. This is especially true when the task requires close cooperation between team members. Time is not the only factor but it also depends on time management by the team members.

2.3.3 Team culture

Unlike a homogeneous or monocultural team, a multicultural team cannot refer to a pre-existing identity (Matveev & Nelson, 2004) because it has to deal with different nationalities and national cultures. According to Matveev and Nelson (2004), team members need to share a strong team culture, which will help them develop trust and raise effectiveness and communication among team members. Bendová (2019) mentions that this is a key factor of intercultural management to enhance a team's performance.

Glinkowska (2016) defines culture of organization as “a set of values, beliefs, behaviors, habits and attitudes that helps members understand the organization, for what the organization stands, how it works and what is considered as important”. In addition, Glinkowska reports Shein’s comments about the organizational culture also being the corporation culture by the way the scheme of conduct is developed by a group. This scheme is teaching the group how to deal with problem-solving, internal integration, external adaptation and the appropriate uses. All the elements of this culture (how to perceive, think and feel) will be then taught to the new team members. Bendová (2019) mentions the Global Leadership Foundation (2019) and the nine features to build a team culture that it describes. The goal of this approach is to set up a jointly agreed working spirit by ensuring a clear sense of expectations. The two first steps are dedicated to create a team identity and a shared vision. The two following require an agreement on values, practices, behaviors, goals and facilitation for results. Step number 5 and number 6 evaluate team differences and capabilities to appreciate and strengthen them in a performance perspective. The two last steps aim to explore team possibilities and perspective with an end goal of obtaining results and questioning the process at the end of the project. Step number seven of these features for building a team culture reminds the team members to always be mutually accountable.

2.4 Communication

The definitions of internal and external communication establish a theoretical basis that will be used throughout the thesis. Internal communication is understood as the communications taking place within BOKU-IR team members. The external communication is related to all the forms of communication outside of the office with colleagues from other BOKU departments, students or international project’s staff. Communication among intercultural teams is such a wide field that I decided to sum it up into key concepts.

2.4.1 Intercultural communication

Intercultural management and intercultural communication are closely intertwined because the first one cannot be performant and effective if the second one doesn't exist or is not efficient enough. Successful communication is a key factor of team performance because it reduces mistakes and eliminates work duplication and non-productive effort (Bendová, 2019). Bennett (2015) reports that “ *Intercultural communication* refers to what transpires when people engage in communication with others whose experiences, assumptions, sense making, and behaviors are different”. It helps to diffuse the idea of culture “ as a concept that overlaps with the culturally imposed categories of race, ethnicity, and social class; age and generation; gender and sexual orientation; and differently abled people” (Bennett, 2015). Angouri (2014) said that : “[t]he interplay of the ‘intercultural’ and the ‘multilingual’ is negotiated locally by the employees; language choice becomes part of the web of relationships and the inherent power (im)balance which brings to the fore the politics of difference relevant to each setting”.

Bennett (1998) defines intercultural communication as “communication between people of different cultures” in contrast to monocultural communication, which is based on language, behaviors patterns and values forms similarities among members of a given culture. There exist several strategies to raise intercultural communication awareness. For example, politeness strategies are a way to conduct intercultural communication in business interactions to keep relations smooth. Indeed, people from culturally diverse backgrounds can have different perspectives and opinions on what is polite and appropriate in given situations (Bennett, 2015).

2.4.2 Language management strategies

2.4.2.1 Cultural Frame Switching

Multilingualism and identity are intertwined and these links reveal people's behaviors, which help to understand cultural backgrounds and intercultural challenges that may occur in an intercultural and multilingual working place.

Jackson (2014 ; quoting Giles *et al.*, 2012) reports the concept of Communication accommodation theory (CAT), which is related to the notion of ‘acts of identity’ :

[CAT] posits that language may be used as an identity marker to either draw us closer to or further apart from individuals with a different linguistic and cultural background (e.g. those who possess different social and cultural identities from ourselves).

CAT can induce two kinds of answers : convergence and divergence (Jackson, 2014).

Convergence occurs when individuals (e.g. second language speakers) adjust their speech patterns to match those of people belonging to another group (e.g. first language speakers who may possess different social and cultural identities from themselves). Divergence happens when individuals (e.g. second language speakers) adjust their speech patterns to be distinct from those of people belonging to another group (e.g. first language speakers who possess different social and cultural identities from themselves).

Communication accommodation theory is, in other words, when ‘ Bilinguals respond to situations (e.g., when completing a questionnaire) in a manner that accommodates or favors the culture associated with the language they are currently using ’ (Ramírez-Esparza *et al.*, 2006 : 101). It is seen as conceptually equivalent to Cultural Frame Switching (CFS) (Ramírez-Esparza *et al.*, 2006 : 101). I was interested in the study *Do bilinguals have two personalities ? A special case of cultural frame switching* by Ramírez-Esparza, N., Gosling, S. D., Benet-Martínez, V., Potter, J. P., & Pennebaker, J. W. It describes CFS and how bilingual individuals display different values and attitudes according to the tasks and linguistic situations (here when responding to questionnaires in different languages) (Ramírez-Esparza Gosling *et al.* 2006 : 101). These researchers’ main goal is to ‘ examine whether the CFS effect among bilinguals can also be found for personality’ (Ramírez-Esparza *et al.* 2006 : 115) through four studies based on samples of monolingual Americans and Mexicans (study 1) and Spanish-English bilinguals with very high standards of bilingual proficiency (studies 2, 3 and 4). They tested ‘whether Spanish-English bilinguals display different personalities in Spanish and English in ways that reflect the personality tendencies associated with each language-culture’ (Ramírez-Esparza *et al.* 2006 : 102-103) from projections and results studied with personality traits of each monolingual culture seen in the first study. The method employed is the model of personality traits Big-Five framework, in which ‘each bipolar factor (e.g., Extraversion vs. Introversion) summarizes several more specific facets (e.g., talkative, outgoing)’ (Ramírez-Esparza *et al.* 2006 : 103). The instrument used in that research is the Big Five Inventory (BFI) because the goal is more precisely to examine ‘real personality differences between the two cultures in terms of the Big-Five framework’ (Ramírez-Esparza *et al.* 2006 : 105). ‘ The five dimensions that the questionnaire measures are : Extraversion (8 items), Agreeableness (9 items), Conscientiousness (9 items),

Neuroticism (8 items), and Openness (10 items)' (Ramírez-Esparza Gosling *et al.* 2006 : 104). Results showed that (from Study 1) (Ramírez-Esparza Gosling *et al.* 2006 : 116) :

Americans are higher than Mexicans in Extraversion and Agreeableness - and that similar cross-language differences are found in Spanish-English bilinguals (from Studies 2 to 4) may seem to be inconsistent with cultural concepts such as *simpatía* (e.g., value for smooth and pleasant relationships, expressing positive emotions, Triandis et al., 1984) and collectivism (e.g., group oriented, emphasis in harmonious interpersonal relationships, conformity, Markus & Kitayama, 1991), which are supposed to be higher in collectivist cultures such as Mexico.

The researchers investigated why such discrepancies are noticed. Out of the two hypotheses formed by the researches, I chose to keep the second one about the CFS phenomenon (Ramírez-Esparza Gosling *et al.* 2006 : 117) :

(...) the CFS phenomenon in bilinguals could be triggered by an interplay of a self-enhancing personality (characteristic of individualistic American, English-speaking culture) with a self-effacing personality (characteristic of collectivist Mexican, Spanish-speaking culture)' .

In conclusion of this research, I can mention that (Ramírez-Esparza Gosling *et al.* 2006 : 118):

[the Cultural Frame Switching] phenomenon reflects the tendency of bicultural individuals (i.e., people who have internalized two cultures, such as bilinguals) to change their interpretations of the world, depending upon their internalized cultures, in response to cues in their environment (e.g., language, cultural icons)

2.4.2.2 Lingua Franca

Defined as a “linguistic code that is used for communication between speakers of different languages for the majority of whom the code is not a first language” (Bennett, 2015), the *lingua franca* holds a privileged position in international business because it allows communication coherence among working teams that have various linguistic customs and practices (Angouri, 2014). As a matter of fact, Bennett (2015) reports that English emerged as a lingua franca during the second part of the 20th century. Utilizations of *Lingua franca* are related to intercultural communication and thus, is an essential form of intercultural competence (Bennett 2015).

2.4.2.3 Code-Switching

At micro linguistic level, changes and processes are involved such as Code-Switching (CS) (Poplack, 2001) :

Code-switching (CS) refers to the mixing, by bilinguals (or multilinguals), of two or more languages in discourse, often with no change of interlocutor or topic. Such mixing may take place at any level of linguistic structure, but its occurrence within the confines of a single sentence, constituent or even word, has attracted most linguistic attention.

2.5 Challenges

Kinast, SchrollMachl, Thomas, & Weston-Horsmann (2010) lists the opportunities of an intercultural cooperation among a culturally diverse team, such as a perspective of a long term cooperation; integrate intercultural cooperation to the corporate policy; a positive image of the partner country conveyed among the second society; good practice dissemination perspective; open opportunity to create new forms of communication and cooperation; a clearly defined goal, which serve as a common point of departure. But on the other hand, intercultural management and multicultural teams face challenges and barriers, more than in the case of a monocultural environment because of team heterogeneity. They can occur within the team and between teams and organizations and cause conflicts, misunderstandings and intercultural clashes, which can impact team effectiveness. (Glinkowska, 2016). Cultural differences surely have an impact on teams but virtuality also adds layers of complexity, mainly in communication (Deardorff, 2009). Language and different communication styles, as well as lack of communication, are the greatest reason for project failures (Bendová, 2019), resulting from the diversity of nations (Glinkowska, 2016). Language skills required for communicating efficiently can be not sufficient. For example, work-related terminology are spoken at different levels of proficiency (Kinast, SchrollMachl, Thomas, & Weston-Horsmann, 2010) and then, according to Glinkowska (2016), “[w]orkers with low language skills are reluctant to provide information, making it difficult to troubleshoot.”

In case of a culturally diverse work group or when the manager and employees come from different cultures, it poses both risks and opportunities. Experiences and behavioral patterns from those different cultures complete each other but on the other hand, those experiences and behavioral patterns imply risks of misunderstandings, unsatisfied interactions, negative judgements or negative forms of integrating diversity.

(Bennett, 2015). Thus, they need to have features, skills and awareness to face problems and barriers (Glinkowska, 2016).

2.5.1 Organizational barriers

Kinast, SchrollMachl, Thomas, & Weston-Horsmann (2010) reports that all the attempts to deal with cultural diversity in international organizations are always linked to explicit or implicit organizational internationalization strategies. They list several challenges that multicultural teams face : absence of consensus on central value standards (which regulate openness to criticism, formal/informal contact or personal responsibility), difference of understanding personal role (leadership, initiative, obligation to deliver and collect information), difference in problem-solving and time management approaches. Building a coherent system for people with different habits and expectations is difficult and requires a lot of changes and regulations, which can create resistance. Thus, motivation and rating systems can be in this sense an important barrier. (Glinkowska, 2016). Organisational barriers can create a hostile work environment, which excludes some workers from social life and adapted training. (Glinkowska, 2016).

Ethnocentrism is an organizational barrier, which can be expressed by an ethnocentric manager as the approval of his own social group with a simultaneous reluctance to another. The reality is seen through a prism of self convictions and can be the result of intercultural unawareness.(Glinkowska, 2016). Bennett (1998) provides the following definitions, which help this strategies of cultural dominance :

Ethnocentric is defined as using one's own set of standards and customs to judge all people, often unconsciously. Ethnorelative means the opposite; it refers to being comfortable with many standards and customs and to having an ability to adapt behavior and judgments to a variety of interpersonal settings.(Bennett, 1998).

2.5.2 Heterogeneity, stereotypes and discriminations

Finding a balance between the two assumptions, managing an homogenous or a heterogeneous culture, is a problem of multicultural organization. Homogenization of the culture means its unification, which could lead to the domination of one culture above another. Heterogenization of the culture is associated with the fact of leaving a certain diversity, which testifies the unique character of the culture. Some companies support the development of subcultures and cooperation among culturally diverse team members.(Glinkowska 2016). Kinast, SchrollMachl, Thomas & Weston-Horsmann (2010) reports McGrath, Berdahl and Arrow (1995) heterogeneity model, which analyzed two causal connections about differences in social categories (such as nationality or ethnic

affiliation) and their impact on group performance. On one hand, culture-specific socialization processes are the idea that a culture reflects the characteristics of a specific nation or ethnix affiliation and can be understood as a system that influences the individual in its socialization process : “ [...] culture conveys and develops fundamental values, attitudes, action and thought patterns as well as task-specific abilities and skills.” (Kinast, SchrollMachl, Thomas & Weston-Horsmann, 2010) On the other hand, national stereotypes are the characteristics that social categories can activate. Thus, these stereotyping assumptions “give rise to expectations about the interaction partner’s characteristics and behavior, which in turn calibrate the way one behaves, reciprocally influencing the partner’s behavior.” (Kinast, SchrollMachl, Thomas & Weston-Horsmann, 2010).

Stereotypes, prejudices and bias are said to be the one of most common barriers among multicultural teams (Glinkowska, 2016). They happen when very different individuals meet (but their respective self-concepts and perceptions of otherness don't match) and when every person makes assumptions about how they are perceived by the other. Those clashes can culminate in an intercultural clash by contradiction of beliefs, actions, or values (Kinast, SchrollMachl, Thomas, & Weston-Horsmann, 2010). Bias is a preference for or against a group, person or thing. Generally considered to be an unfair judgment, it is a barrier for social inclusion. When it is conscious, one is aware of the preference given and feels it justified on a specific criteria basis. However, “[u]nconscious bias is a little trickier and arguably the most common. (...) [It is] in the workplace (...) revealed when candidates with almost identical credentials meet with different results.” (Bennett, 2015). Prejudice (from the verb *prejudge* (Bennett, 2015)) and generalizations are based on misconceptions and rumors (but no concrete evidence). (Glinkowska, 2016). Bennett (2015) states that prejudice situations, people and things allow humans to assess whether they are safe or not. But “ if someone or something is perceived as unfamiliar, it can lead to the belief that it must be unsafe and, thus, a threat (...) ” or “(...) with the little access to different people, situations, and things, it is easy to assume that one’s own experience is the *true* experience and everything else is deviant and therefore wrong, bad, or inferior”(Bennett, 2015). Thus, these negative and arbitrary judgements become prejudices.

Stereotypes, bias and prejudice can lead to discrimination and cause conflicts and prejudice in culturally diverse organizations (Glinkowska, 2016). Discrimination designs “intentionally benefit to one culture over another, one gender over another, one sexual orientation over another, or one religion over another” and prevents discriminate

individuals, or cultures, from access to opportunities. (Bennett, 2015). Stereotypes, prejudice, bias and discrimination spread fear, power and distrust (Bennett, 2015) and are resistant to change. (Glinkowska, 2016). Their impacts are a nearly impenetrable barrier to inclusion and intercultural competence (Bennett, 2015).

2.5.3 Solutions

Some solutions existed to avoid intercultural barriers and create an atmosphere free of prejudices and discrimination, as describes Kinast, SchrollMachl, Thomas, & Weston-Horsmann (2010).

Intercultural cooperation is defined as a “ specific behavior that aims to achieve set goals and ensure the well-being of a group or collective on a sophisticated level”. (Kinast, SchrollMachl, Thomas, & Weston-Horsmann, 2010). Indeed, if the effort and resources are synchronized, the goals and results are more likely to be achieved. Cooperation also decreases prejudice between individuals because strengthened norms, communication and commitment reinforce a feeling of inclusion and community among the team, which enhance cooperation. The categorization “we” and “you” cause an intercultural discrepancy, whereas creating a third category with common interest and similarities (in economic and social status, for example) can reduce prejudices and favors a feeling of belonging to an in-group. However, competitive situations promote prejudices and in larger groups, “the willingness to cooperate decreases with an increase in group size, due to more anonymity”. (Kinast, SchrollMachl, Thomas, & Weston-Horsmann, 2010). A close contact among team members is prescribed by (Kinast, SchrollMachl, Thomas, & Weston-Horsmann, 2010), as well as a role models identification. Indeed, the better chances you have to know your partner, the better you have an unbiased perspective and prejudices are minimised if a mutually satisfying intercultural setting is provided by role models individuals. Prejudices are prevailing in negatives and extremist attitudes whereas they are likely to be reduced in a positive social climate where intercultural encounters take place in an unbiased setting

Finally, I want to highlight a phrase, written by Kinast, SchrollMachl, Thomas, & Weston-Horsmann (2010), to close this section about intercultural challenges and draw a link with the whole previous theoretical development about intercultural management : “ Raising awareness of existing prejudices and the way they work is quite often a learning experience in itself and the first real step toward preventing prejudices in the first place”.

2.6 Existing models

2.6.1 BOKU and BOKU-IR

The University of Natural Resources and Life Sciences, Vienna (Universität für Bodenkultur) in Austria, founded on the act of April 3rd, 1872, was at that time a small college of agriculture, firstly named the “k. k. Hochschule für Bodencultur” (Imperial-Royal University of Natural Resources). 150 years later, the university counted more than 10.000 students, nine Bachelor and twenty-five Master programmes (some of them like Danube AgriFood Master are international cooperation). The first paragraph of the University Statute states the objective of the university : “[...] grants the highest academic education in agriculture and forestry” (BOKU, 2022).

The university is managed by the Rectorate, headed by the rector LL.M. Univ.Prof. Mag. Mag. Dr.iur. Eva Schulev-Steindl. The University Council and the Senate also have a power of decision and consultation on, among other, management, administrative and ethical questions.

BOKU - International Relations, led by Dr. Margarita Calderón-Peter, is one of the service units in charge of the internationalization of the university. The office is situated on the BOKU Türkenschanzpark campus in Vienna and is composed of around 15 people that all work together in the same office. Their responsibilities are structured around those themes :

- BOKU students going international with the programmes Erasmus+ studying exchange, CEEPUS, Joint Study and Joint Study Freemover (NARMEE, TRANSFOR-M), Erasmus+ International Mobility (NatRisk), KUWI (Short-term scholarships for scientific work abroad), Marshall Plan and Bilateral "Aktionen" with Slovakia, Czech Republic and Hungary, Erasmus+ Traineeship and Erasmus+ Short term mobilities
- International students coming to BOKU with all the programmes cited above and Erasmus+Teaching und Staff Mobility
- Language Courses, Language Certification
- International Master Programmes with the cooperations like ELLS (EnvEuro, Narmee, Safety in the Food Chain, EUR-Organic) ; Biomassetechnologie/NAWARO, Weinbau, Önologie und Weinwirtschaft ; and Animal Breeding and Genetics, Danube AgriFood Master, European Forestry, Horticultural Sciences, IMSOGLO, Limnology and Wetland Management)

- BOKU staff going international
- International staff coming to BOKU
- International Co-operations

2.6.2 EPICUR project, an example of BOKU European cooperation.

BOKU-IR coworkers are involved as project assistants in international cooperations, as well as specific projects like European Partnership for an Innovative Campus Unifying Regions (EPICUR). I chose to present this project as an example because some interviewees are part of the European consortium and their answers about the project provide qualitative data to support my thesis.

EPICUR is part of the first generation of European universities alliance, launched by the European Commission under the Erasmus+ programme. The project received a five million Euro budget by the European Commission starting in November 2019 for a period of three years (EPICUR, 2021). It connects 307 000 students, 40 000 academics, researchers and administrative staff, 118 faculties and 56 research facilities (*EPICUR. European University::BOKU*, 2021).

Eight European universities are part of this consortium :

- Adam-Mickiewicz University, Poznan, Poland
- University of Amsterdam, The Netherlands
- Aristotle University of Thessaloniki - Greece
- University of Freiburg - Germany
- University of Haute-Alsace - France
- Karlsruhe Institute of Technology - Germany
- University of Natural Resources and Life Sciences, Vienna - Austria
- University of Southern Denmark, Odense - Denmark
- University of Strasbourg - France, which is leading the project.

EPICUR's objective is to enhance European regions through this university alliance by sharing resources, experiences and infrastructures and developing master labs and research internships for graduated students in relation with society and private companies. In the long term, the alliance want to create a « *European Bachelor of Liberal Arts and Sciences* » taught in English during four years in several EPICUR universities. Thus, by 2025, the new generation would be able to speak at least two foreign languages.

To reach the objectives, the European University working tasks are organized in six work packages with four content relevant work packages (WP). BOKU contributes to

all the WPs with a focus on sustainability. Working package 2 entitled Multilingualism and Inclusive Governance received BOKU's contribution for co-development of a language policy framework and linking the nine Language Centres of the alliance. WP 3 Liberal Arts and Sciences Bachelor (LAS) contains inputs for new teaching and learning concepts, co-development of course formats and didactics, "Sustainability" courses and received the support of BOKU course lecturers. WP 4: Virtual Campus with BOKU's contribution for WP4 Virtual Campus is about the formation of a uniformed administrative structure, the analysis of the technical framework and the participation in surveys and team meetings for evaluation purposes. And WP5 Networking and Strengthening of Regions enhances, with BOKU's contribution, mapping of the entrepreneurial eco-systems of the universities, the contribution to surveys on multiculturalism and the creation of an interactive map and meta-network of all the EPICUR players (*EPICUR. European University::BOKU, 2021*).

2.6.3 BOKU Language Policies

The concept of internationalization is a commitment of the BOKU as it is mentioned in the report "BOKU's STRATEGY FOR INTERNATIONALISATION, 2021-2025": "As national and international responsibility is one of BOKU's core values, BOKU takes comprehensive internationalisation as a commitment, confirmed through action." (BOKU-Rectorate, 2021)

This commitment is developed in three key objectives (BOKU-Rectorate, 2021) :

Infuse global perspectives throughout BOKU's research, teaching and service mission activities (...), [s]hape institutional international ethos and values among all students and staff members, thereby creating a truly globally-minded university [and] [d]evelop further a Quality Management System that assures the regular review of this strategy and the implementation of its objectives via qualitative and quantitative indicators.

To reflect and take up these objectives, the BOKU Language Policy Plan 2020, shortened "LPP", is a tool developed to correspond to BOKU's strategy for internationalization goals and based on objectives written in the BOKU's Strategy for Internationalization and the Model Language Policy Plan of the EPICUR European University Network, for example (MC-P / BOKU-IR, 2021). The LPP has existed since 2012 but it is established for an infinite period of time and regularly updated. The updates are the result of external reviews of BOKU's Strategy for Internationalization, set approximately every five years, the results of general BOKU Quality Assurance Procedures and suggestions for remediation measures. The LPP is disseminated within

BOKU in the Meetings with the Heads of Departments, the Heads of the Service Units, via the International Newsletter and also online on the BOKU official website www.boku.ac.at. The LPP described the language-specific objectives of BOKU's strategy for Internationalization at four different levels with the BOKU : at the governance level, at the teaching level, regarding the Research activities, and among community services.

First of all, at the governance level, English is the second internal BOKU working language. Documents are processed and answered in English and a qualification in English is a prerequisite for an academic position in the research and teaching field at BOKU. Moreover, knowledge in English is considered as a central competence to apply for an administrative post at BOKU (MC-P / BOKU-IR, 2021). The objectives concerning BOKU formations are that BOKU graduates should be able to work in at least two languages (in a third even if it's possible) and that language courses and intercultural or international related activities help to maintain and expand BOKU's international activities. Therefore, finding a "common language" (also a different one than English and German) for internal communication is encouraged as BOKU welcomes diversity and multilingualism among its students and staff (MC-P / BOKU-IR, 2021).

At the level of teaching, the classes taught in English in the bachelor's, master's programmes and doctoral programmes are increased (e.g. Joint- or Double or Multiple-Degree programs), as well as the visibility of international guest teachers. The LLP also mentioned that : " if possible, the achievement of intercultural competences [when inviting guest lecturers] should be one of the learning outcomes (case studies, etc.). Sufficient support (intercultural awareness training) for BOKU staff dealing with Guest lecturers is provided." (MC-P / BOKU-IR, 2021).

Regarding the research activities, BOKU's research contributions are highlighted to the implementation of the Language Policy Plan. Multilingualism is allowed in research projects (e.g. writing project abstracts in the local language of the region where the research was carried out). As the so-called "third mission" of the BOKU, this multilingualism aims to have an impact on research-based teaching and dissemination of results : "[e]xpanding the training in scientific writing in English as a key competence in BOKU's staff training programs" (MC-P / BOKU-IR, 2021).

On the last level, the Community Services, the researchers are supported " in efforts to make insights useful and applicable for society in Austria, including translation and dissemination in German [as also] for society in other countries (particularly those

directly involved in the project), including translation and dissemination in local languages” (MC-P / BOKU-IR, 2021).

2.6.4. Internal and external communication at BOKU-International Relations.

The internal communication at the BOKU-International Relations can be considered as the communication inter-colleagues at the BOKU-IR office. A weekly meeting, called “Jour fixe”, monitors the working process. All the colleagues communicate on the project's progress and make decisions on current and future tasks. The meeting is led by the manager of the team : the head of BOKU-IR department. The colleagues interact face-to-face but also via email with the internal working email tool Groupwise and a collaborative database to exchange professional information. On a more informal side, colleagues also communicate by Whatsapp to facilitate dialogue and make it quicker than via emails.

Concerning the external communication, the interlocutors are mainly BOKU colleagues from other departments (they could be Austrians or intercultural), peer colleagues from other international relations services (other universities, other countries) and students Outgoing students are BOKU students, mainly Austrian, wishing to go on an Erasmus mobility. Incoming students are international students coming to the University of Natural Resources and Life Sciences with exchange programs (Erasmus +, joint-study programs, ...). Project managers for partner universities are also external interlocutors because BOKU is involved in various collaborations, international programs and projects focused on common educational goals. Communication channels used for this external communication, which mainly takes place virtually because of the geographical distance. Virtual meeting communication tools (like Zoom or Microsoft Teams), phone calls, emails, Whatsapp and collaboration database. For team members of joint projects, communication is regular and takes place during virtual and sometimes face-to-face meetings such as kick-off meetings, networking meetings, regular meetings on progress projects. Business trips also take place several times during the project lifetime.

3 METHODS

The chosen procedure for my qualitative research includes data triangulation through document analysis and qualitative interviews to demonstrate the structural and individual strategies of managing multilingualism and interculturality within the BOKU - International Relational Service working team. The qualitative interview results found will be discussed and compared to the theoretical input in the results section.

3.1 Development of the questionnaire

I decided to conduct five qualitative semi-structured interviews with an expected length of about fifteen to thirty minutes to enrich my research with data on topics such as life and experience narratives. In the beginning of July 2022, I decided to conduct a sixth interview with a newly arrived colleague to know his appreciation of the team culture he had just entered.

The questionnaire (see Annex I) is composed of twelve questions. The first two questions “Can you briefly introduce yourself and explain your responsibilities at the BOKU IR ?” and “Since when do you work at BOKU IR ?” are warm-up questions and aim to introduce a friendly atmosphere. Thus, they are not relevant for the study. For these reasons and to preserve the interviewees' anonymity, it was decided not to transcribe them. The following part of the interview tackles the questions of the motivations and linguistic skills. They were designed to get more details about the intercultural competences and experiences of my interviewees. With the third question, I chose to investigate the level of intercultural management awareness of the interviewees. The fourth question may stand out from the others but it is important for the general comprehension of the other answers to know what the interviewees are aware of the BOKU-IR language policies (detailed in the chapter 6 of the theoretical part). BOKU language policy is part of the university's commitment. It is interesting to see how it is displayed among the BOKU-IR team. Then, I focused on the variety of communication channels by questioning them on the difference between their internal and external communication. The difficulties encountered should not be left aside, so I added a part on their challenges regarding intercultural management. Questions 7 to 9 concern the interviewees' involvement in international, interregional or intercultural projects. I wanted to have some details about the language policies within those projects and their experience in communication management. Question 10 and 11 are directly focused on the work organisation among culturally diverse teams and the strategies to adapt and

negotiate cultural differences. These questions also aim to evaluate the degree of intercultural management within these projects through intercultural working experiences. The final question, the interviewee is asked to reflect on their working conditions' experiences as well as on the creation and the importance of the team culture they are part of. All these questions are about the main features of intercultural management.

3.2 Participants

All the participants of this research are BOKU-IR coworkers that I met during my internship in this structure from February 15th to July 31st 2022. They are all German native speakers from Austria and Germany. The qualitative study of their narratives aims to focus on multilingualism and interculturality management within their working environment (the face-to-face working environment at the BOKU-IR office at the University of Natural Resources and Life Science in Vienna and all the virtual rooms that they join for international projects). They are all responsible for international and/or interregional joint study programs, in contact with international students (outgoing and incoming Erasmus students), international master programs or are involved in the consortium of European universities. Thus, they communicate daily in at least two working languages and they all have multilingual and intercultural backgrounds. Most of the interns are non-German native speakers. For example, the most recent ones come from Poland, Hungary, France or Latvia.

The participants were selected based on the guidance provided by the head of the International Relations department, my personal assessment of their responsibility and intercultural background as well as their willingness to volunteer. Concerning her guidance as a manager, the head of BOKU-IR shared with me their knowledge on the employees and recommended to me the persons most likely to answer my questions adequately. Firstly, I got in touch with each interviewee in person. I contacted them formally by email and explained the incomes and outcomes of my research (see the abstract sent to the interviewee Annex II) and sent them the consent form, required to conduct the interview and publish the results (see Annexes IV to VIII). No additional data was provided to the interviewees. Indeed, people usually tend to censor their words if they have time to think about them in advance, and I wanted them to answer spontaneously. The consent forms were written both in French and German : I made this

choice to allow the stakeholders to consent in their mother tongue (German for my interviewees and French for me).

3.3. Procedure to conduct the interviews

The six interviews were conducted between April 22nd and July 17th 2022 with an average length of twenty-two minutes. The shortest interview lasted 15:35 minutes and the longest lasted 31:23 minutes. The questions asked aim to have a precise overview of the reality of working within this particular environment. All the interviews were conducted in English. Interlocutors were in this way on equal footing because it is nobody's mother tongue. For example, only one interviewee (X-1) is fluent in French. I felt more comfortable communicating in English with them and I was more able to understand them, which made the dialogue more fluid than if I had interviewed them in German. Moreover, using English as a lingua franca facilitates the interview's transcriptions because I didn't have any translations.

Two interviews took place via the virtual tool Zoom. Strict Covid-19 regulations, running at the BOKU-IR from the whole duration of my internship, require a home-office time every week for each coworker. Thus, I couldn't schedule the interviews during a period when X-3, X-5 and I were all working at the office at the same time. X-3 was working remotely while I was at the office. For X-5's interview we were both working from home. The four other interviews were recorded in a single room at the BOKU-IR office. I wanted to prevent background noises as much as possible because they can interfere with the interview, produce transcription difficulties or distract the interviewees. Despite the precautions taken, some background noises and non linguistic events occurred and caused a loss of sound quality. For example, a bee entered the room or devices beeps. Thanks to the good atmosphere existing in the office between colleagues, the atmosphere of all the interviews were friendly. My interviewees laughed several times during the interviews., which shows that they felt comfortable. However, the interviews with X-1 and X-3 were more formal because they have a higher hierarchical position. These two interviews were also the shortest, which may be explained by their status because they are used to communicate in these ways. All the interviewees were very motivated and glad to contribute to my master thesis. On the other hand, this research will serve as an external assessment on the working environment at the BOKU-IR Department.

I can notice a clear difference between face-to-face and online interviews. Body language and non-verbal communication are more difficult to see. The cameras were

mainly focused on interviewees' faces during X-3 and X-5's interviews and the quality of the recording is poorer because of the multiplicity of virtual devices used. However, the six recordings are of good quality, which allowed me to accurately transcribe my interlocutors' words. However, sometimes the softness of their voices required more effort to be able to transcribe all the content. X-4 is the only one who uses German words during the interview. I find this code-switching particularly interesting from an intercultural communication perspective. They assumed that I was able to speak German, or at least understood, so instead of translating her words, she used the first one that came to her mind. At this precise moment she used an easier but commonly understood communication rather than sticking to the chosen lingua franca.

3.4 Transcription methods

I recorded the interview on two memo recording apps, one on my personal computer and one on my cell phone. I chose not to record the interviews directly on Zoom because the online interviews were made with my professional computer lent during my internship and I preferred to use external personal recording devices. Each interview was recorded on two different devices and also saved on a Google Drive folder as well as on an external hard disk. They were then analyzed by sequences (see Annex XI to XV) and transcribed with the software FOLKER according to the convention GAT2 (see Annex III). The conventions were chosen to transcribe not only the content of interviews but also have a glimpse of the interviewee's tone, breathings and pauses. I discovered this scientific method during the course "Methods of Qualitative Research".

To preserve the anonymity of my interviewees, I chose to name them by abbreviations according to the chronological order in which they were interviewed. I conducted my first interview with X-1 on April 22nd and the last one with X-6 on July 17th. Moreover, I chose to transcribe only the sequences that answered my questions, as all the participants didn't agree on the same level of anonymity. The introduction and the first questions on names and responsibilities asked in all interviews were not transcribed, as well as any potential identifying personal data during the interviews. I chose to anonymize them all at the end because by extension if one of the interviewees is identifiable, all of them are likely to be as the data about the department is public.

4 RESULTS

After recording the six qualitative interviews, I chose to divide all the themes covered in the following categories. I think that classification by categories will allow an easier comparison of data per theme. These comparisons will help to have a comprehensive and complete overview of each theme. I classified the selected excerpts from all six interviews in those categories, in order to analyze the interview's content.

My categories correspond to the questions of my questionnaire that I ranked to have progressive comprehensive opinions, as I already mentioned in the methodologic part, of the main features of intercultural management experienced by the interviewees.

4.1. Motivations to work at BOKU-IR

Motivations to work at the BOKU-International Relations services was my first question after the ice-breaking questions during the interview. This opens up directly to the personal opinion of the interviewee's entry into this intercultural working environment. I can deduce the interviewees' first intercultural skills from these narratives. As mentioned in the theoretical part, the motivation and the attractive working conditions in the context of intercultural management are essential features of human competences models. Motivation is affective and emotional, knowledge cognitive, and skills behavioral and actional (Deardorff, 2009).

All the interviews mentioned that BOKU-International Relations services' international working environment was their motivation to apply for their job positions. X-1 mentions that they wanted to find a job in their field of studies and in the same international and intercultural environment that they experienced during their internship.

{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 (See Annex XVI)

And X-3 as well clearly insisted that this was one of the main motivations for them as this is in the continuity of their educational background.

{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
(See Annex XVIII)

For X-5, it's more the continuity of a life-long collection of intercultural experiences such as Erasmus + mobility (they went to Sweden as a student), volunteering, intercultural projects participation or travels.

{01:59} 0029 X-5 i always loved
{01:60} 0030 (.) or enjoyed being in a in an international surrounding
{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 (-) (xxxxxx) 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 (See Annex XX)

They look for contacts with culturally diverse people (i.e. students, partner universities colleagues, ...) rather than just dealing with intercultural policies within projects. This highlights that human contact and communication were two key features sought by X-3 in their work.

{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 >
{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 (See Annex XVIII)

Moreover, the interviewee's motivations were also guided by curiosity. X-2 was interested in the international working environment before applying to the job. This curiosity allowed them to develop their competences.

{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
 {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 (See Annex XVII)

This curiosity is also expressed by X-5, who talks about their curiosity to discover and practice new languages.

{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 (See Annex XX)

Finally, their motivation to work in an intercultural and international background is explained by their personal background (outside of studies). X-6 clearly expressed it.

{01:36} 0006 x-6 << 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 (See Annex XXI)

So, all the interviewees wanted to discover an intercultural working environment, they either already liked it thanks to their previous experiences or they wanted to continue to live in it through their work in this background that they already knew personally. From

what I previously explained in the theoretical part, the mentioned motivations reflect intercultural competences such as open-mindedness, curiosity for learning and living new experiences, the feeling of being at ease in an intercultural environment and a sense of communication. In the following parts, we will see if the results of the first question about motivations are positive for the development of intercultural competences and team culture.

4.2 Linguistic and intercultural skills : investigate intercultural competences.

In this section, I directly focused on linguistic and intercultural skills, in other words intercultural competences. Cultural-self awareness by the interviewees.

All interviewees are multilingual and at least fluent in English and German. Some of the interviewees even have a family multicultural background like X-1 and X-6. X-4 even specifies that she speaks a dialect and identifies her linguistic and cultural identity in relation to it.

- {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
- {05:24} 0075 (--) a mixture of << laughing voice > the bavarian dialect and
- {05:28} 0076 (.) the austrian dialect > (See Annex XIX)

Interviewee's education backgrounds are all centred around linguistics, interculturality and administration. They mentioned the role of their experiences abroad like Erasmus+(X-5), internship (X-1) or work (X-3) in their acquisition of intercultural competences. X-3 reports that she is fully aware of what intercultural competences are because she studied intercultural studies and wrote a thesis on it.

- {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
- {03:12} 0061 (-) i had a focus
- {03:13} 0062 (.) on intercultural studies also with my master's
- {03:36} 0075 (--) euhm (.) and (.) studied abroad (See Annex XVIII)

X-3 and X-4 mentioned training and workshops, which are the markers of the administrative structure's support for the intercultural competences development of their employees.

{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 (See Annex XVII)

X-3 is even teaching an intercultural workshop for four years to students (incoming and outgoing) at the University of Natural Resources and Life Sciences in Vienna.

{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 (See Annex XVIII)

Finally, in this section about linguistic and intercultural competences, I would like to develop an interesting intercultural competence that X-6 called “third culture”. He explained during the interview that he was born from German parents but raised in a Spanish-speaking country. Thus, when he traveled back to Germany and then to Spain during his childhood, he had to adapt himself to the new culture. I can also relate this across-culture adjustment to the concept of CFS, discussed in the theoretical part.

{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

{03:47} 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 (See Annex XXI)

4.3 Awareness of multilingual and intercultural management

This category monitors interviewees' cultural-self awareness by analyzing their eventual participation in training and workshops. Do the interviewees develop their intercultural competences with the help of external structures such as the organization or employer ? It mostly seems that they were prepared for intercultural environment comprehension by their personal background (family or education). X-1 and X-6 mentioned their multicultural and multilingual education as a preparation for an intercultural environment. Others report their experiences of travels, studies and work abroad.

X5 said that she never had training to be aware of interculturality or develop her competences.

{06:53} 0182 but we never had (.) euh:

{06:56} 0183 (--) let's say euh

{06:58} 0184 (-) a crash course on interculturality (See Annex XX)

But she learned by contacts with other cultures.

{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
 (See Annex XX)

And in the context of projects, she mentioned that she learned by doing

{08:04} 0219 (-- i learned a lot (.) s (.) euhm
 {08:07} 0220 (-- that (--
 {08:09} 0221 learning by doing (.) i would say
 {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 (See Annex XX)

X-1, X-3 and X-4 explained that they received training to develop their intercultural competences. X-4, in particular, talked about a seminar that took place the day after the interview.

{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 (See Annex XIX)

BOKU Staff training pass is a platform on BOKU staff online personal space where every BOKU coworker has the opportunity to apply and follow training and seminars to develop their competences (BOKU, 2022) This highlights the role of BOKU, as the leading organization, to support coworkers to negotiate intercultural differences and improve their quality of communication for example.

4.4 Communication within the work environment

Communication can be explained by differences in responsibilities, tasks and external colleagues that each interviewees have. For example, X-2 speaks more English than German in their daily work interactions. It can be explained by the fact they have more interactions with external colleagues and students than within the office working team.

{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 (See Annex XVII)

Taking these differences among the BOKU-IR coworkers' ways of communicating into account, I decided to divide this fourth category into three subsections. During the interviews, I ask questions about the differences between internal and external communication. Consequently, the first subsection is dedicated to the internal communication's characterisation and then the external communication one. Differences between the two will be analysed in the last part.

4.4.1 Internal communication

According to all the interviewees the internal communication at the BOKU office is in German because most of the team members are German native speakers like X-1 explains:

{06:06} 0267 X-1 well in our team of course in the day to day communication we speak german

{06:11} 0271 X-1 err as most of our team members

{06:13} 0272 (.) are (.) err (.) german native

{06:15} 0273 (.) speakers however errm (see Annex XVI)

X-3 also includes communication with interns, who are part of the team but are sometimes not speaking German.

{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 (see Annex XVIII)

4.4.2 External communication

As the interviewees have various responsibilities, X-S's external communication with students is mainly done in German whereas X-2 and X-4 mentioned that it is mainly in English with the students.

{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
(See Annex XXI)

Other languages are practiced by coworkers at the BOKU-IR office as X-2 suggests. This can be related to the theory of Cultural Frame Switching that I explained previously in the theoretical part. Indeed, they adapt the linguistic policies to facilitate interactions according to the interlocutors' linguistic and cultural background.

{07:36} 0368 X-2 and (.) xx is sometimes also

{07:38} 0369 (-) hum (.) consulting in dutch (See Annex XVII)

Building a relationship with colleagues and guests from abroad also requires communication competences. X-1 explained that even if the settings are more formal and the most of the interactions are in English, even if other languages are possible when a coworker is also fluent in the guest's language.

{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 errm

{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
(See Annex XVI)

Finally, two interviewees X-3 and X-5 explained that good communication is the key for building a friendly and trustful relationship with colleagues within projects, especially when they make the effort to communicate in their mother tongue.

{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 (See Annex XVIII)

X-5 also reports in what way she thinks that this attention about her interlocutor's mother tongue influenced their cordial relationships.

{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
{11:18} 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 (See Annex XX)

4.4.3 Differences

Most of the interviews, the interlocutors identify a difference in internal and external communication.

X-1 notices a difference on the level of expression because on the linguistic side speaking a language or another makes no difference whether it is for internal or external communication.

{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
(See Annex XVI)

On the other hand, X-6 explains the difference of formality.

{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 (See Annex XXI)

X-2 is going further by describing the rapport of politeness that she expresses during her interactions with new colleagues or guests.

{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 (See Annex XVII)

While X-5 mentioned a more relaxed way of speaking with her colleagues that she knows better. She uses an Austrian dialect that she would not use for an external interaction.

{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 > (See Annex XX)

Thus, we can assume that people interactions vary according to the speakers and interlocutors' background (to what extent they have to adapt their communication if they are culturally different); whether it is a written or oral communication; and to the level of interactions' formality (interlocutor's hierarchical position).

4.5 Barriers (intercultural and multilingual challenges).

Among intercultural teams, barriers and challenges can occur. Most of the time, they mentioned misunderstandings as X-6 described.

{06:53} 0160 cultural misunderstandings
 {07:20} 0175 (.) specific customs
 {07:21} 0176 (.) and some
 {07:22} 0177 (-) behaviors that euhm
 {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
 (See Annex XXI)

Indeed, with international students coming from other backgrounds and not always fluent in English or German.

{13:04} 0567 x-2 <<len > misunderstan:ding or
 {13:06} 0568 (-) euh
 {13:07} 0569 (-) strange interpretation of maybe what I say or what the students said (See Annex XVII)

However, X-3 talked about a lot of different challenges during external communication with public

{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 (See Annex XVIII)

X-1 talks about bias and stressed the intercultural competences “open-mindedness”

{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 (See Annex XVI)

4.6 Official policies

4.6.1 Lingua franca

As BOKU LLP specified, English is an official working language and a requirement to work at BOKU administration. Indeed, that's the case at BOKU-IR office, as we can see in X-3's declaration.

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

I described BOKU language policies in the theoretical part. This is how X-1 understood and applied it in her daily work :

{09:37} 0406 (-) << laughing voice > yes it is
{09:38} 0407 and at at boku itself well we also have a language (.) policy
{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
{10:48} 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 (See Annex XVI)

She refers to the BOKU Committee dedicated to the Language policy, who wrote the LLP that I analyse in the theoretical part and she precises to what extent the language policies are accepted by the group : the custom is to chose the lingua franca for the meeting by monitoring the linguistic skills of the participants. Thus, German and English

are used as *linguae francae* on a whole by BOKU-IR coworkers in their different meetings, projects and working teams.

X-1 expresses solutions to adapt language policies to every team member and in relation to the students.

{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 >
(See Annex XVI)

4.6.2 Language policies among international, interregional and intercultural projects.

Interviewees are involved in various international, interregional and intercultural projects such as joint master programs, cooperations between universities (the European university EPICUR) and Erasmus+ mobility programs. In this part, I am analyzing official policies within the projects and how the interviewees react to it. English is once again the most common *lingua franca*.

{09:45} 0413 i have to admit that in most of the projects

{09:48} 0414 (.) english is the lingua franca that is spoken (See Annex XX)

X-5 mentioned that EPICUR language policies are codified in a working package. This working package gathers regulations about multilingualism and interculturality and

best practices to enhance the team performance.

{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
{13:26} 0381 (.) euhm epicure has its own language (.) << pp > policy >
(See Annex XX)

X-5 precises also that a language policy must be practical with low thresholds for all the individuals involved. This statement is the results of all her experiences among intercultural projects teams.

{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 (See Annex XX)

Team members also sometimes switch languages during informal times for more private conversation, as X-1 described. This reinforces relationships among team members from different cultural backgrounds and then team culture in general.

{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 > (See Annex XVI)

But X-3 reminds us that even if those formal exchanges are in another language than the official lingua franca, they need to be understood by the whole team if the information is needed and relevant. X-3 talked about a strategy to negotiate cultural and linguistic differences : translation. In terms of intercultural administrative work, translations are frequently required to disseminate information and work results.

{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 (See Annex XVIII)

4.7 Strategies of dealing with multilingual and intercultural interactions

This category is also divided into three subsections to cover three different themes of work environment management within intercultural teams.

4.7.1 Intercultural organisation of daily work.

X-5 notices that those differences come from the hierarchical position : expectations are different for a manager rather than a project assistant. Depending on the working hours, a team member has a different organization of work.

{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

{20:38} **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 (See Annex XX)

However, X-6 considered that organizational differences come from the individuals rather than from cultural backgrounds.

{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 > (See Annex XXI)

On the other hand, X-1 explains that intercultural management doesn't face major cultural challenges at BOKU-IR office because several team members are from different backgrounds, mixed backgrounds (with one Austrian parent and one from another country or with double nationalities) or are used to work in the Austrian cultural context. As I already mentioned in the theoretical part, BOKU is indeed a university involved internationally, which welcomes coworkers from all over the world to collaborate and develop research. Thus, similar cultural backgrounds or habits to work within an intercultural environment can reduce differences in daily work organization.

{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 >

{12:51} **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

(See Annex XVI)

4.7.2 Strategies to negotiate differences between colleagues having different cultural backgrounds.

But when people face cultural differences at work, strategies to accommodate them are needed. X-3 reminds us that even if those formal exchanges are in another language than the official lingua franca, they need to be understood by the whole team if the information is needed and relevant. X-3 talked about a strategy to negotiate cultural and linguistic differences : translation. In terms of intercultural administrative work, translations are frequently required to disseminate information and work results.

{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 (See Annex XVIII)

She also develops recommendations to clarify these differences in work culture after noticing plenty of these, especially in intercultural teams.

{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
 {11:11} 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 (See Annex XVIII)

Communication is definitively the best way to agree on work settings and features to reduce as much as possible differences and potential conflicts. She reports an example about comprehension on deadlines.

{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 (See Annex XVIII)

Agreeing on goals and shared responsibilities for working tasks, as I described as strategy in the theoretical part, appear here to be essential to construct an efficient working team.

- {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
- {13:46} 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 > (See Annex XVIII)

Finally, X-6 exposed intercultural competence (open-mindedness) as a way to negotiate cultural differences. Indeed, intercultural competences and intercultural management awareness are the best way to improve team performance as a whole.

- {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 (--) 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 (--) carefully euhm (See Annex XXI)

4.7.3 Culture team

A culture team is very important for all of the interviewees and they give several explanations to highlight this importance.

They also mention negative effects of a bad team culture, which can impact the individuals (feeling rejected, toxic work environment, burn out, depression) and by extension work performance because an employee is roughly working eight hours a day and he is mostly in contact with his colleagues that his family

- {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 (See Annex XIX)

X-1 said that a positive culture team enables the team to function and by extension the whole system. She built a link between team culture and team performance.

{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 (See Annex XVI)

X-2 talked about the feeling of inclusion among a team, which is important from the individual point of view :

{25:38} 0997 the creation of the team (.) i think it's very important that we feel
{25:41} 0998 (.) part of a team (See Annex XVII)

She added that creating a culture team is a process, where new colleagues should feel welcome. For example, at BOKU-IR, all the team members prepared a birthday present for every team member.

{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
(See Annex XVII)

X-6 describes the effects of a positive team culture on the individual. Happiness at work raises performance.

{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 >

{12:15} 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 (See Annex XXI)

And X-3 talks about a good work climate because people feel bonded and have trust relationships.

{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 yoou trust each other

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

{14:36} 0384 (-- kind some

{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 (See Annex XVIII)

The manager has also a great role in the development of a team culture and its positive impact on the working team as X-5 suggests.

{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
 {22:11} 0656 x-5 and (.) also (.) the person who leads the team is also very very
 important (See Annex XX)

X-1 describes some possibilities of team management. She has a close contact with her team members and monitors every morning eventual problem and difficulties. In terms of problem-solving, good communication enables her and the concerned team members to solve and prevent them. Workshops of communication and external feedback are also mentioned as key factors which reduce misunderstandings and hidden conflicts. She also expresses a key intercultural competence required for a manager : adaptation, when she talked about the adjustment due to the COVID-19 situation.

{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 (.) euhm
 {14:17} 0609 (.) there are some problems then euhm
 {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 vibrating]]

{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
(See Annex XVI)

Culture team within intercultural projects varies according to X-1. She reminded that a project has different phases and the team spirit needs to be created from the very beginning to ensure its proper functioning. A new team has to take time to discuss and set up all the common goals and policies whereas a team used to work together could directly move on the tasks. This argument supports the theory of Watson, Kumar and Michaelsen (Kinast, SchrollMachl, Thomas, & Weston-Horsmann, 2010) that a team's efficiency improves over time.

{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 (See Annex XVI)

Concerning the EPICUR team, X-5 and X-6 are part of a different team composed by nine different partners and they mostly work virtually. X-6 compares EPICUR team and BOKU-IR but noticing the fact that EPICUR is a younger team which still needs adjustment because as we saw a team efficiency raise over time.

{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 (See Annex XXI)

X-3 describes that communication is even more important when team members work virtually. She advises to get to know in person every team member to build up more easily a trust relationship and then improve the general working atmosphere. The key concept here is clearness to set up a structure that everybody can understand and efficiently work with.

{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 (See Annex XVIII)

5 DISCUSSION

After drawing a theoretical framework and analysing the empirical data, this section aims to discuss the findings on structural and individual strategies of managing multilingualism and interculturality within the BOKU-International Relational working team. I developed an overview of the qualitative data that I compared with the theoretical input and a critical reflection of my qualitative research in the discussion section. But first of all, I would like to remind the specificity of this research. Indeed, the members of BOKU-IR, as I showed previously, are all of Austrian and German nationality. They are also all German-native speakers. The working language for their internal communication is therefore German. However, they all have external contacts in their responsibilities in contact with multilingual and multicultural audiences (students, team members, guests,...) and are involved in intercultural/internship projects that largely involve a virtual consortium. The interest I see in this research is to see how this team negotiates this difference between a team, which seems monolingual and monocultural, in the office and their multilingual and multicultural responsibilities, projects and contacts. The following important findings about structural and individual strategies of managing multilingualism and interculturality emerged from the qualitative analysis.

5.1 Structural strategies.

In the first place, I would like to discuss the framework strategies of BOKU as an international and intercultural organisation.

- Communication

We have already seen in the theoretical part that BOKU published policies regulating the administrative organisation. BOKU demonstrates constructive intercultural management. In the particular case of BOKU-IR, English is the *lingua franca* for all types of communication. German is also the *lingua franca* for interactions with German-speaking colleagues. According to the Language Policy Plan, a "common language" in communication is encouraged : “ some participants might well accept one language for listening (passive language skills), while preferring to speak in a different language (active language skills)” (MC-P / BOKU-IR, 2021). This document describes the guidelines of daily interactions of the BOKU-IR coworkers and helps to regulate potential language barriers due to linguistic diversity. X-1 understood and applied it in her daily work. She refers to the BOKU Committee, who wrote the LPP that I analyse in

the theoretical part and she precises to what extent the language policies are accepted by the group : the custom is to choose the lingua franca for the meeting by monitoring the linguistic skills of the participants.

- Trainings

During the interviews I ask a question about the interviewees' preparation to work within an intercultural and multilingualism environment. X-3 and X-4 mentioned training and workshops that they attended. These trainings are the markers of BOKU's support, in a sense of management, to develop its employees' intercultural competences. X-4 mentioned BOKU Staff training pass. It is a platform on BOKU staff online personal space (the online database for BOKU staff). Every BOKU coworker has the opportunity to apply and follow training and seminars to develop their competences in various fields. It highlights the role of BOKU, as the leading organization, to support coworkers to negotiate intercultural differences and improve their quality of communication for example. Here, the administrative structure plays a role to raise the employees' intercultural awareness.

- Organization of work among culturally diverse teams.

The organization of work can be understood as a part of the manager's responsibilities. Indeed, X-1 explains that intercultural management doesn't face major cultural challenges at BOKU-IR office because several team members are from different backgrounds, mixed backgrounds (with one Austrian parent and one from another country or with double nationalities) or are used to work in the Austrian cultural context. I demonstrate in the previous part that all the interviewees have intercultural and multilingual backgrounds and experience. Furthermore, their motivations indicate not only that they wanted to work in an intercultural work environment but also that they were recruited on purpose thanks to their intercultural competence. Similar cultural backgrounds or habits to work within an intercultural environment are proven to reduce differences in daily work organization. It is a key point of intercultural management which relies on the intercultural skills of its employees to develop an efficient team.

5.2 Individual strategies

The second part of this discussion analysed the strategies carried out by BOKU-IR coworkers.

- Intercultural competences

All the interviewees are multilingual (multicultural for two of them). On one hand, they developed their intercultural awareness with training but also with experiences (learning by doing) to gain intercultural competences.

So, all the interviewees wanted to discover an intercultural working environment, they either already liked it thanks to their previous experiences or they wanted to continue to live in it through their work in this background that they already knew personally. From what I previously explained in the theoretical part, the mentioned motivations reflect intercultural competences such as open-mindedness, curiosity for learning and living new experiences, the feeling of being at ease in an intercultural environment and a sense of communication.

- Culture team

A culture team is very important for all of the interviewees. A positive culture team enables the team to function and by extension the whole system. It is the role of the manager to maintain it and draw an efficient link between team culture and team performance. Close contacts between the manager and the employees raise an atmosphere of trust and decrease difficulties of problem-solving.

Negative effects of a bad team culture can impact the individuals (feeling rejected, toxic work environment, burn out, depression) and by extension work performance because an employee is roughly working eight hours a day and he is mostly in contact with his colleagues that his family

The feeling of inclusion was largely mentioned as a key outcome of a good culture team. At BOKU-IR, all the team members prepared a birthday present for every team member.

- Adapting communication

Human contact and communication are two key features in their work and I noticed that they developed strategies to adapt themselves to the situations.

During the interview, X-4 used code-switching. It can help to express feelings or concepts in a multilingual setting. The interlocutors need, however, to be aware of the two languages to understand the full sentence.

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

X-6 uses a concept called “the third culture”. He explained during the interview that he was born from German parents but raised in a Spanish-speaking country. Thus, when he traveled back to Germany and then to Spain during his childhood, he had to adapt himself to the new culture. I can also relate this across-culture adjustment to the concept of CFS, discussed in the theoretical part. Other languages are practiced by coworkers at the BOKU-IR office as X-2 suggests. This can be related to the theory of Cultural Frame Switching that I explained previously in the theoretical part. Indeed, they adapt the linguistic policies to facilitate interactions according to the interlocutors' linguistic and cultural background.

The rapport of politeness that X-2 expresses during her interactions with new colleagues or guests is a strategy that adapts herself culturally and also linguistically to her interlocutor. I can assume that people's interactions vary according to the speakers and interlocutors' background (to what extent they have to adapt their communication if they are culturally different) ; whether it is a written or oral communication ; and to the level of interactions' formality (interlocutor's hierarchical position).

Recommendations that the interviewees provided highlight in what way they negotiate multilingual and intercultural interactions. Communication is definitively the best way to agree on work settings and features to reduce as much as possible differences and potential conflicts. Agreeing on goals and shared responsibilities for working tasks, as I described as strategy in the theoretical part, appear here to be essential to construct an efficient working team.

6 CONCLUSIONS

The present master thesis aimed to find out how strategies of dealing with multilingual and intercultural interactions are managed on a daily practice 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 dissertation, existing theories on intercultural management as well as empirical data on the BOKU working environment were described to create a research framework. Challenges of working together will always arise and need new intercultural management approaches of linguistically and culturally diverse teams. The empirical data used were collected using data triangulation through document analysis and qualitative semi-structured interviews to investigate the structural and individual strategies of managing multilingualism and interculturality of six BOKU-IR team members. They were then analyzed by sequences (see Annexes X to XV) and transcribed (see Annexes XVI to XXI) with the software FOLKER according to the convention GAT2 (see Annex III).

I developed an overview of the qualitative data that I compared with the theoretical input and a critical reflection of my qualitative research in the discussion section. Important findings emerged from the qualitative analysis such as the role of the University of Natural Resources and Life Sciences in Vienna (Austria) in the structural strategies and the creative adaptations of the BOKU-IR individuals' strategies.

These conclusions and results only concerned one precise working environment, the department of International Relation at the University of Natural Resources and Life Sciences in Vienna (Austria) and do not claim to be a general rule.

7 SUMMARY

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.

The results show an overview of the intercultural management and the strategies used to deal with multilingualism and interculturality within the BOKU- International Relational working environment.

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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Annex 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 ?

Annex II: Abstract for interviewee

Master Thesis GPRE/REPM

Student : Anaïs Michelin

Director : Pr. Dr. RENDEL Nadine

Abstract

1. Multilingualism and Interculturality in international or interregional projects and work environments.

Objective: The aim of this thesis is to analyse and evaluate the daily practice and strategies of dealing with multilingual and intercultural interactions with international/interregional projects. In particular, the use of a project-internal lingua franca and/or translation practices and accommodations of various contributing cultures will be analysed.

Methodology: Data triangulation through document analysis, interviews, and/or recordings of specific interactional data should be used to demonstrate the structural and individual strategies of managing multilingualism within an international/interregional team.

This research aims to analyse and evaluate the daily practice and strategies of dealing with multilingual and intercultural interactions within international/interregional projects at the International Relations Service at the University of Natural Resources and Life Sciences in Vienna, Austria.

The chosen research question will be : “ On a daily practice, how strategies of dealing with multilingual and intercultural interactions are managed within the International Relations Service working environment in the University of Natural Resources and Life Sciences in Vienna (Austria) ?” The sub-question of research is “how the interviewee is dealing with those language policies and cultures attached within their working environment ?”

The selected research methodology is qualitative semi-structured interviews, conducted in English. The estimated time of the procedure will be an hour.

Annex III: Transcript model 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.
ʔ	cut-off by glottal closure

Accentuation

SYLLable	focus accent
!SYLLable	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

Intralinear notation of accent pitch movements

`so	falling
´so	rising
¯so	level
ˆso	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
↑¯so bzw. ↓¯so	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

Annex IV: Consent form Interviewee X-1

Einverständniserklärung

zwischen der

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

und

Bollu-International Relations
Peter Jordan Strauß 82a
1190 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

erstellten Audioaufnahmen und oder deren Transkriptionen

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Datum: Wien 22.4.2022 Unterschrift: _____

Annex V: Consent form Interviewee X-2

Einverständniserklärung

zwischen der

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

und

BOKU - International Relations
Peter-Jordanstr. 82a, 1190 Wien

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

Von dem Regionales und Europäisches Projektentwicklung Master am 02.05.2022

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Datum: 12.04.2022 Unterschrift _____

Annex VI: Consent Form Interviewee X-3

Einverständniserklärung

zwischen der

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

und

Universität für Bodenkultur Wien
BOKU-International Relations
Peter Jordanstr. 82a
1190 Wien

Mit meiner Unterschrift erkläre ich mich einverstanden, dass die im Rahmen des Masterarbeits
Von dem Regionales und Europäisches Projektentwicklung Master am 03.05.2022

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Datum: 03.05.2022 Unterschrift

Annex VII: Consent Form Interviewee X-4

Einverständniserklärung

zwischen der

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

und

Wien

Mit meiner Unterschrift erkläre ich mich einverstanden, dass die im Rahmen des Masterarbeits
Von dem Regionales und Europäisches Projektentwicklung Master am _____

erstellten Audioaufnahmen und oder deren Transkriptionen

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für Forschungs- und Lehrzwecke benutzt werden dürfen

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mein voller Name darf genannt werden

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Datum: 14.04.2022 Unterschrift: _____

Annex VIII: Consent Form Interviewee X-5

Einverständniserklärung

zwischen der

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

und

____ Universität für Bodenkultur, Wien _____
____ Peter-Jordanstraße 82a, 1190 Wien _____

Mit meiner Unterschrift erkläre ich mich einverstanden, dass die im Rahmen der Masterarbeit
Von dem Regionales und Europäisches Projektentwicklung Master am
____ 25.05.2022 _____

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alle Daten sollen anonym gespeichert und aufbewahrt werden

mein voller Name darf genannt werden

Der Veröffentlichung von Ausschnitten aus Texttranskription in wissenschaftlichen Publikationen

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Datum: 3.6.22 Unterschrift: _____

Annex IX: Consent Form Interviewee X-6

Einverständniserklärung

zwischen der

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

und

Mit meiner Unterschrift erkläre ich mich einverstanden, dass die im Rahmen des Masterarbeits
Von dem Regionales und Europäisches Projektentwicklung Master am 15.07.2022

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ausschließlich zum Zweck der Bewertung der Arbeit genutzt werden dürfen

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Datum: 15.07.2022 Unterschrift: _

Annex X: Sequential analysis Interviewee X-1

Time.....	Speaker	Topic.....	Memo/ signals of structuration	Research Question.....
[00:00:03]	A	Greetings		
[00:00:14]	X-1	Answer greeting		
[00:00:16]	A	First question		Can you briefly introduce yourself and explain your responsibilities at the BOKU international relations ?
[00:00:25]	X-1	X-1 introduces herself and explains her responsibilities at BOKU-IR	This part is not transcribed	
[00:02:01]	A	2 nd question		Since when do you work at BOKU international relations and what were your motivations to work there ?
[00:02:08]	X-1	X-1 explains her first responsibilities when she started to work at BOKU-IR in 1997.		
[00:02:29]	X-1	After her internship in Brussels, she wanted to continue to work in an international environment.	Motivation to work internationally according to personal background.	

[00:02:57]	A	3 rd question		
[00:03:07]	X-1	Bilingual and bicultural family : Austrian – Peruvian, so German and Spanish Grew up in an international and intercultural atmosphere Mentioned that she is kind of good in foreign languages Learn at school : French, English and Latin After school : learning Italian, Portuguese and Greek	X-1 mentioned that she always liked this international atmosphere and always wanted to continue in that area.	About your linguistic and intercultural skills : can you give me a quick overview of them ?
[00:04:19]	A	4 th question		
[00:04:27]	X- 1	Mentioned her intercultural and multilingual family background as a way to be prepared and added the role of travel activities as a way to practice her foreign languages. Considered her academic formation as a training too : a specialization in business economics with a focus on public administration ; elective courses in foreign languages ; human resources management. She mentioned a lot of intercultural trainings at the university and later during the job.	Considered Spanish as her second mother tongue (German is the first one)	Were you prepared or trained to work within a multilingual and intercultural work environment ?
[00:06:01]	A	Question		
[00:06:06]	X-1	Most of the team members are German native speakers Communication mostly in German and English with the international guests and sometimes in the guest’s native languages.	English and German are BOKU-IR working languages.	Which languages are spoken in the BOKU International Relations ?

[00:06:51]	A	Question		Do you notice a difference between the internal communication and the external communication in your daily interactions ?
[00:07:06]	X-1	There is of course a difference between communication with team members or with an external person but on level of language proficiency (German or English), there is no difference.		
[00:07:23]	A	Question		Which kind of intercultural and multilingual challenges occur or could occur in your interactions ?
[00:07:35]	X-1	X-1 doesn't remember particular event but mentioned bias are the biggest challenge because "you know that you always have to stay sensible and be full of empathy and react to your colleagues still might be an unconscious bias in your mind that suddenly popped up".		
[00:08:22]	A	Question		Are you involved in international, interregional or intercultural projects ?
[00:08:31]	X-1	She laughs when she said "quite a lot of them" and then, she listed them : international master programs, cooperations with partners universities in different countries, project of African universities to established a system similar to Erasmus for changing students and staff, project of European university		
[00:09:28]	A	Question		Is there an official language policy within those projects ?
[00:09:36]	X-1	BOKU itself has a language policy. Most of the projects use English as the lingua franca. During informal coffee breaks, the use of language can change.	Language policies documents of BOKU	

[00:10:02]	A	Question		Is this language policy accepted in everyday interactions with the working team and if not how does the working environment react to specific situations ?
[00:10:21]	X-1	Basically it is accepted. X-1 explains the international committee at BOKU about language policies. Among the colleagues from the fifteen departments, some are non-German natives speakers. Thus, the language policy is discussed at the beginning of the meetings according to the needs of the group. The courses offered at the university also work that way : either in German or in English but a special solution can be chosen by the teacher for non-German and non-English speaking students.		
[00:11:29]	A	Question		Do you notice differences on the level of organization of the daily work between colleagues having a different cultural background ?
[00:11:51]	X-1	No difference really noticed. There are no cultural major challenges in the team.		
[00:13:04]	A	Question		“my following question was about the strategies to negotiate those differences“
[00:13:14]	X-1	“ I’m sorry no “		
[00:13:16]	A	“ you just mentioned the lingua franca previously “		
[00:13:19]	X-1	She confirms		

[00:13:23]	A	Question		How does the creation of a team culture mean to you ?
[00:13:29]	X-1	Ask to reformulate the question “ How does it mean to me or what does it mean to me ? “		
[00:13:32]	A	Precision about the question : “ how important is it ? “	Surprised	
[00:13:34]	X-1	That’s definitely important for X-1 because “if you don’t have a functioning team then the whole system crashes sometimes”. The management is more challenging due to the corona situation with a team split in two halves. Strategy of management : keeping a close contact to all of the team members. Communication is the key. A workshop of communications styles and behaviors in the team was organized to have some external feedback to improve the team collaboration. Quality mentioned to manage the team : very sensible to anything related to the team, misunderstandings, hidden conflicts. One of the key priorities is to always offer good services and have an efficiently working team. Thanks. Ask for team culture among other team in external projects outside of the office		

[00:15:16]	A	Repeat the question		How important is the team culture among those projects ?
[00:15:24]	X-1	X-1 qualifies the question as interesting because it varies from projects to projects. In some projects there is an explicit team building event at the beginning during the kick-off meeting.		
[00:15:33]	X-1	Two different situations : <ul style="list-style-type: none"> • When there are new partners, the team tries to have ice-breaking activities in the beginning. They all make sure that all the team members started from the same terms and define clear communication methods : communication channels, languages policies. • In other projects where the partner universities are already more familiar with each other and have been collaborating for quite some years. X-1 mentioned that of course you go directly to the topic and do not spend time on defining those team culture structure elements. 		
[00:16:50]	A	Greetings Asks about more comments		
[00:16:59]	X-1	Adds an information about her responsibilities at the BOKU-IR		
[00:17:12]	A	Greetings and thanking X-1		

[00:17:24]	X-1	Thanks A and changes for a personal subject		
[00:17:32]		End of the recording		

Metadata

Interviewer : Anaïs MICHELIN

Interviewee : X-1, team worker at the department BOKU-IR

Relationship between the interview partners : work colleagues.

Type of Interview : semi-structured.

Time : April 22nd 2022 at 14:00.

Place : Office BOKU-IR.

Duration : 17:32 minutes

Special incidents : No special incidents but some noise from time to time, for example at [00:15:47].

Atmosphere : The interview took place face-to-face at BOKU-IR office. The interviewee doesn't seem to be stressed. She spoke very professionally, and sometimes laughed. She almost never looked the interviewer in the eyes but played with her pencil.

After the end of the recording, X-1 talks about the strategies of interactions. She mentioned that she did not experience challenges and conflicts in these projects because she and her colleagues have known each other for a long time. So their collaboration is smooth, without problems. This is also the case in her working environment at BOKU-IR with her colleagues.

Annex XI: Sequential analysis Interviewee X-2

Time.....	Speaker	Topic.....	Memo/ signals of structuration	Research Question.....
[00:00:02.19]	A	Introduction of the interview	Not transcribed	
[00:00:09.60] [00:00:16.71] - [00:01:00.00]	A X-2	1st question X-2 introduces herself and presents her responsibilities within BOKU-IR and the second department, where she is also working.	Not transcribed	Can you briefly introduce yourself and explain your responsibility in Boku IR ?
[00:01:23.64] [00:01:29.40]- [00:03:41.82]	A X-2	2 nd part of the 1 st question X-2 explains her motivations to work at the BOKU		What were your motivations to work here ?
[00:03:42.72] [00:03:51.60]	A X-2	Question to precise the answer of X-2 X-2 precises details about the working environment		So intercultural and multilingual working environment was one of your motivations?
[00:04:18.25] [00:04:28.85] - [00:06:00.00]	A X-2	Question Overview of the interviewee's linguistic and intercultural skills		Can you give me a quick overview of your linguistic skills and intercultural skills?
[00:06:09.27]	A	Question		"Were you prepared or trained to work within a multilingual and

[00:06:22.48] - [00:06:55.71]	X-2	She exposed the fact that she doesn't think that she received trainings.		intercultural work environment?"
[00:06:59.62]	A	Question		Which languages are spoken at Boku IR ?
[00:07:05.95]	X-2	German and English are mostly spoken, even if other languages are used when needed.		
[00:07:44.62]	A	Asking for details about the fonctionnement of her interactions among her working team		
[00:07:49.48] - [00:09:30.00]	X-2	Anecdote about one of her non-English speaking colleagues and how she interacts with him.		
[00:09:51.55]	A	Question		Are you involved in international, interregional or intercultural projects?
[00:09:58.27]	X-2	X-2 mentions an Erasmus+ program : International Mobility.		
[00:10:49.39]	A	Question		And is there, in your opinion, a difference between internal and external communication in these project teams?
[00:11:06.82]	X-2	X-2 explains in what way she understands the difference of communication in her departments.		
[00:12:23.74]	A	Question		There is any strategies to negotiate those differences that you mentioned?
[00:12:32.59] - [00:14:30.00]	X-2	X-2 talks about cultural differences between Austrians and Germans		

[00:14:40.76]	A	Question		There is no official language policy within the intercultural projects in which you are working ?
[00:14:50.87] - [00:17:00.00]	X-2	Anecdote about one colleague from Kazakhstan		
[00:17:10.75]	A	Question		Which kind of intercultural or multilingual challenges occur in your external communication interactions?
[00:17:28.56]	X-2	X-2 feels that the language policy is accepted in everyday interactions by the working teams She mentions code-switching and language switching		
[00:18:51.28]	A	Question		So this language policy, is it accepted in everyday interaction with all the working team?
[00:19:18.15] - [00:21:00.00]	X-2	Anecdotes		
[00:21:21.96]	A	Question		Do you notice differences on the level of organizations of the daily work between your colleagues having different cultural backgrounds ?
[00:21:31.35]	X-2	Anecdote X-2 speaks about the level of politeness and the way of addressing people by taking account their cultural background		
[00:24:30.00]	A	Last question		What does the creation of a team culture mean to you?
[00:24:41.00]	X-2	She develops how the team culture at BOKU IR works and how it is created		
[00:27:09.34]	A	Question X-2 to compare with the culture team in the second department where X-2 works		

[00:27:13.96] - 00:30:54.97]	X-2	X-2 compares the two departments and develops some anecdotes about her supervisor, which is not Austrian		
[00:30:57.88]	X-2	Thanks the interviewer		
[00:31:12.88]	A	Thanks back the interviewee and closes the interview		

Metadata

Interviewer : Anaïs MICHELIN

Interviewee : Second interviewed co-worker at the BOKU-IR, called X-2.

Relationship between the interview partners : work colleagues

Type of Interview : semi-structured

Time : 2nd May, 2022 at 14:00

Place : Office BOKU-IR

Duration : 31:23 minutes

Special incidents : a bee entered the room but nobody spoke about it so there is no transcription of this event.

Atmosphere : The interview took place face-to-face at BOKU-IR office in a friendly atmosphere. We both prepared a cup of tea before the interview. I was a bit stressed and she admitted that she also is. She actually seems uneasy with the settings of the interview but she is very comfortable with what she speaks. She is very spontaneous and takes a lot of pauses to think. She speaks a lot with her hands. Compared to the first interview, the content is less structured but she developed more anecdotes.

Annex XII: Sequential analysis Interviewee X-3

Time.....	Speaker	Topic.....	Memo of structuration	Research Question.....
[00:00:02]	A	Introduction of the interview		
[00:00:12]	X-3	Greetings		
[00:00:16]	A	Greetings and introduction of the first questions.	Warm-up questions, which need to be anonymous.	Can you briefly introduce yourself and explain your responsibility at the BOKU IR ? Since when do you work at BOKU-IR and what were your motivations to work there?
[00:00:37]	X-3	X-3 introduces herself and provides information about her responsibilities.	This part does not need to be transcribed.	
[00:01:28]	X-3	Motivations : from her background in language teaching and intercultural studies. She wanted to broaden her horizon after working several years in the area of language teaching and get more international (not only focused on teaching German as foreign language). She decided to apply to the job at BOKU-IR because she really wanted to work closer to the students and support them with their mobility.		
[00:02:21]	A	Second question		Can you give me a quick overview of your linguistic skills and your intercultural skills ?
[00:02:29]	X-3	X-3 started with her linguistic skills and mentioned English as one of her work languages. Then she mentioned her academic	English is one of the BOKU-IR work languages.	

		<p>background with the learning of Dutch (more or less fluent) and a bit of French through courses at school.</p> <p>About the intercultural skills, they were a part of her studies (master and previously mentioned thesis). She attended “quite a lot” workshops, conferences and trainings on intercultural studies and she worked a lot with international students and professional colleagues with international inquiries. She also worked, wrote and studied abroad. In the last four years or five years, she has been teaching a class about intercultural competences at BOKU University.</p>	<p>Intercultural studies background</p> <p>Awareness of intercultural management by the personal background and trainings.</p>	
[00:03:47]	A	Third question		<p>The preparation or traineeship that you might receive before working within a multilingual and intercultural work environment.</p> <p>Were you prepared or trained to work within a multilingual and intercultural work environment ?</p>
[00:04:02]	X-3	X-3 asks to repeat the question	<p>Misunderstanding not transcribed</p>	
[00:04:05]	A	A reformulates the question		
[00:04:13]	X-3	“ Yes, that's what I just explained. ”		
[00:04:10]	A	Explication : “It was about the awareness of the management here before you came here.”		
[00:04:23]	X-3	X-3 talks about her previous experiences in the Exchange service and as a German teacher. She mentioned that she gave training on		

<p>[00:05:01]</p>	<p>A</p>	<p>cultural topics she studied to her colleagues and she attended a lot of trainings before working at the BOKU-IR.</p> <p>A repeat again the question and emphasizes the explanations “ It was about the awareness of the management here at Boku. But you already said that you were trained and prepared for it ?”</p>		
<p>[00:05:10]</p>	<p>X-3</p>	<p>It was one of her main motivations. Her previous job was about policies and also mobility and international property and cultural topics so they really prepared her to work with students and have close contact with people from international backgrounds. She repeated that it actually one of the main reasons why she applied for this job.</p>		
<p>[00:05:50]</p>	<p>A</p>	<p>Question about BOKU official language policies</p>		<p>Which languages are spoken at BOKU-IR ?</p>
<p>[00:06:02]</p>	<p>X-3</p>	<p>Mainly German, which is their working language. She mentioned that with the interns from abroad sometimes it’s English and also with clients all over the world. She basically speaks and writes in English. She mentioned that sometimes few emails in Dutch are helpful because speaking or talking to people in their mother tongue it’s much better to build up trust and kind of connection. Thus, sometimes she uses French or Dutch.</p>	<p>German is said to be the other working language used at BOKU-IR. English is spoken within the BOKU-IR team with non-</p>	

			<p>native German interns. English is the most common language for external communication.</p> <p>Other languages are used to help building a trust connection with external colleagues.</p>	
[00:06:53]	A	Express the fact that X-3 already answer to the following question mentioned in A's questionnaire : nature of internal and external communication		
[00:07:02]	A	Question		Which kind of intercultural and multilingual challenges occurred in your external communication interactions ?
[00:07:17]	X-3	X-3 said that she faces quite a lot of them because she is working for thirteen years at BOKU-IR. She had a lot of "tricky situations" with the students because they are the main target group she works with. She mentioned language issues and differences in cultural backgrounds. University management background is one of the most tricky part because X-3 always needs to explain the university system, the way to address teachers "because the relationships between teachers is different in many countries".		

<p>[00:08:24]</p> <p>[00:08:41]</p>	<p>A</p> <p>X-3</p>	<p>Question</p> <p>English is always used because it is the common language that all people speak. She mentioned an anecdote about EPICUR project networking conference : a huge majority of team members talk French or German and sometimes the team switches to French but the communication is not as fluid as it is in English for everybody.</p>		<p>“you mention also that you were involved in international projects (...) I would like to know if there is an official language policy within this project in which your are involved”</p>
<p>[00:09:20]</p> <p>[00:09:40]</p>	<p>A</p> <p>X-3</p>	<p>Question</p> <p>Her colleagues are used to work internationally and English is the lingua franca in projects at the university so everyone is used to it. Anecdote about communication : she explains that it is nice to speak Dutch with the partners but they have to be careful because if their exchange might be relevant for other partners in the future, they have to communicate back in English. She adds one example about this situation : a few years ago she had to translate a long email conversation in English because it became relevant for non-Dutch speaking partners. She recommended being one hundred percent sure before using another language than English and talking about more private issues.</p>	<p>X-3 nods while A is asking the question.</p>	<p>Is this language policy in that project accepted in everyday interaction within the working team, accepted by everybody, and if not how does the working environment react to specific situations ?</p>

<p>[00:10:45]</p> <p>[00:10:56]</p>	<p>A</p> <p>X-3</p>	<p>Question</p> <p>“Of course”</p> <p>X-3 said that there are plenty of differences in these organizations. She develop recommendations for working in an international intercultural context :</p> <ul style="list-style-type: none"> • make sure you talk in advance about regulations , how is the work organized • make sure that everyone has the same or similar expectations. <p>She describes an anecdote about how to deal with deadlines because some cultures have a strict comprehension of it (everything is more or less finish on the due date) and some others finish the work on the due date or submit it one or two weeks after.</p> <p>That’s why she recommends clarifying these things in advance, as well as ways of communication.</p>	<p>List of recommendations</p>	<p>Do you notice difference on the level of organization of the daily work between colleagues having a different cultural background</p>
<p>[00:12:11]</p> <p>[00:12:32]</p>	<p>A</p> <p>X-3</p>	<p>Question</p> <p>X-3 mentioned that it is important to know the partners in person to build up a connection and an environment of trust (especially, among teams that work virtually and meet very rarely). For her, it is one of the basis of international collaboration.</p> <p>She also talks about communication, which needs to be clear : clear emails, ask partners if they understand the way you want your discourse to be understood.</p>	<p>A reminds that X-3 mentioned communication strategies.</p> <p>Strategies are focused on communication and management</p>	<p>Question about the strategy to negotiate those differences.</p>

		Leadership has to be clear too : who has which responsibility.		
[00:13:45]	A	“my final question is “		
[00:13:46]	X-3	Interruption to develop on project goals that must be clear and common.		
[00:13:55]	A	Last question		What does the creation of a team culture mean to you ?
[00:14:12]	X-3	For her, it is important. She remind that she said before that when you work in an international team “that’s important that you feel kind of bonded to the others”. A good working climate is also important. Trust and common culture in communicating and working together is crucial. Without a same or similar culture in one project to work together, it will not work out. It does not mean that everybody has to have the same culture but they have to come up with the same working ideas, working strategies and ways of communication. She added that one of the big advantages of working internationally is that people have different perspectives, cultural or institutional backgrounds.	Exclamation of X-3 : the question sounds easy to answer	
[00:15:35]	A	A thanks X-3 for the interview and her answers. She asks her if she wants to add something.		
[00:15:50]	X-3	She is very interested by the message of the master thesis		
[00:15:54]	A	A thanks her again and stops the recording.		

Metadata

Interviewer : Anaïs MICHELIN.

Interviewee : X-3.

Relationship between the interview partners : work colleagues at BOKU-IR office.

Type of Interview : semi-structured.

Time : 3rd May, 2022 at 15:00.

Place : Online via Zoom. The interviewer is at the BOKU-IR office and the interviewee at her place.

Duration : 16:04 minutes.

Special incidents : no special non-linguistic incidents

Atmosphere : The interview was professional. X-3 seemed to be used to talk about those topics and be interviewed. The absence of the body language aspect is to be deplored because the interview was online. I think that body language and non-verbal communication are an essential part of the communication. It would help me to notice more clues about my interviewee's state of mind. The interview gave feedback about how I conducted the interview after the end of the recording to help me improve my skills.

Annex XIII: Sequential analysis Interviewee X-4

Time.....	Speaker	Topic.....	Memo/ signals of structuration	Research Question.....
[00:00:00.49] [00:00:17.20] [00:00:32.14]	X-4 A X-4	X-4 explained that she is more used to be the interviewer. Thank the interviewee for being her and ask her the first question Introduces herself and explains her responsibilities at BOKU-IR.	Not transcribed Not transcribed	Can you briefly introduce yourself and explain your responsibility at Boku?
[00:01:59.95] [00:02:04.06]	A X-2	Question She answers the questions and explains the reason why she was chosen for this position	Not transcribed	Since when do you work at the Boku ?
[00:02:42.95] [00:02:47.06]	A X-2	Question She develops the fact that she loves the international feeling (interconnection of cultures thanks to globalization). She also explains that she is multilingual.		What were your motivations for working there?
[00:03:31.97] [00:03:45.11]	A X-2	Question		Can you give me a quick overview of your linguistic skills and intercultural skills?

<p>[00:05:03.82] [00:05:07.69]</p>	<p>A X-2</p>	<p>X-4 speaks English and German. She precises that she speaks a form of Austrian-German dialect actually in addition to standard German. She can speak Italian as well. She was close to Chinese culture thanks to her neighbors and she travels there, as well as to Cuba. She never did an Erasmus mobility. Question for precision about her dialect. She explains that it's a Austrian-German dialect from the border between Upper Austrian and Bavaria.</p>		
<p>[00:05:29.95] [00:05:50.72] [00:06:47.43] [00:06:50.49]</p>	<p>A X-2 A X-4</p>	<p>Question about awareness of intercultural management. She started to say that just took one course at BOKU as a student and then she mentioned the training that she will attend the next day, part of the BOKU Staff Training Pass. Question about X-4's interest to join the training She expresses the advantages that she will find in this training, especially about communication</p>	<p>BOKU Staff Training Pass</p>	<p>Were you prepared or trained to work within a multilingual and intercultural work environment?</p>
<p>[00:07:46.82] [00:08:09.50]</p>	<p>A X-4</p>	<p>Question It depends, for her. Most of the time it's German but with the incoming students, it is English. She explains that she loves learning new words in new languages and that she thinks it's nice when someone try to speak her language.</p>		<p>Which languages are spoken at BOKU-IR ?</p>

[00:10:01.93]	A	Question		Is there, in your opinion, a difference between internal communication in the office and external communications with other partners in your daily interactions ?
[00:10:18.61]	X-4	Her communication is written (emails). 50% of these emails are in English with incoming students.		
[00:10:53.88]	A	Question	X-4 exclusively talks about communication.	Which kind of intercultural or multilingual challenges occurs in your external communication interactions ?
[00:11:09.02]	X-4	Her communication is mostly via email. Mostly misunderstandings		
[00:13:17.20]	A	Question to have precision about challenges that she can face with her colleagues.		
[00:13:34.01]	X-4	X-4 asks to repeat the question		
[00:13:38.99]	A	A explicites her question : What about your colleagues outside of the Boku-IR ?		
[00:13:50.66]	X-4	She said that she does not have so much colleagues outside of the office and most of the time the communication is about German		
[00:14:36.41]	A	Question		Are you involved in intercultural, international or interregional projects?
[00:14:45.41]	X-4	She mentioned the intercultural course that X-3 taught.		
[00:15:24.02] - [00:16:21.08]	A and X-4	Discussed about the intercultural course but the content is private and not relevant for the research		

			Not transcribed	
[00:16:35.97]	A	Question		Indirect formula of the question about difference in daily work between colleagues having different cultural background.
[00:17:06.44]	X-4	No, she doesn't notice any difference. The interns at BOKU-IR from Hungary, Poland and France are her only non-Austrian colleagues. She said that European cultures have similar cultural backgrounds.		
[00:19:13.38]	A	Question		How important is the creation of a team culture according to you?
[00:19:27.72]	X-4	She thinks that the team culture is very important for the efficiency of the team. She said that BoKU-IR is like a web between everybody and if one person is not in this web then it is not working. She said that feeling good at work is really important because : "we are here 8 hours a day. And if you see your teammates or your colleagues more than your family, and if you are not a good team and if you the team is not built well. It's not it's not a good thing because you are not happy and everything is hard and it's like then, you know, depression burn out. And so if you if you have a good team and good colleagues, it's worth so much."		
[00:21:08.42]	A	Thanks X-4		
[00:21:02.40]	X-4	Thanks a back		
[00:21:09.86]- [00:30:42.80]	X-4	X-4 develops an anecdote about her intercultural experiences.	The anecdote provides a lot of personal data and is not relevant for the	

			master thesis research so I decided to not transcribe it.	
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Metadata

Interviewer : Anaïs MICHELIN

Interviewee : X-4

Relationship between the interview partners : work colleagues at BOKU-IR office.

Type of Interview : semi-structured interview.

Time : May, 4th 2022 at 15:15.

Place : Office BOKU IR. It is a face to face meeting.

Duration : 30:52 minutes

Special incidents : no special incidents happened during the interview.

Atmosphere : X-4 seemed to be very enthusiastic. Actually, she expressed it at the very beginning of the interview. She talked a lot and provided a lot of anecdotes. She also moved and spoke with her hand : her body language was very expressive.

Signaux de structuration culturels : She once used German words to explain a phrase and immediately translated it.

Annex XIV: Sequential analysis Interviewee X-5

Time.....	Speaker	Topic.....	Memo/signals of structuration	Research Question.....
[00:00:00]	A	Introduction of the interview and A thanked X-5.	Warm-up question	
[00:00:15]	X-5	X-5 thanked her back.		
[00:00:17]	A	First question	Not transcribed	Can you briefly introduce yourself and explain your responsibility at the BOKU-IR, please ?
[00:00:27]				
[00:01:08]	X-5	X-5 introduces herself		
[00:01:12]	A	Question		Since when do you work at Boku?
	X-5	Describes the situation when she begins to work at BOKU-IR		
[00:01:52]	A	Question		What were your motivations to work here ?
[00:01:58]	X-5	She loves to be in an international surroundings. She describes her international and intercultural experiences		
[00:03:21]	A	Question		Can you give me a quick overview of your

[00:03:32]	X-5	German as mother tongue. She speaks English fluently. She learned French, Swedish and took a class of Austrian sign language. Curiosity about languages. Her study background is European ethnology.		linguistic and intercultural skills?
[00:06:16]	A	Question	Learning by doing	Were you prepared or trained to work within a multilingual and intercultural work environment?
[00:06:31]	X-5	She said that she was prepared from her education background. Anecdote about her Erasmus in Sweden.		
[00:07:46]	A	A asks if X-5 followed any workshops		
[00:07:56]	X-5	To her opinion, no. She learns by doing when she works within projects.		
[00:08:55] [00:09:14]	- X-5 and A	Interruption by X-5 to ask a question about the technical recording issues of the interview		
[00:09:25]	A	Question	English as lingua franca	Question about the languages spoken at BOKU-IR.
[00:09:33]	X-5	English is the most spoken language. She mentioned that other colleagues used other languages to speak with students. She explains the way she includes a word in her interlocutors' mother tongue in emails when she talks to them.		
[00:11:16]	X-5	Anecdote about Swedish.		

[00:11:48]	A	Question		Are you involved in international interregional or intercultural projects?
[00:12:08]	X-5	She is a project assistant for the project EPICUR		
[00:12:47]	A	Question		Is there an official language policy within within this project?
[00:12:53]	X-5	She talked about the working package dedicated to interculturality and multilingualism		
[00:13:30]	A	Question		Is this language policy accepted in every interaction within the working team?
[00:13:40]	X-5	She can't tell me about the project meetings because she missed them. But she thinks that a language policy must be inclusive and accessible : a language policy with low thresholds.		
[00:14:47]	A	Question		Do you notice any difference between those two communications in your daily interaction? (internal and external communication)
[00:15:16]	X-5	She asked to precise the question : “ Have you specified the question? Do you mean how to communicate with students and staff or or inside the office?”		
[00:15:25]	A	A precises the question about the difference between the communication inside the office and outside with external partners, colleagues, students.		
[00:15:37]	X-5	She uses a dialect for example when she speaks with her colleagues. Within the office she mostly speaks German and outside mostly English		

[00:16:23]	A	Question		Which kind of intercultural and multilingual challenges or cure in your external communications interaction?
[00:16:43]	X-5	Misunderstandings of the students.		
[00:18:27]	A	Question		Do you notice a difference on the level of organizations of the daily work between your colleagues having a different cultural background?
[00:18:42]	X-5	“Organizations ?” She seems to ask precisions about the question		
[00:18:48]	A	A reformulates the question : Do you notice any cultural difference on the organisation of work between your colleagues having a different background than you?		
[00:18:56]	X-5	Sounds confused by the question		
[00:19:01]	A	A precises the target of the question : So the colleagues at the office and also the colleagues outside of the office, the partners.		
[00:19:11]	X-5	“ You mean EPICUR or BOKU ?”		
[00:19:15]	A	“Both”		
[00:19:17]	X-5	Asks for a clarification : “Is it doing organized work or organize something else?”		

[00:19:45]	A	A precises : “The way they are working with you.”		
[00:19:48]	X-5	X-5 takes a little bit of time to think and answers that no there’s no difference for her. The teams she works in are efficient. She notices that differences could come from the different roles in teams : leading roles have other working hours.		
[00:20:57]	A	Question		Do you have any strategy to negotiate those differences when some finger's not working?
[00:21:08]	X-5	When the situation is urgent, X-5 asks again about answers.		
[00:21:31]	A	Question		How does the creation of a team culture mean to you?
[00:21:43]	X-5	She said that it depends on the definition of team culture. Then she thinks it is very important : “That is that your work gets worshiped and that the communication works well”. Talks about the good climate in working environment.		
[00:22:59]	A	A asks about a comparison between team culture at BOKU-IR and EPICUR		
[00:23:09]	X-5	Friendly atmosphere. With nine countries, communication challenges can occur.		
[00:24:12]	A	Asks about the construction of this team culture.		
[00:24:30]	X-5	She said that the team spirit comes naturally.		

[00:25:21]	A	Ends the interview and thank her interviewee		
[00:25:28]	X-5	Thanks back		
[00:25:34]	A	Asks if X-5 has something to add		
[00:25:51]	X-5	She said that self-reflection is important when you work in an intercultural environment. Trainings courses for staff members are a great approach.		
[00:26:32]	A	A asks if trainings helped her somehow		
[00:26:43]	X-5	“(…) the possibility for an exchange with others, for example, to to meet with other international offices and have an exchange or best practice of meeting and meeting about this practice, for example. We knew how to deal with certain problems or just tips how to to work more efficiently, for example.”		
[00:27:18]	X-5	“ Not working efficiently, but there's always something that you could benefit from. Or you could do better.”		
[00:27:38]	A	Thanks X-5 and turns off the recording.		

Metadata

Interviewer : Anaïs MICHELIN

Interviewee : X-5

Relationship between the interview partners : work colleagues

Type of Interview : semi-structured

Time : May 25th 2022 at 13:00.

Place : Office BOKU IR for the interviewer and interviewee's place. It was an online meeting through the virtual tool Zoom.

Duration : 27:43 minutes

Special incidents : [00:08:55] - [00:09:14] : Interruption by X-5 to ask a question about the technical recording issues of the interview

Atmosphere : The atmosphere was very friendly. The interviewee laughed from time to time. However, the virtual meeting didn't give me the access to a glimpse of her body language.

Annex XV: Sequential analysis Interviewee X-6

Time.....	Speaker	Topic.....	Memo/ signaux de structuration	Research Question.....
[00:00:01.38]	A	A thanks X-6		
[00:00:08.19]	X-6	He says that it's a pleasure.		
[00:00:10.77]	A	Warm-up question		So can you briefly introduce yourself and explain your responsibilities at BOKU-IR, please?
[00:00:18.33]	X-6	Introduced himself and explained his responsibilities		
[00:01:24.97]	A	Question		What were your motivations to work at BOKU-IR ?
[00:01:30.44]	X-6	The main motivation is the international background that he explained by the fact that he comes from an intercultural background as well.		
[00:01:52.60]	A	Question		Can you give me an overview of your linguistic skills and intercultural skills ?
[00:01:59.86]	X-6	He talked about his multicultural background : Costa Rica, Germany, Spain. He is fluent in German, Spanish. He also speaks French. Explained that growing up within an intercultural background taught him how to manage with foreign environments.		

[00:04:07.51] [00:04:17.92]	A X-6	Question He said that his personal background prepared him for the question of soft skills.		Would you say that you were prepared or trained to work here within the multilingual and intercultural work?
[00:04:43.03] [00:04:53.08]	A X-6	Question He said English without any hesitation. For him, unfortunately the foreign language apart from German is English. However he mentioned that he had the opportunities to speak Spanish and French in one or two occasions.		Which languages are spoken at BOKU-IR ?
[00:05:18.60] [00:05:36.91]	A X-6	Question He talked about the tone of the communication : an external one is always more serious		Is there, in your opinion, a difference between the internal communications here in German, English and external communication with the project team, the partners, the students ?
[00:06:35.38] [00:06:49.92] [00:07:37.42] [00:07:39.25]	A X-6 A	Question He talked about cultural misunderstandings “ do you already experience?”		What kind of intercultural and multilingual challenges can occur in your

	X-6	He admitted that he never experienced it.		external communications?
[00:07:39.61]	A	Question		Are you involved in international, interregional, intercultural projects?
[00:07:49.02]	X-6	He is involved in Erasmus programs and the project EPICUR		
[00:08:08.95]	A	Question		Is there an official language policy within Epicure Project?
[00:08:13.97]	X-6	He talked about the working package and said that English is the lingua franca (official communication also for the documents). Informal communication could also be in German or French.		
[00:08:13.97]	A	Question		Do you think that this language policy is accepted by everybody in everyday interactions?
[00:08:52.09] - [00:09:48.60]	X-6	He guessed so because it is the most common language, spoken by everybody and it is easier.		
[00:09:51.36]	A	Question		Do you ever notice difference on the level of of organizations of work between your colleagues having different backgrounds ?
[00:10:06.60]	X-6	He said it is a difficult question and the difference comes from the individuals' personality instead of the culture.		

[00:10:48.27]	A	Question		How do you negotiate those differences?
[00:10:56.29]	X-6	He explained that people always have to be open-minded.		
[00:11:47.74]	A	Question		How important is the creation of a team culture?
[00:11:58.08]	X-6	It is very important according to him. Team spirit brings a good working atmosphere. In the case of toxic working environment, the efficiency of the team is affected.		
[00:13:26.84]	A	Question about team culture : “As you are a new team member of Boku and also Epicure, what do you think about those team cultures?”		Additional question
[00:13:39.02]	X-6	He thinks that both team work well : EPICUR is a bit younger and BOKU-IR more experienced though. He felt welcome.		
[00:14:20.94]	A	A notices that BOKU-IR is mostly German and Austrian whereas EPICUR is composed of nine countries and asks for a comparison.		
[00:14:31.08]	X-6	He said that the team works basically in the same way. He joined the BOKU section of EPICUR team so they are Austrian as well and he occasionally meets the other team members on a business trip.		
[00:15:27.31]	A	Thanked him again		
[00:15:33.96]	X-6			

		He thanked her back.		
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Metadata

Interviewer : Anaïs MICHELIN

Interviewee : X-6

Relationship between the interview partners : work colleagues

Type of Interview : semi-structured

Time : 15/07/2022 at 14:20

Place : Office BOKU-IR, face to face meeting.

Duration : 15:35 minutes

Atmosphere : Friendly and calm atmosphere. X-6 seems to be relaxed by the way they sit crossed arms on their chest.

Annex XVI: Transcription Interviewee 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 interculturallly

{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 euhrm i also had no intercultural challenges with

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

{12:37} 0524 (.) °h (.)

{12:37} 0525 euhrm

{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

Annex XVII: Transcription Interviewee 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 (-- also our

{15:29} 0653 (-- euhrr hum

{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 (-- part of the last question

{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 (-- always together and they came (.) here

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

{16:06} 0673 (-- i (.) i gave them their

{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 filll filll 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 as 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 (--)

Annex XVIII: Transcription Interviewee 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 (-) euuh 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** yoou 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

Annex XIX: Transcription Interviewee 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

Annex XX: Transcription Interviewee 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** inpulse ((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

Annex XXI: Transcription Interviewee 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** [[xxxxxx]]

{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 [[xxxx]]

{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