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ICC
IN BUSINESS AND
MANAGEMENT

21ST CENTURY FRAMEWORK



Information,
media and
technology skills

Information literacy
Media literacy
Digital literacy



Learning and
Innovation Skills

- 4Cs (Critical thinking, collaboration, communication, creativity)



Life and Career
Skills

- Flexibility and adaptability
- Social and intercultural competence, leadership and responsibility

- Look at yourself, test your perception

- Competence:

Knowledge, practice, experience

- Motives, curiosity and openness
- **Extend your boundaries and global mindset**



CHALLENGE INTERCULTURAL COMMUNICATION

PROJECT BACKGROUND

Goals and topics

- Ss in mixed teams and experiencing exchange
- English as a lingua franca
- Task oriented (individual and collaborative)

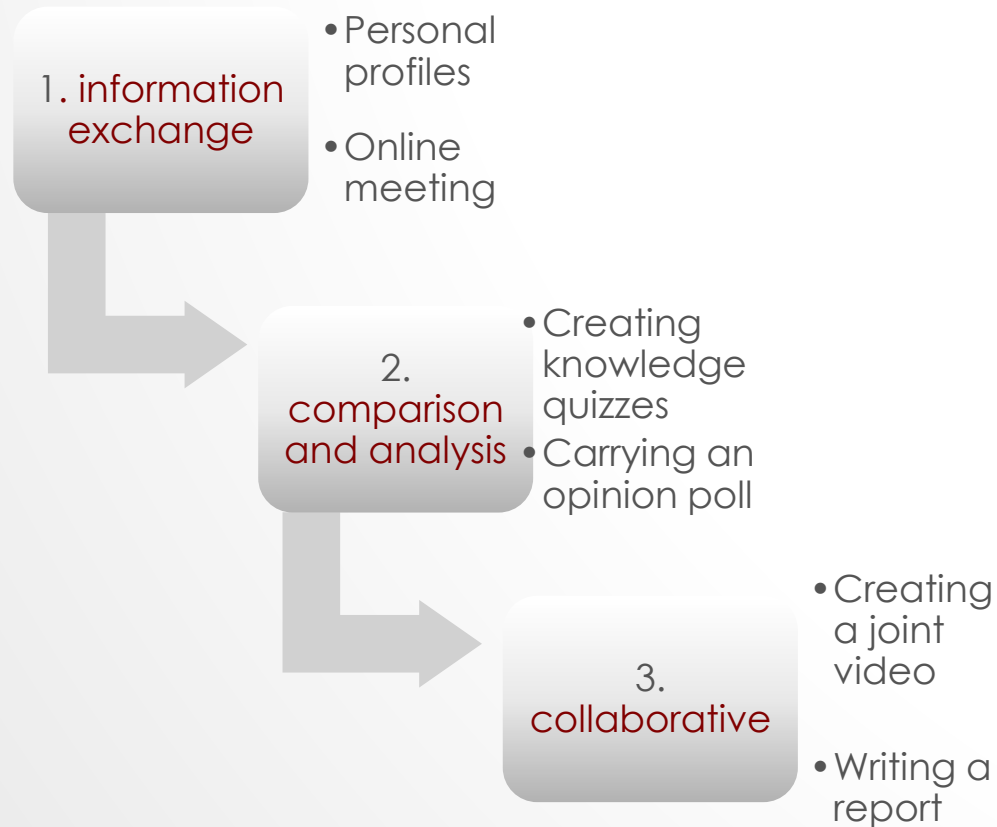
- **Living with local and global identities**
- **Working in Multinational teams**
- **Communicating on-line**
- **Moving Abroad**

VIRTUAL EXCHANGE (VE)

According to O'Dowd (2011):

- 'the application of online communication tools to bring together classes of language learners in geographically distant locations to develop their foreign language skills and intercultural competence through collaborative tasks and project work'

VE TASK CATEGORIES (SYNCHRONOUS, ASYNCHRONOUS)



IMPLEMENTATION PROCESS

In-class introduction of topics and tasks

- managing the team
 - brainstorming
- agreeing on action steps
- linked tasking

In-class and out-of-class work

- work on practical issues and tasks (on-line meetings, quizzes, video, reports)
 - consulting (language, content, and management issues)
 - assessment
- confirming/modifying

Briefing and debriefing

- strategy review
- impact and risk assessment
- practical issues
 - action steps
 - results (outputs and reports)
 - lessons learnt
- feedback (questionnaires)

**A Swiss CEO
addressed a
conference of
managers of various
national subsidiaries
describing his idea of
the future.**

WHY CULTURE COUNTS

*I don't know why you
are talking so seriously.
Surely you expected
that kind of twaddle. I
propose to ignore it and
carry on as usual.*

The British

*Well, if this is his view of
the future... No drive,
no commitment, no
leadership, no vision...*

The American

*i'm concerned that he
knows so little about our
client base... We have so
many little customers, we
don't fit a statistical
projection...*

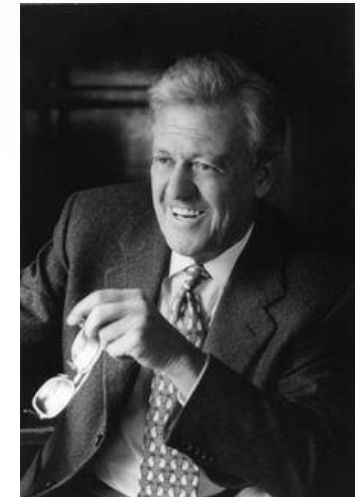
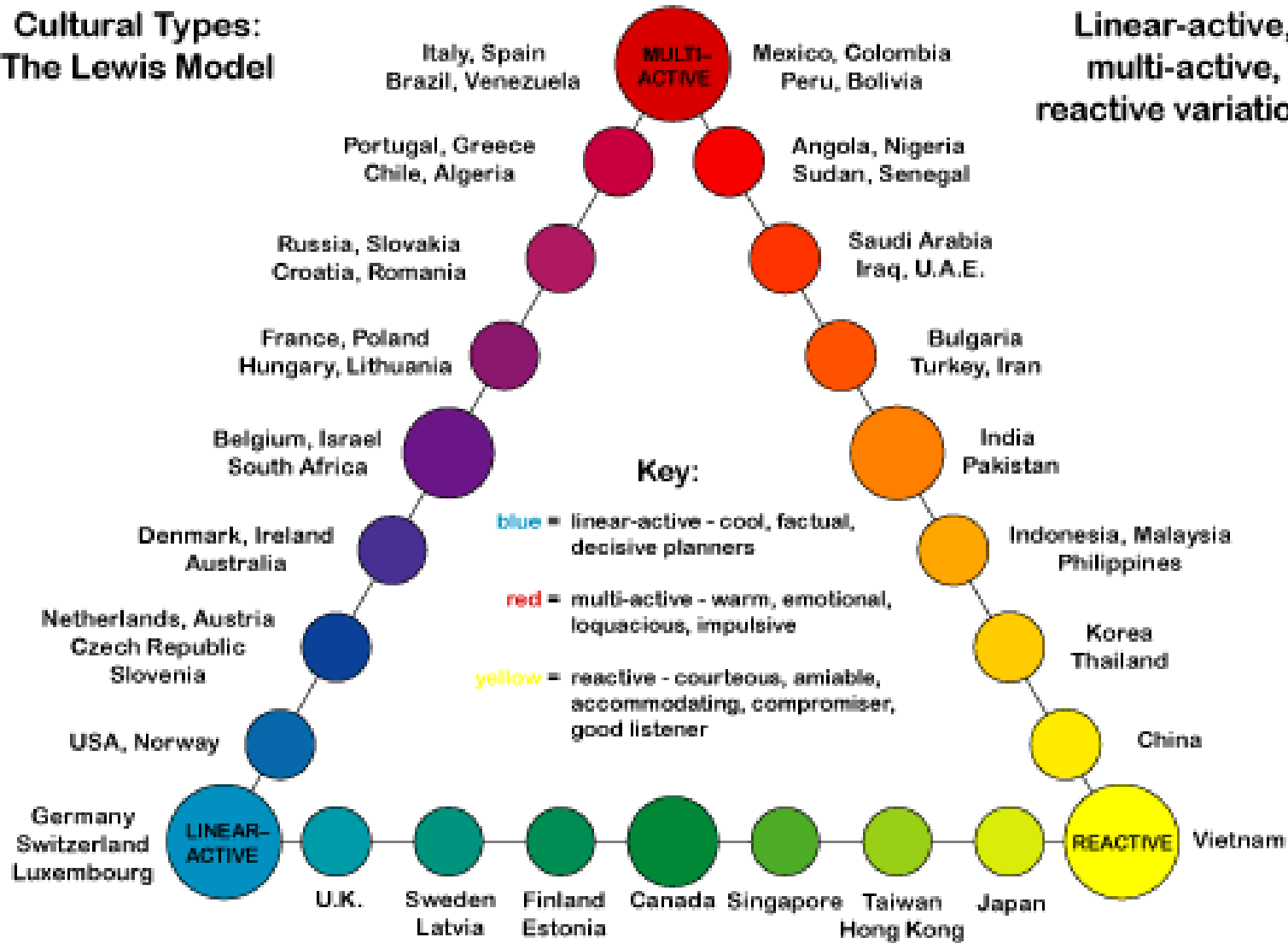
The Italian

*For me there was too
much pie-in-the-sky. 30
minutes he talked and we
got practically no data.*

The German

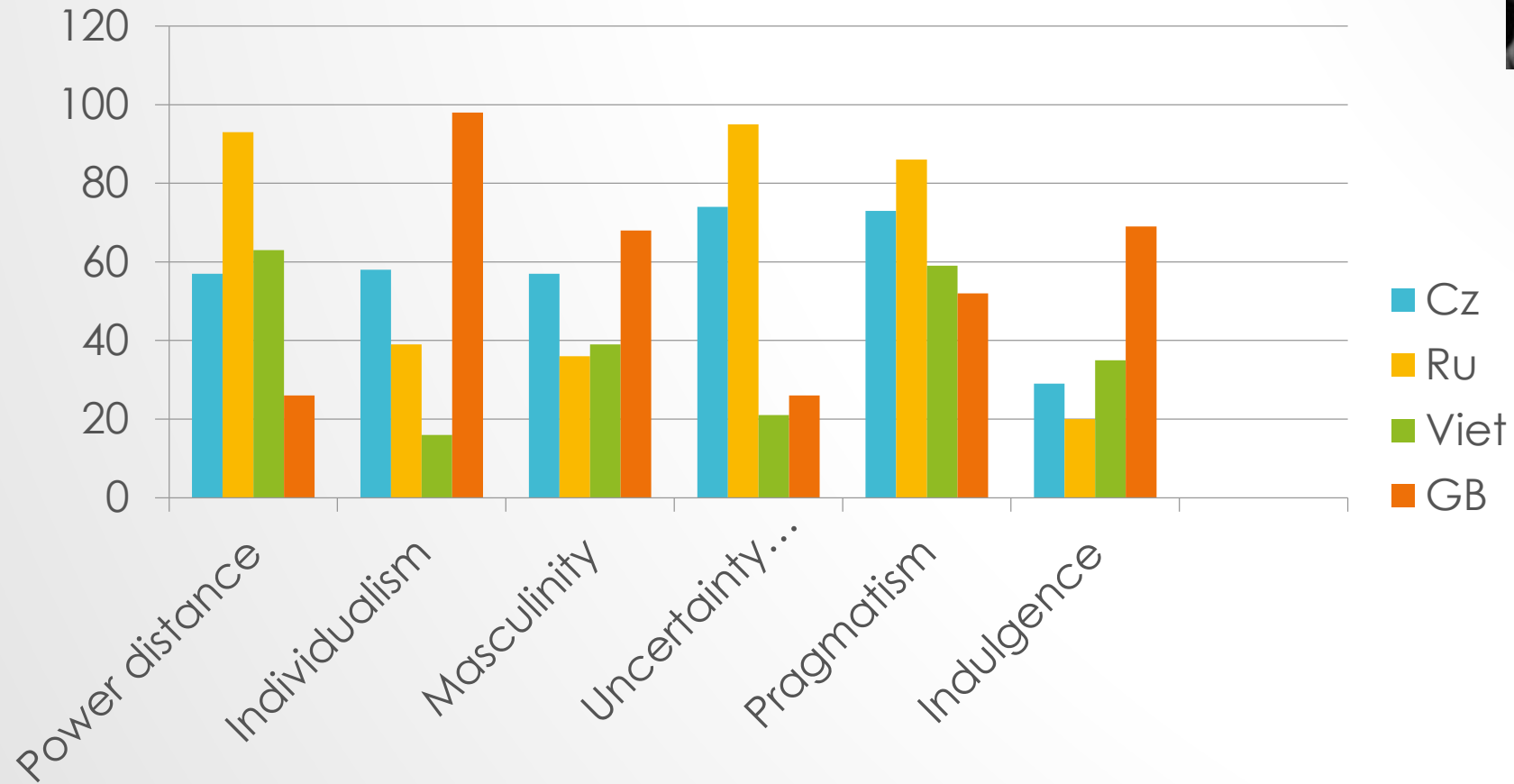
Cultural Types: The Lewis Model

Linear-active,
multi-active,
reactive variations



CZ, RU, VIET, GB

[HTTP://GEERT-HOFSTEDE.COM](http://geert-hofstede.com)



BUSINESS CULTURE

Cultures and subcultures



A4:

Approaching
another culture

A1:

Perception 1: How
do I see myself



Challenge ICC

A3:

Perception 2: How
do I see others

A2:

Knowledge, create
a quiz, fill in a quiz

IN THIS WORKSHOP YOU WILL

- create **your cultural profile** -15 mins
- prepare a **knowledge quiz** – 15 mins
- collaboratively consider VE **risks** and **risk mitigations** – 10 mins
- reflect

ME AND MY CULTURE(S) HOW DO YOU SEE YOURSELF?

1. Make a list of possible influences

(family, origin, culture, education, religion, gender, interests, etc.)

.....
.....
.....

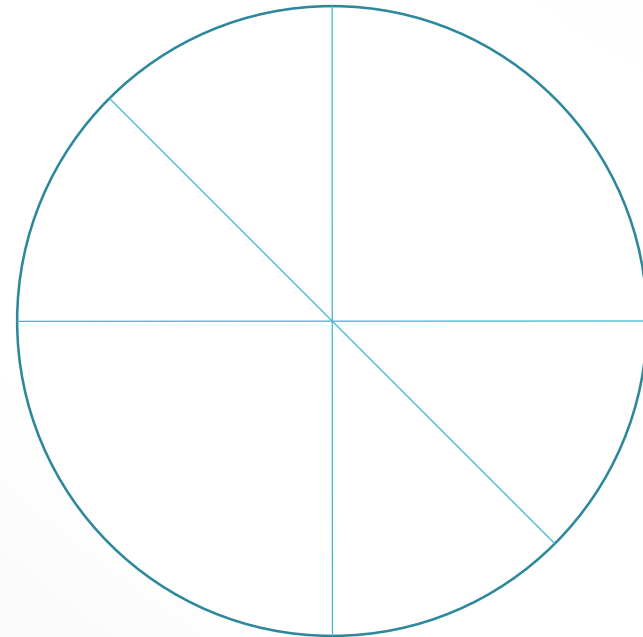
2. Try to quantify each „component“

(e.g. 25% family, 20% gender, 30% education...)

3. Draw a pie chart

P=Portfolio

TED´s



RITUALS, RELATIONSHIPS AND RESTRICTIONS

"Don't ask where I'm from, ask where I'm a local" by Taiye Selasi



Rituals: Reading online newspapers, bringing my kids to and from school, running - my only 'me' time, eating out with friends

Relationships: My kids, my partner, my friends where I live, my brothers and sister, my academic friends.

Restrictions: My family are also my restrictions, I suppose. I can't get up and go work, live or travel wherever I want to because I have my responsibilities to them.



Rituals: morning coffee, walking the dog, eating out with friends

Relationships: people I talk to, family, friends

Restrictions: maybe a bank account on the personal level, political system which is difficult to assimilate with on the national level



VE RISKS AND ASYMETRIES

INTRINSIC

- Personal traits, skills and knowledge
- International and team work experience
- Cultural values
- Language proficiency

EXTRINSIC

- Diverse institutional and organizational conditions
- Number and composition of students
- Time-zone disparities
- Unequal course requirements and assessment

SELF-REFLECTION

Teacher/student

Theory vs. practice

Working with own bias

- To what extent do your **own attitudes** correspond with the environment above?
- What cultural concepts do you identify with?
- Are you aware of passing information at the level of **hidden curriculum**? How can we recognize that? (cultural agent, information provider, expert)
- **Responsibility**: Just following a textbook?
- **Assessment**: do you expect different **results** from students of different cultures? Do you use the same or different **methods**?

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THANK YOU
FOR YOUR
ATTENTION!

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