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„Das kommt mir spanisch vor . . . “

Einführung in die interkulturelle Kommunikation

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„Eisbrecher“ – Ein Haus zeichnen

Mit einem Partner und mit einem einzigen Stift, den Sie beide gleichzeitig halten, zeichnen Sie auf ein leeres Blatt Papier ein Haus.

Wenden Sie das Blatt und, ***ohne zu sprechen***, zeichnen Sie gemeinsam ein Haus aus einer völlig anderen Kultur.

Stellen Sie Ihre Zeichnungen vor und besprechen Sie sie.



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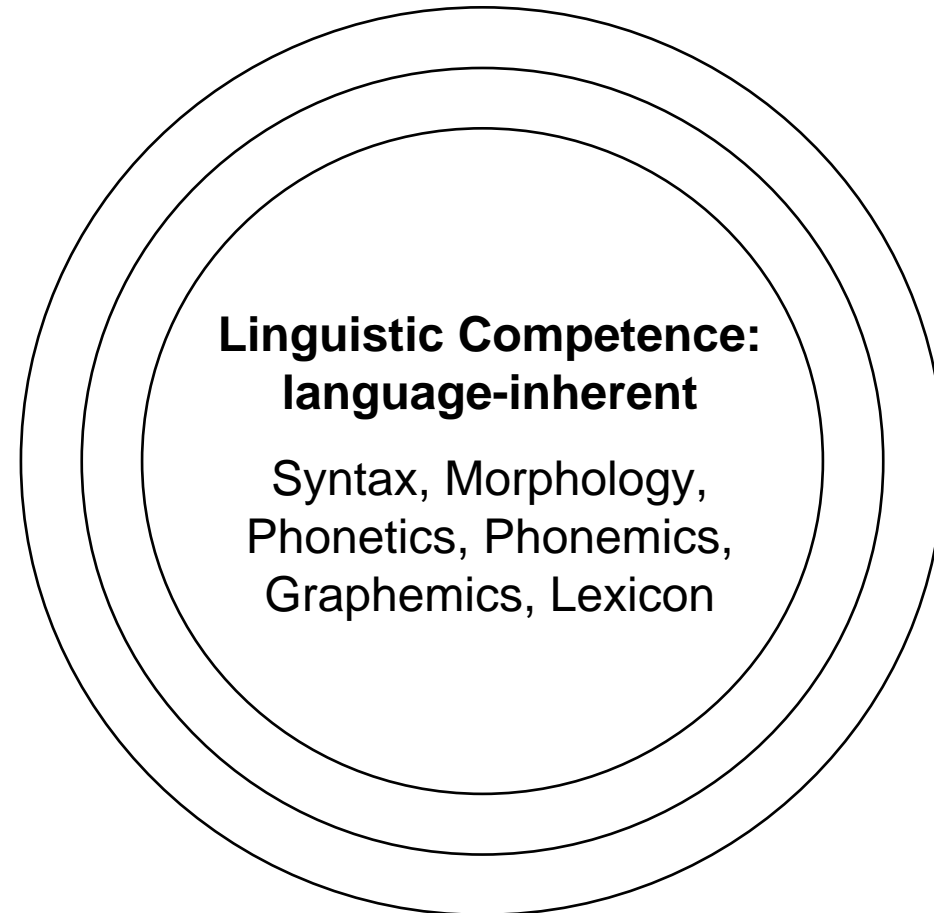
„Die Idee des kulturbedingten Abstands ist etwas, das wir intellektuell verstehen können; körperlich oder gefühlsmäßig können wir damit nicht so leicht fertig werden.“

- Theodore Gochenour



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**A language-based
organizational
model of
intercultural
competence**



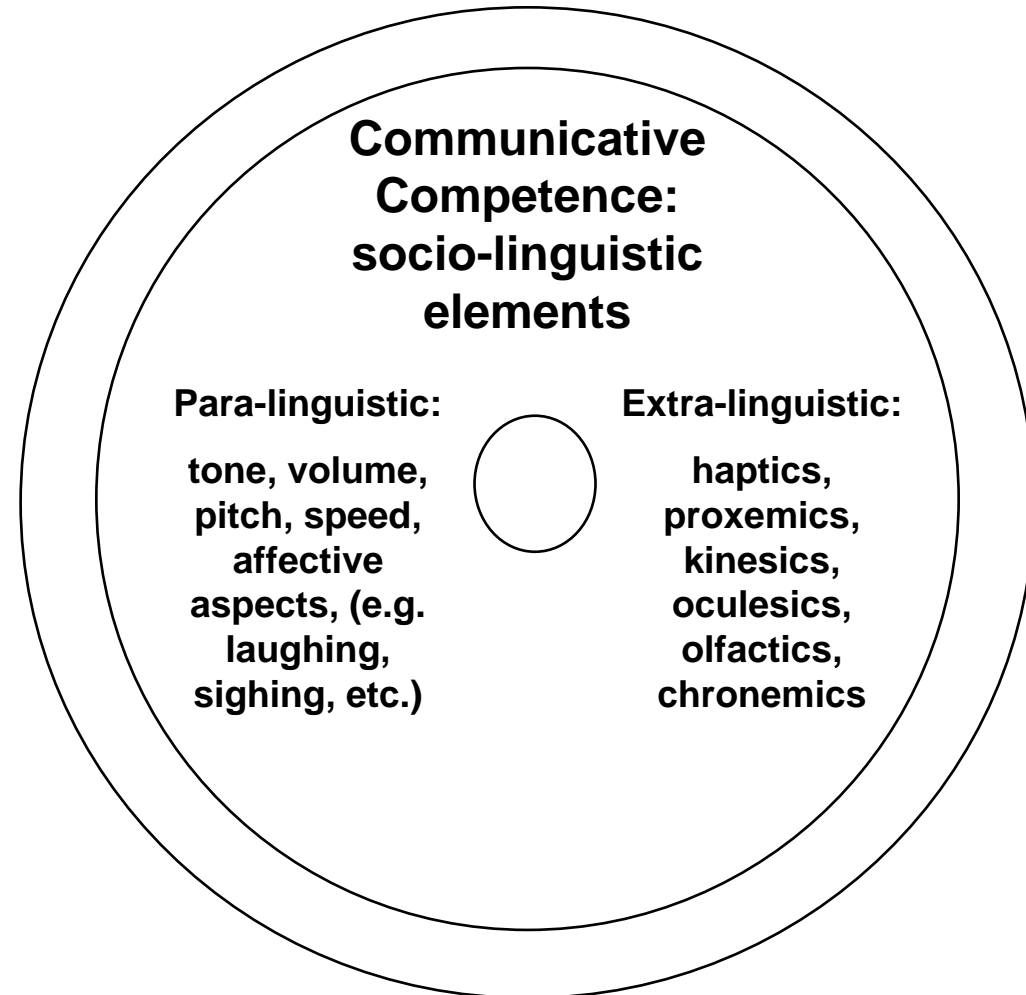
**Linguistic Competence:
language-inherent**

Syntax, Morphology,
Phonetics, Phonemics,
Graphemics, Lexicon



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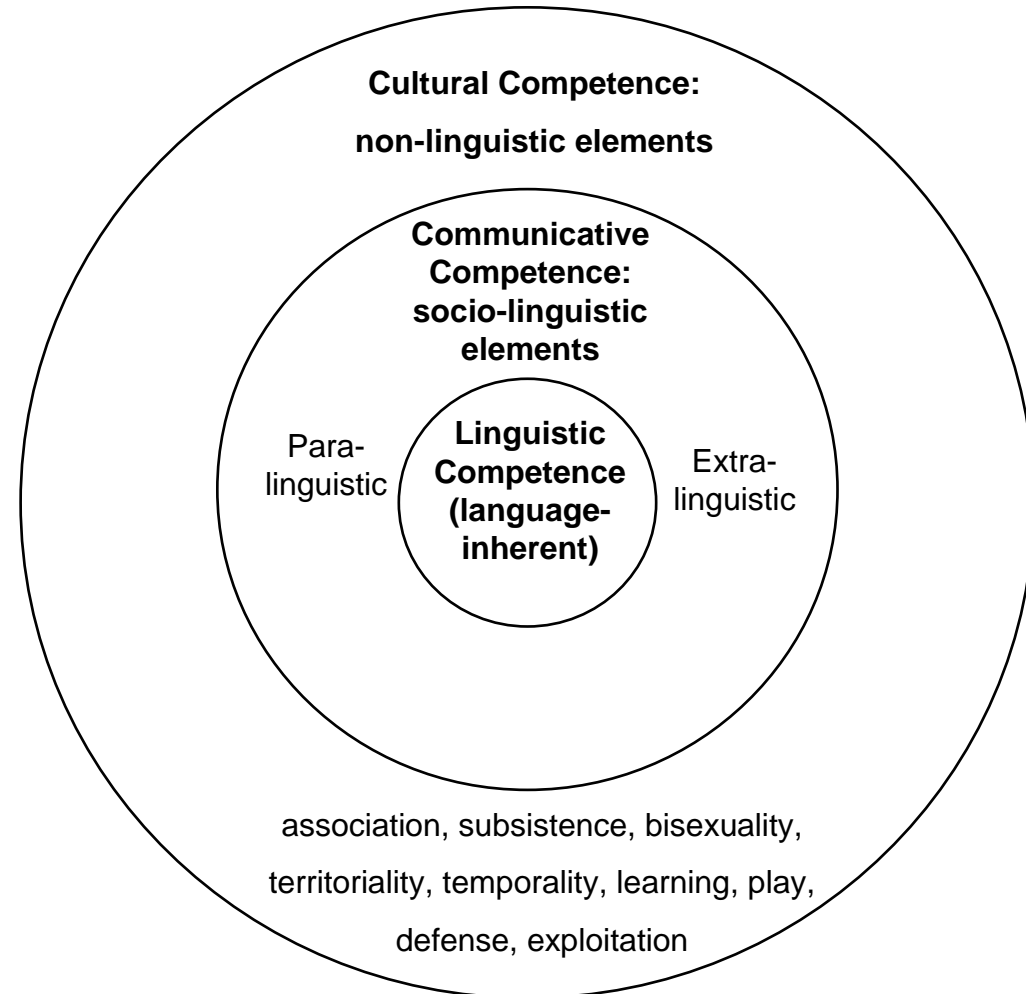
**Cultural Competence:
non-linguistic elements**

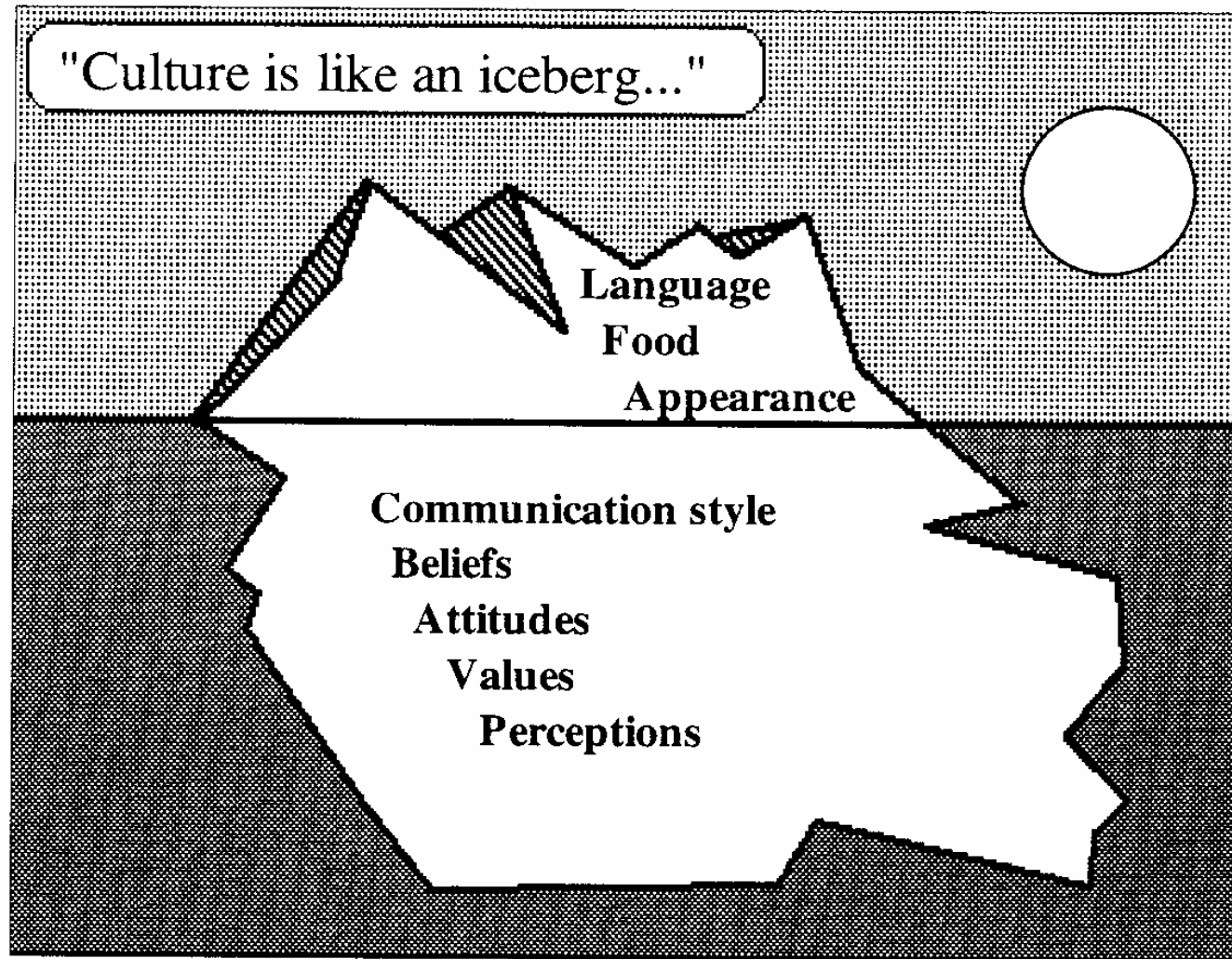
**association, subsistence, bisexuality,
territoriality, temporality, learning, play,
defense, exploitation**



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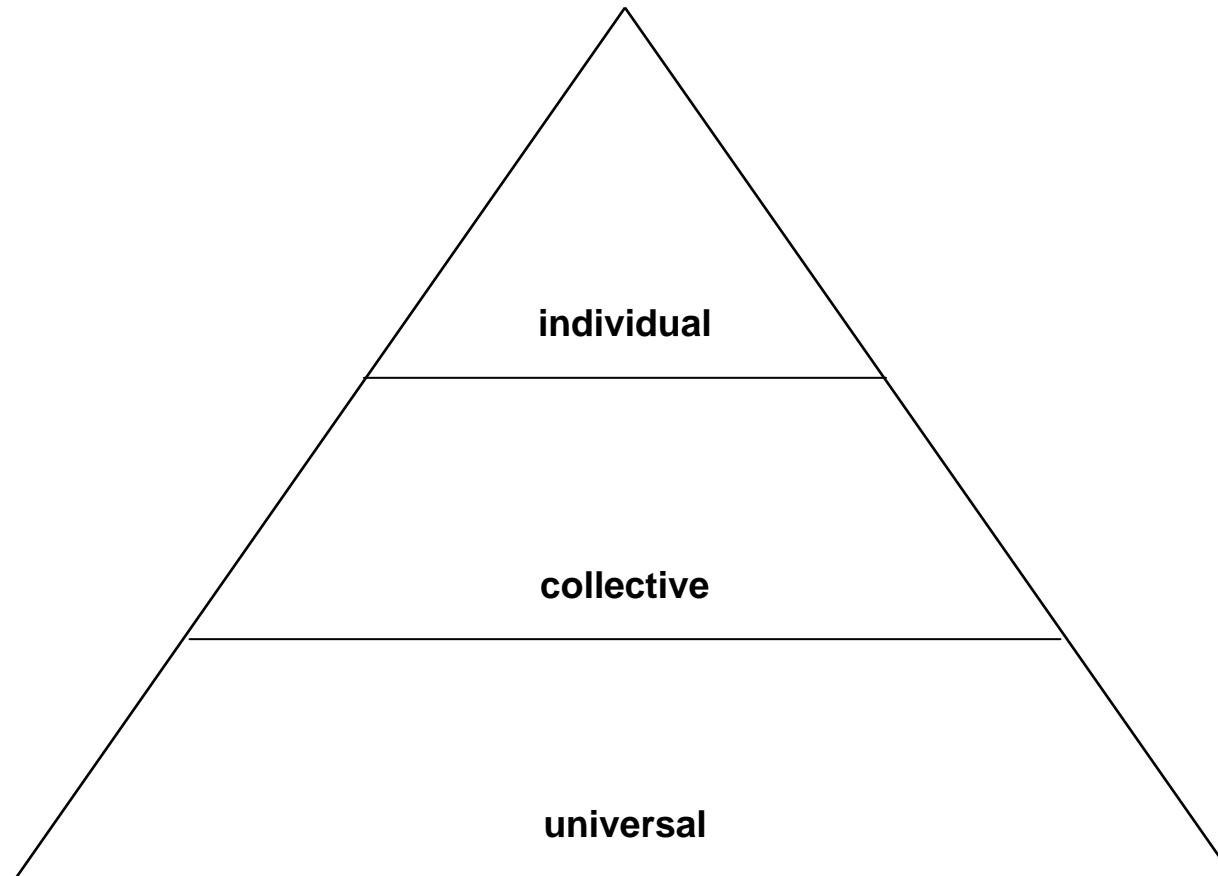
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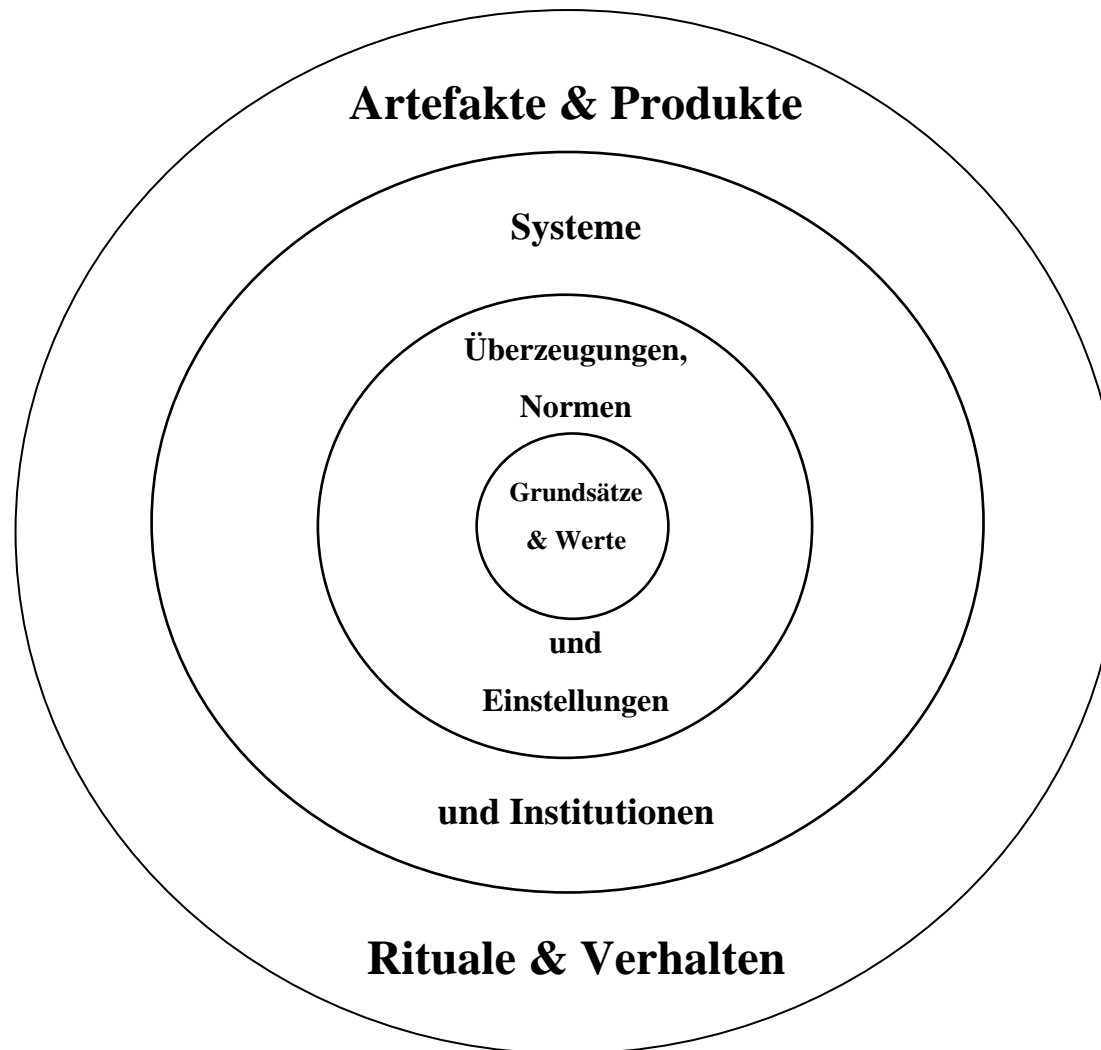


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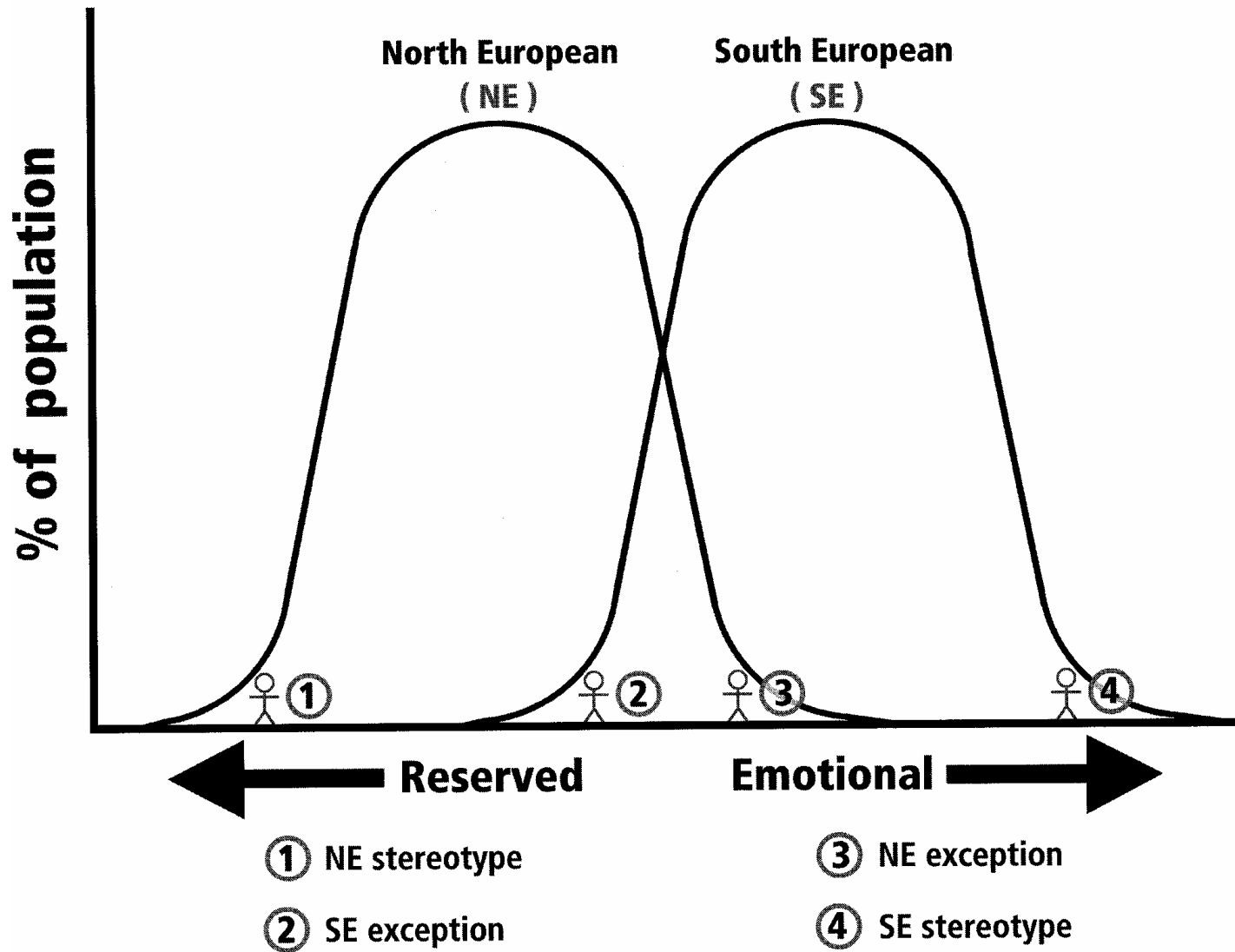
Three Levels of Uniqueness in Human Mental Programming

Hofstede: *Culture's
Consequences*, 1980.





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**Beschreiben Sie
das folgende Bild.**



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The DIE Model

1. Description (*Beschreibung*)
 - a. muss neutral und genau sein
 - b. muss kognitive Filter und Wahrnehmungsfiter überwinden
2. Interpretation (*Auslegung*)
 - a. Mutmaßung über die mögliche Bedeutung der Beobachtung
 - b. Zuschreibung eines Motives der beobachteten Person
3. Evaluation (*Bewertung*)
 - a emotionale oder affektive Beurteilung
 - b. eigene Gefühle über das, was Sie beobachtet haben

Mit einem Partner: *describe, interpret and evaluate*

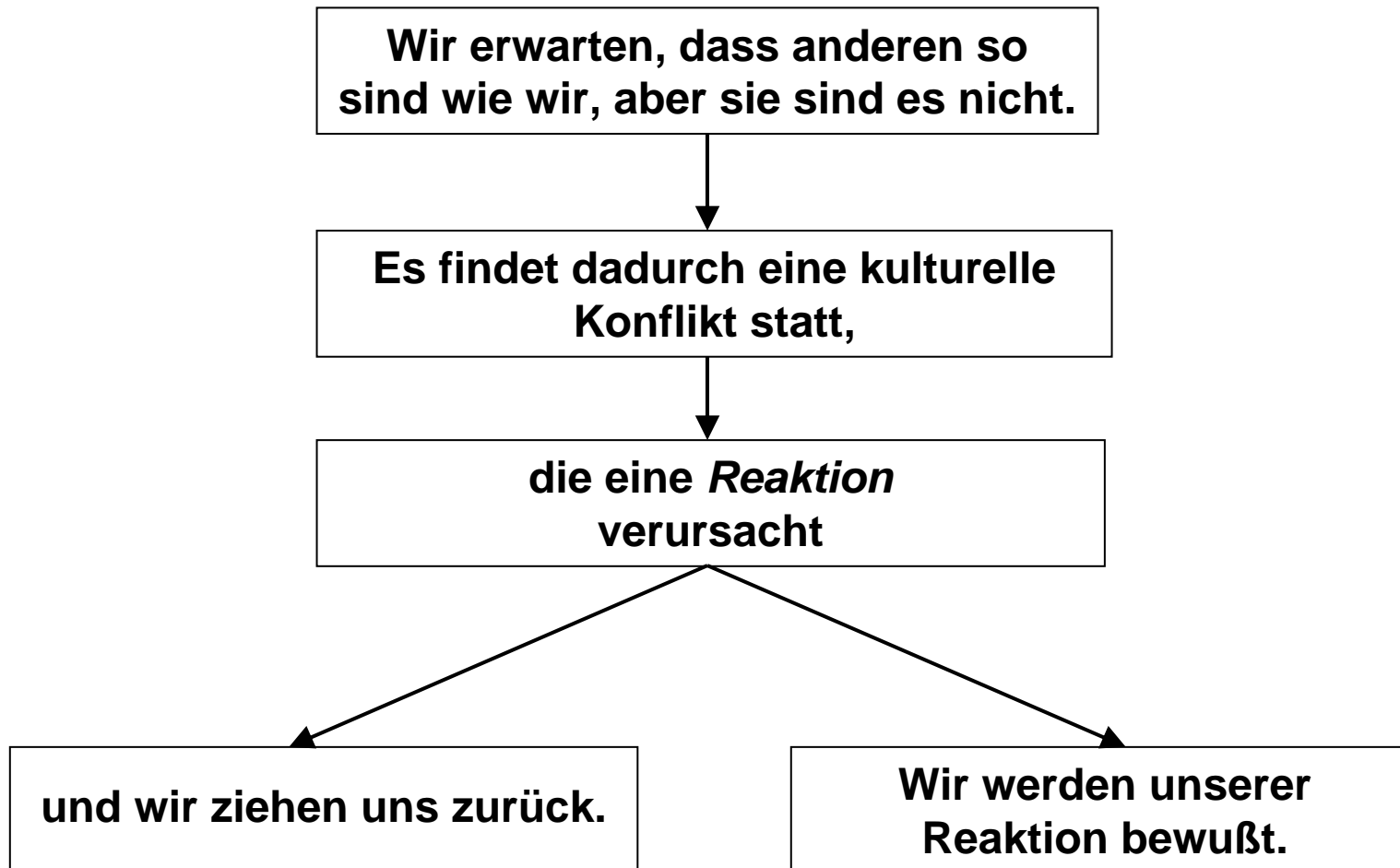




Beschreibung	Auslegung	Bewertung
<p>Schreiben Sie so genau und so neutral wie möglich hin, was Sie erfahren haben. Jede Begebenheit, die Ihnen auffällt, sei es komisch, befremdend, traurig, usw. sollen Sie notieren. Gefühle und Meinungen sollen hier nicht aufgezeichnet werden, bleiben Sie bei den bloßen Tatsachen.</p>	<p>Nun analysieren Sie das, was Sie beobachtet haben. Welche Grundsätze oder Werte stehen hinter dem Verhalten? Wie kann Ihre Beobachtung Ihnen helfen, die Kultur nach ihren Wertorientierungen zu klassifizieren ?</p>	<p>Beschreiben Sie hier Ihre Gedanken, Gefühle und Reaktionen. Welche kulturellen Gründe könnte es dafür geben, dass Sie so oder so reagiert haben? In wie fern sind diese unterschiedlich von den Werten oder Grundsätzen in der neuen Kultur?</p>



Description	Interpretation	Evaluation
<p>This morning I had to go to school at 8:10, but I could not hear my alarm clock ringing at 6:40, so I overslept until 8:00. My host mother did not wake me up though she heard the alarm clock's sound.</p> <p>Host mother said in the evening, "Next time if you don't wake up, what should I do? I respected your privacy this morning."</p>	<p>In Japan, people help each other. We always take care of our families and always take care of our friends even if they are grown-up persons. To take care of each other is a most important value for us.</p> <p>I understood her attitude represented the important American values: individualism and privacy.</p>	<p>I first felt that she was very unkind to me. Maybe she doesn't care if I have many difficulties at school. I felt loneliness.</p> <p>But maybe she also wanted me to learn "self -help" and "time control" to help me to survive here in America.</p>



**Wir werden unserer
Reaktion *bewußt*.**

**Wir *denken* über ihre
Ursachen *nach***

**und unsere Reaktion
lässt nach.**

**Wir *beobachten* die
Situation erneut.**

**und passen unsere *Erwartungen*
den kulturellen Begebenheiten an.**

■ Dilbert



Cultural Note:

In the US, office doors are normally kept open in order to show that you are accessible to others should they need your help. Nevertheless, it is considered very bad-mannered if a visitor does not knock or otherwise ask permission before entering.

Euro-amerikanische Abbildungskonventionen

Raumwahrnehmung von Bantu-Arbeitern in Südafrika

Intention des
Bildes: „Gefahr!
Vorsicht ist
geboden beim
Tragen eines
langen und
schweren
Brettes.“



Interpretation
der Bantu-
Arbeiter: „Ein
kleiner Junge
folgt einem
Erwachsenen.
Die Sonne
scheint.“

Was wird hiermit „gesagt“ ?





Behavior (<i>description</i>)	Attribution (<i>interpretation/evaluation</i>)
<p>American: How long will it take you to finish this report?</p>	<p>American: I asked him to participate.</p> <p>Greek: His behavior makes no sense. He is the boss. Why doesn't he tell me?</p>
<p>Greek: I don't know. How long should it take?</p>	<p>American: He refuses to take responsibility.</p> <p>Greek: I asked him for an order.</p>
<p>American: You are in the best position to analyze time requirements.</p>	<p>American: I press him to take responsibility for his own actions.</p> <p>Greek: What nonsense! I'd better give him an answer.</p>
<p>Greek: Ten days.</p>	<p>American: He lacks the ability to estimate time; this time estimate is totally inadequate.</p>
<p>American: Take 15. Is it agreed you will do it in 15 days?</p>	<p>American: I offer a contract.</p> <p>Greek: These are my orders. 15 days.</p>



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In fact, the report needed 30 days of regular work. So the Greek worked day and night, but at the end of the 15th day, he still needed one more day's work.



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Behavior	Attribution
<i>American:</i> Where is my report?	<i>American:</i> I am making sure he fulfills his contract. <i>Greek:</i> He is asking for the report.
<i>Greek:</i> It will be ready tomorrow.	(Both attribute that it is not ready.)
<i>American:</i> But we had agreed that it would be ready today.	<i>American:</i> I must teach him to fulfill a contract. <i>Greek:</i> The stupid, incompetent boss! Not only did he give me wrong orders, but he does not even appreciate that I did a 30-day job in 16 days.
The Greek hands in his resignation.	The American is surprised. <i>Greek:</i> I can't work for such a man.



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Team Leader

Behavior	Attribution
American: Who are you going to pick to lead the negotiations?	American: German:
German: I was thinking about Dr. Müller.	American: German:
American: He's very serious, isn't he?	American: German:
German: Quite. He thinks deeply about things.	American: German:
American: He's not one to make jokes, either.	American: German:
German: So you favor him too?	American: German:



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Feedback

Behavior	Attribution
American: Who do you think she'll pick to chair the task force ?	American: German:
German: I think you have a good chance.	American: German:
American: Me? No way. She doesn't think much of me.	American: German:
German: I don't agree. Why do you say that ?	American: German:
American: She's never said anything to me about my work.	American: German:
German: Then why are you so worried ?	American: German:



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Love Life

Behavior	Attribution
<i>American:</i> What's wrong with Klaus ?	<i>American:</i> <i>German:</i>
<i>German:</i> He broke up with his girlfriend.	<i>American:</i> <i>German:</i>
<i>American:</i> Poor guy. He looks so unhappy.	<i>American:</i> <i>German:</i>
<i>German:</i> He's taking it very hard.	<i>American:</i> <i>German:</i>
<i>American:</i> So what can we do to help ?	<i>American:</i> <i>German:</i>
<i>German:</i> Help ?	<i>American:</i> <i>German:</i>



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Höflichkeit

positive

- die Anderen einschließen
- Freundlichkeit und Wohlwollen offen zeigen
- offen sein, *sharing*

negative

- die Anderen nicht stören
- sich selber nicht in den Vordergrund stellen
- mit privaten Angelegenheiten nicht aufdringen



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Interkulturelle E-Mail

Sprache

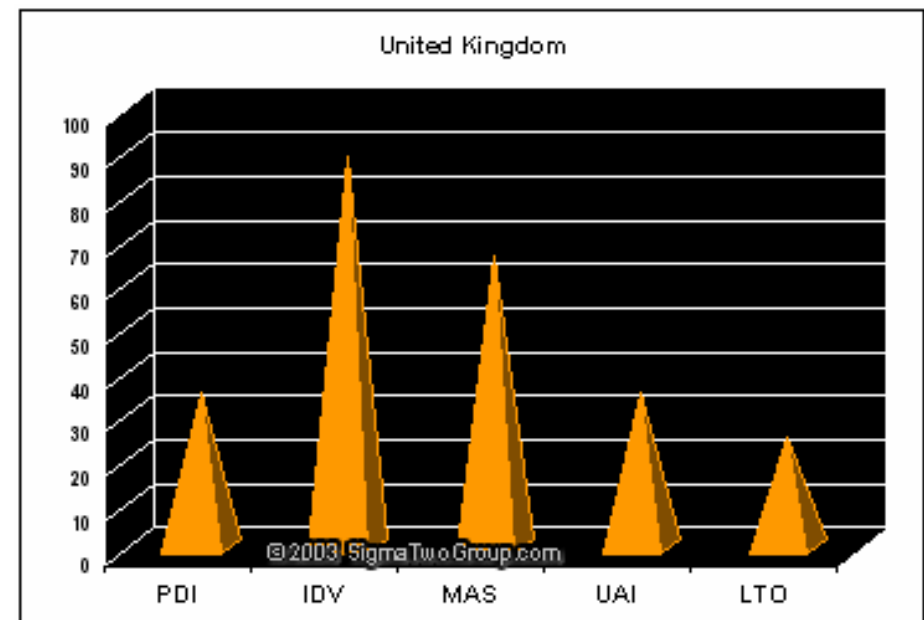
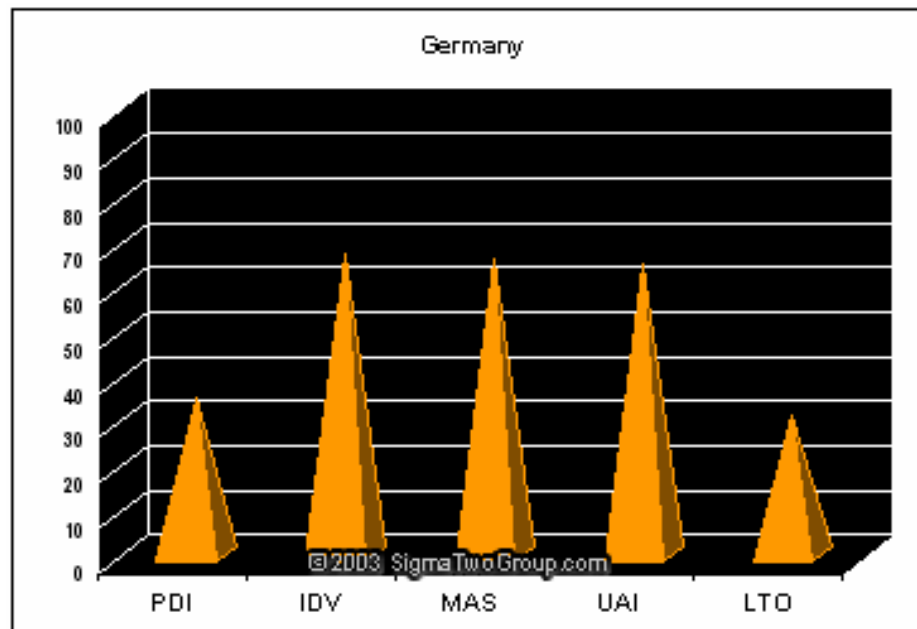
- Welche Sprache?
- Kreativität der Nicht-Muttersprachler
- Anpassung der Muttersprachler
- phatische Kommunikation

Kultur

- Format
- Anrede
- Ausführlichkeit
- Register, Humor, etc.
- Zusammenhang

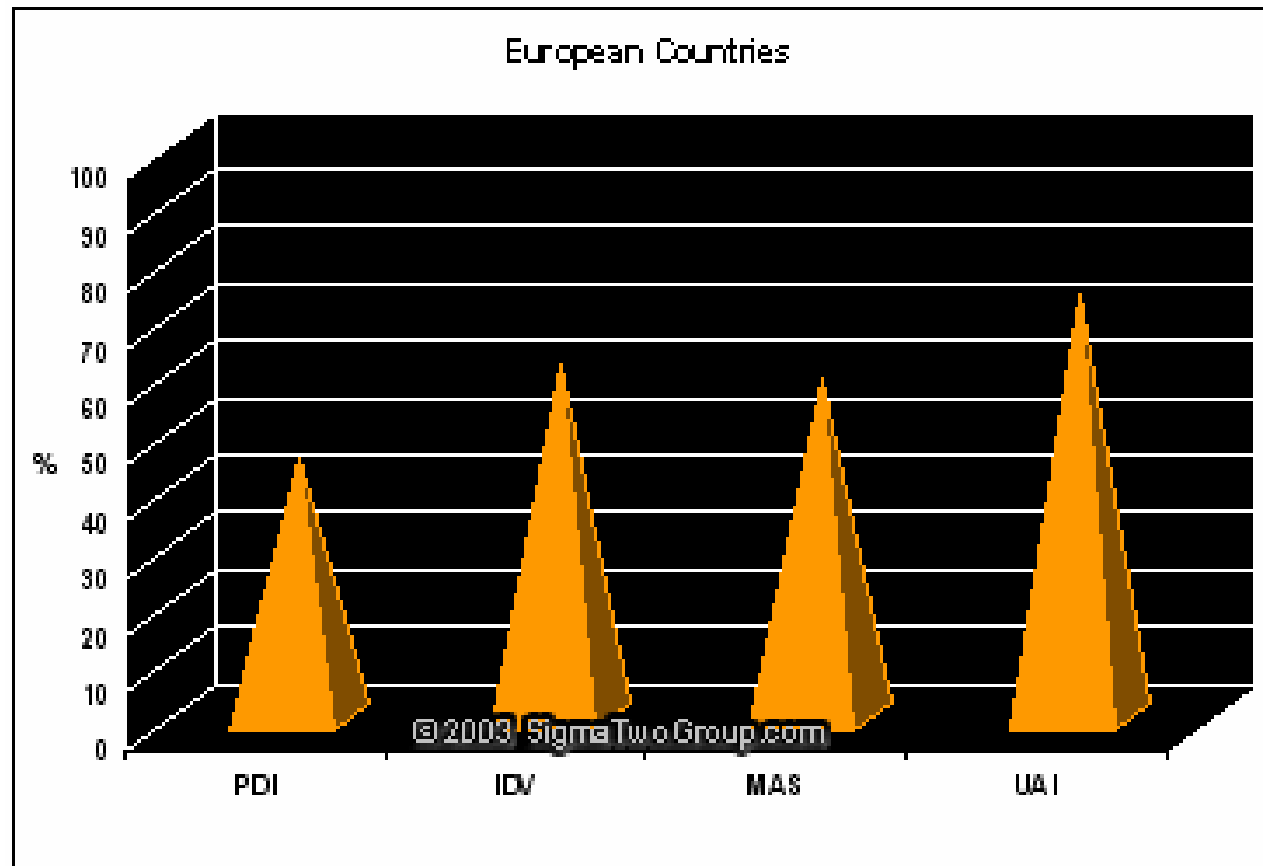


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Storti, Craig. *The Art of Crossing Cultures*. Intercultural Press, 2001.

On-Line Resources

<http://www.sietar-europa.org/>

<http://www.dialogin.com/>

<http://www.geert-hofstede.com/>



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