

## A.II.64

### Basic Skills – Business communication: speaking

# Working abroad – Cultural aspects of communication

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In einer globalisierten Welt kommt es durchaus vor, dass man einmal im Ausland arbeitet. So ein Aufenthalt wird gut geplant sein, trifft man sich auf eine neue Kultur, die die eigene kulturelle Prägung möglicherweise in einem anderen Licht erscheinen lässt. In dieser Unterrichtseinheit werden die Lernenden für andere Kulturen sensibilisiert, erhalten einen neuen Blick auf die eigene Kultur und lernen, wie man Konflikte erkennen, deuten und vermeiden oder lösen kann.

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#### KOMPETENZPROFIL

**Niveau:** B1 (Differenzierungsmaterial für A2)

**Dauer:** 10 Unterrichtsstunden + LEK

**Kompetenzen:** 1. Sprechen: in Rollenspielen und Übungen kompetent interagieren; 2. Lesen: sich Informationen über ein Kulturmodell aneignen; 3. Schreiben: direkte Kommunikation in indirekte Kommunikation umschreiben; 4. Medienkompetenz: digitale Tools verwenden

**Thematische Bereiche:** im Ausland arbeiten, interkulturelle Kommunikation/Kompetenz

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## Auf einen Blick

### 1./2. Stunde

**Thema:** Talking about working abroad

**M 1** **Going abroad for work? – An inside-outside circle** / Sprechen über Vorstellungen vom Arbeiten im Ausland (UG/GA)

**M 2** **Aspects to think of when working abroad – A mind map** / Strukturieren der Ergebnisse (GA)

**Benötigt:**

- ggf. digitale Endgeräte und Internetzugang
- ggf. die sprachlichen Hilfestellungen in ZM 1 für leistungsschwächere Lernende



### 3./4. Stunde

**Thema:** Understanding cultural differences

**M 3** **Understanding cultural differences – The Yatzees and the Yatzoos I** / Kennenlernen der Spielregeln (UG)

**M 4** **The Yatzees and the Yatzoos – The Yatzees** / Lesen der Rollenkarte und Vorbereiten der Rolle (EA/UG)

**M 5** **The Yatzees and the Yatzoos – The Yatzoos** / Lesen der Rollenkarte und Vorbereiten der Rolle (EA/GA)

**M 6** **The Yatzees and the Yatzoos – Evaluating the game** / Auswerten des Spiels (GA)

**Benötigt:**  wenn möglich, separater Raum zum Üben der Rollen

### 5./6. Stunde

**Thema:** Getting to know a culture model

**M 7** **Cultural orientations – A group puzzle** / Kennenlernen der Regeln für das Gruppenpuzzle (UG)

**M 8** **Cultural orientations – Expert group 1** / Erarbeiten und Diskutieren verschiedener Kommunikationsstile (GA)

**M 9** **Cultural orientations – Expert group 2** / Erarbeiten und Diskutieren verschiedener Zeitkonzepte (GA)

**M 10** **Cultural orientations – Expert group 3** / Erarbeiten und Diskutieren von Kollektivismus und Individualismus (GA)

**7./8. Stunde**

**Thema:** Direct and indirect communication

**M 11** **Do you mean what you say? – (In)direct communication** / Umschreiben direkter Aussagen in indirekte Aussagen (PA)

**9./10. Stunde**

**Thema:** Analysing critical incidents

**M 12** **There must be a misunderstanding! – Analysing critical incidents** / Analysieren kritischer Ereignisse und Erproben von Lösungsmöglichkeiten (GA)

**M 13** **Evaluating what you saw – A feedback sheet** / Erproben von Feedback mithilfe eines Formulars (GA)

**LEK**

**Thema:** **Working abroad – Aspects of cultural communication** / Analysieren eines kritischen Ereignisses; Wiederholen der wichtigsten Inhalte in einem *LearningSnack*

**Benötigt:**  digitale Endgeräte mit Internetzugang

**Minimalplan**

Sie haben nur zwei Doppelstunden zur Verfügung? So können Sie die wichtigsten Inhalte erarbeiten:

1./2. Stunde: Understanding cultural differences M 3–M 6  
3./4. Stunde: Getting to know a culture model M 7–M 10

**Zusatzmaterialien im Online-Archiv bzw. in der ZIP-Datei**

ZM1\_Useful phrases sprachliche Hilfestellungen für den *inside-outside circle* in M 1  
ZM2\_Vocabulary list Vokabelliste



## Understanding cultural differences – *The Yatzees and the Yatzoos*

M 3



Imagine you are going to China as an intern for six months. Before your company sends you there, you attend a workshop that helps you understand cultural differences. In this workshop you participate in a game. It is called *The Yatzees and the Yatzoos*.



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### Tasks

1. Describe the situation in the picture above. What is the problem here?
2. Read the rules of the game in the info box. Ask questions if necessary.
3. Then form two groups – the Yatzees and the Yatzoos. Each group will receive a role card and tasks.

### Info box – *The Yatzees and the Yatzoos*

#### Preparations

- Each group gets a description of what to do and how to act.
- One group leaves the room, the other group stays.
- Each group reads their role cards and practises their way to act. The groups have ten minutes time for their preparation.
- The groups come back into the room.

#### First round of interaction

- The first round of interaction starts.
- The first round of interaction is evaluated. Use the evaluation box and take notes.
- The groups prepare for the second round of interaction. This time both groups want the encounter to end better. They discuss what they want to keep of their culture and what they want to give up and why.
- The groups come back.

#### Second round of interaction

- The second round of interaction starts.
- The second round of interaction is evaluated. Use the evaluation box and take notes.

Quelle: *Interkulturelles Training & Trainer\*innen-Ausbildung – IKUD® Seminare. IKUD®-Seminare, Göttingen. Text an die Zielgruppe (Schülerinnen und Schüler) angepasst. Übersetzung: Dr. Petra Schappert.*



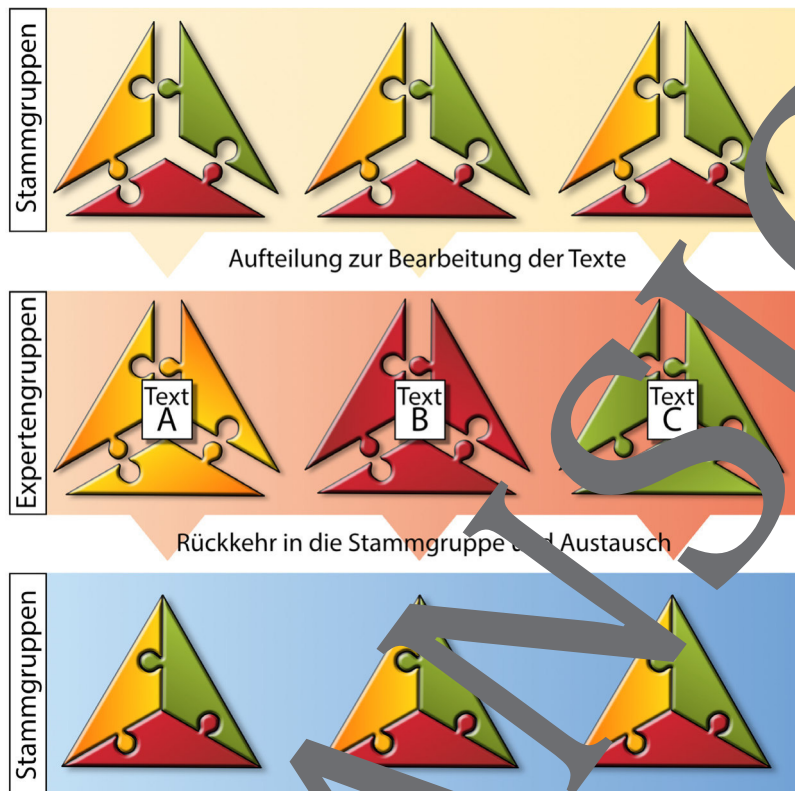
## Cultural orientations – A group puzzle

M 7

In groups, you will now work with different texts on the topic “cultural orientations”.

### Task

Read the rules for a group puzzle in class. Ask questions if necessary.



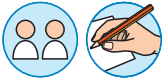
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### Info box – Group puzzle

- Form groups of three students. This is your **home group**. Get to know each other. Agree on who will work on which material.
- In the next step, you will work on different aspects of the culture model “cultural orientations” by Karl-Heinz Flechsig. You will do so in different groups. These are called **expert groups**. Each expert group consists of one person of each home group. Each expert group takes care of one material.
- Now each expert goes back to his/her **home group**. Each expert reports to the other group members what he/she found out in his/her expert group.
- Write down your findings in the grid below.
- Discuss in class: Is there still anything you need clarification about?

## M 11

## Do you mean what you say? – (In)direct communication



How good are you at saying things in an indirect way?

### Tasks

Work in pairs of two.

1. First, read the information text in the box.
2. Then look at the sentences 1.–6. They are written in a direct communication style. Rewrite them in an indirect communication style.
3. Present your results to the class.



#### Info box – Direct and indirect communication

In some cultures, for example the German one, people explicitly express what they mean. This is called direct communication. Sometimes this way of saying things can appear very rude and unfriendly. In other cultures, harmony and the wish not to confront others with ugly truths is more important. This is called an indirect way of communication. When you communicate indirectly, you use a lot of paraphrasing and sometimes you say the opposite. If people from both communication styles meet, this can lead to misunderstandings.

#### Example:

Direct communication: Unfortunately, your application does not meet our expectations of a trainee. We will therefore send your application documents back to you.

Indirect communication: We read your application with boundless pleasure. However, if we were to hire you, all other trainees would feel inferior. We would also never be able to hire another trainee who is less capable than you. Therefore, to our regret, we feel compelled to return your application documents and ask you a thousand times to overlook our short-sightedness.

1. Boss to apprentice: "Doby, you are always late."

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2. Colleague to colleague: "I'm sorry but I cannot buy you lunch anymore. When will I get back the 20 € that you?"

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